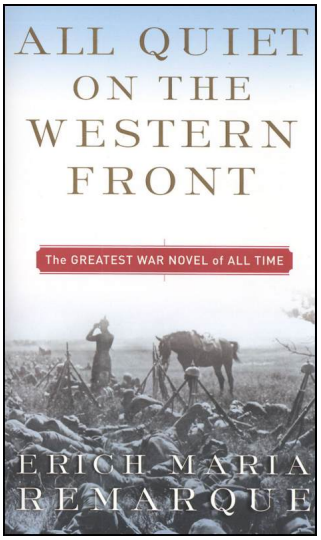
All Quiet on the Western Front



ISBN-10	0449213943
ISBN-13	978-0449213940
Author	Remarque, Erich Maria
Publisher	Ballantine Books
Copyright	1987
Lexile	830L
Genre	War Story, Fiction
Synopsis	This novel depicts the experiences of a group of young German soldiers fighting and suffering during the final days of World War I. As the soldiers distance themselves from civilian life, they endure severe emotional stress and physical trauma.
Themes	War and Conflict, Resilience
Protagonist	Teen Male
Note	Over the years, these books have been published in multiple editions. The page numbers in your book may be different than the ones on the lesson plan.
More Information	www.scu.edu/character

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Character Based Literacy Program Lesson Plan
***All Quiet on the Western Front*, Introduction**

Outcomes for the Novel

Quarter 2: Change Requires Effort
Lesson Plans for the Novel *All Quiet on the Western Front*

Introduction:

Following is a four-week lesson plan based on the novel, *All Quiet on the Western Front*, written by Erich Maria Remarque. *All Quiet on the Western Front* is a fictional first person account told by Paul Baumer, a young German teen. He is sent off to fight in World War I and encounters the horrors of war that leave him scarred for life. One major theme is how war creates feelings of isolation and disillusionment. Another theme is how the generation gap is widened by the horrors of war.

Ask yourself: What were the causes and events of WWI?
How does war affect the lives, emotions, and thoughts of those involved?

The Author:
Erich Maria Remarque himself enlisted in the German army and fought on the Western Front during World War I. It is believed that his first novel, *All Quiet on the Western Front,* is a semi-autobiographical account. To find out more about him please link to following website: http://www.kirjasto.sci.fi/remarque.htm

Change Requires Effort

Change is possible. Change requires three things: a vision, a plan, and effort. It requires changing bad habits to good habits. It requires effort even when we don't feel like working. It requires one step at a time.

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Character Based Literacy Program Lesson Plan
***All Quiet on the Western Front*, Day 1**

Outcomes for Today

Standards Focus:

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
b.) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
c.) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.) Provide a concluding statement or section that follows from and supports the argument presented.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.

Change Requires Effort Change is possible. Change requires three things: a vision, a plan and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

When was World War I fought? Who was involved in World War I?

Introduction to the Great War
"The Great War was without precedent ... never had so many nations taken up arms at a single time. Never had the battlefield been so vast… never had the fighting been so gruesome..."

The World War of 1914-18 - The Great War, as contemporaries called it -- was the first man-made catastrophe of the 20th century. Historians can easily identify the literal "smoking gun" that set the War in motion: a revolver used by a Serbian nationalist to assassinate Archduke Franz Ferdinand (heir apparent to the Austro-Hungarian throne) in Sarajevo on June 28, 1914.

But scholars are still debating the underlying causes. Was it the desire for greater empire, wealth and territory? A massive arms race? The series of treaties, which ensured that once one power went to war, all of Europe would quickly follow?

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Was it social turmoil and changing artistic sensibilities brought about by the Industrial Revolution? Or was it simply a miscalculation by rulers and generals in power? The answer provided in "The Great War and The Shaping of the 20th Century" is that all of these volatile elements combined to set off a gigantic explosion we now know as World War I.

"World War I marked the first use of chemical weapons, the first mass bombardment of civilians from the sky, and the century's first genocide..."

True to the military alliances, Europe's powers quickly drew up sides after the assassination. The allies -- chiefly Russia, France and Britain -- were pitted against the Central Powers -- primarily Germany, Austria-Hungary and Turkey. Eventually, the War spread beyond Europe as the warring continent turned to its colonies and friends for help. This included the United States, which joined the War in 1917 when President Woodrow Wilson called on Americans to "make the world safe for democracy."

Most of the leaders in 1914 had no real idea of the war machine they were putting into motion. Many believed the War would be over by Christmas 1914. But by the end of the first year, a new kind of war emerged on the battlefield that had never been seen before -- or repeated since: total war-producing stalemate, the result of a war that went on for 1,500 days. Before the official Armistice was declared on November 11, 1918, nine million people had died on the battlefield and the world was forever changed.
Source: http://www.pbs.org/greatwar/chapters/index.html

Teachers should introduce/review World War I with the class. A brief introduction of the nations involved and the reasons for the war would help. Link the following site for a timeline of events: http://www.pbs.org/greatwar/timeline

Note: The story is set five miles from the front lines on the French/German border during World War I.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

queue	jostle	bewildered	latrine	amputated

READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

pp. 1 - 18
Note: The main character Paul Baumer has several flashbacks to two other times in his life. One is before the war when they were back at school and the other is at training camp.

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Setting	Characters	Pages
Western part of Germany that borders France – five miles from the front at the German camp	Tjaden, Muller, Stanislaus Katczinsky = Kat, Albert Kropp, Leer, Paul Baumer, Haie Westhus, Detering, Ginger = cook, Kantorek, Franz Kemmerich, Kantorek, Corporal Himmelstoss, Joseph Behm	1-13
St. Joseph's Hospital	Franz Kemmerich, Paul Baumer, Muller, Albert Kropp, Kantorek	13-18

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

* Make special note that the protagonist uses flashbacks to describe different times of his life.

Students might mention:

- They are resting five miles behind the front.
- Fourteen days ago they had to go and relieve the front line. Only eighty returned out of the one hundred and fifty that left.
- Outside the kitchen arguing for the whole company rations
- Circling around in the meadow, using the latrine and playing cards
- Getting letters from back home and reminiscing about Kantorek's speeches back at school (first flashback to before the war back home).
- Visiting the hospital to see Kemmerich before he dies

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

- new character information can be added to an Open Mind Portrait
- an answer can be added to a question from the KWL Chart
- a new location or change can be added to the map

KWL Chart: What You Know, Want to Know, and Learn

Materials:

- KWL Chart

Step One: Read the first segment pages 7-18.

Step Two: Fill out the K [know] column: what do you know?

1. What key things do you know from the story or explanation you have read so far? This might be who, what, where, when, why, or how information.
2. Write this information concisely in the K [What do you know?] column.

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Step Three: Fill out the W [want] column: what do you want to know?

1. Given what you know, what would you like to know about this story or topic, about what has happened or will happen in the future?
2. Write this information concisely in the W [What do you want to know?] column.

Step Four: Fill out the L [learned] column: what have you learned?

1. As you read more of the story, or learn more about the topic, ask yourself what you have learned. Do you have answers to any of the questions in your W column: what you wanted to know?
2. Write this information concisely in the L [What have you learned?] column. You may want to do this at various times as you learn. You may want to check off the questions in the W column when you answer them in the L column.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

One possible activity: For this unit, teachers should have each student develop an open Mind Portrait of Paul Baumer, Tjaden, Muller, Kat, Kantorek, Kemmerich, Haie Westhus, and Kropp. Today teachers should lead the class in Setting up an open Mind Portrait for Paul Baumer and Kantorek.

Another possible activity: Teachers should explore the impact of nationalism by having each student create a recruitment poster for World War I. Teachers should link http://www.ww1-propaganda-cards.com for real examples.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. What are the general characteristics of your parents' generation or grandparents' generation?
2. How would you describe the characteristics of your own generation?
3. Why does Paul Baumer feel the older generation has let them down?
4. How would you describe Paul's fellow soldiers Leer, Muller, and Kropp?
5. Why was the cook hesitant to distribute the extra food?
6. Why has Paul's view towards the latrines change?
7. What do the soldiers do to forget their last trip to the front line?
8. How did the schoolmaster, Kantorek influence Paul and his classmates to enlist in the German military?
9. Why was joining the army an expression of patriotism?

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9. Analyze Analyze the key paragraph.

Key Paragraph, p. 12
"For us lads of eighteen they ought to have been mediators and guides to the world of maturity, the world of work, of duty, of culture, of progress to the future. We often made fun of them and played jokes on them, but in our hearts we trusted them. The idea of authority, which they represented, was associated in our minds with a greater insight and a more humane wisdom. But the first death we saw shattered this belief. We had to recognize that our generation was more to be trusted than theirs. They surpassed us only in phrases and cleverness. The first bombardment showed us our mistake, and under it the world as they had taught it to us broke in pieces."

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

It will try simply to tell of a generation of men who, even though they may have escaped shells, were destroyed by the war. - epigraph

Write an argumentative essay on how it is possible to physically survive a war but be mentally destroyed.

1. Support your argument with evidence from the reading or an example from any past or current war.
2. Include both logical and anecdotal arguments.

11. Close Close by extending today's lesson to life and the world.

1. How have American soldiers mentally suffered in the United States involvement in Iraq?
2. How do you show your patriotism?

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KWL Chart

K What do you know?	W What do you want to know?	L What have you learned?

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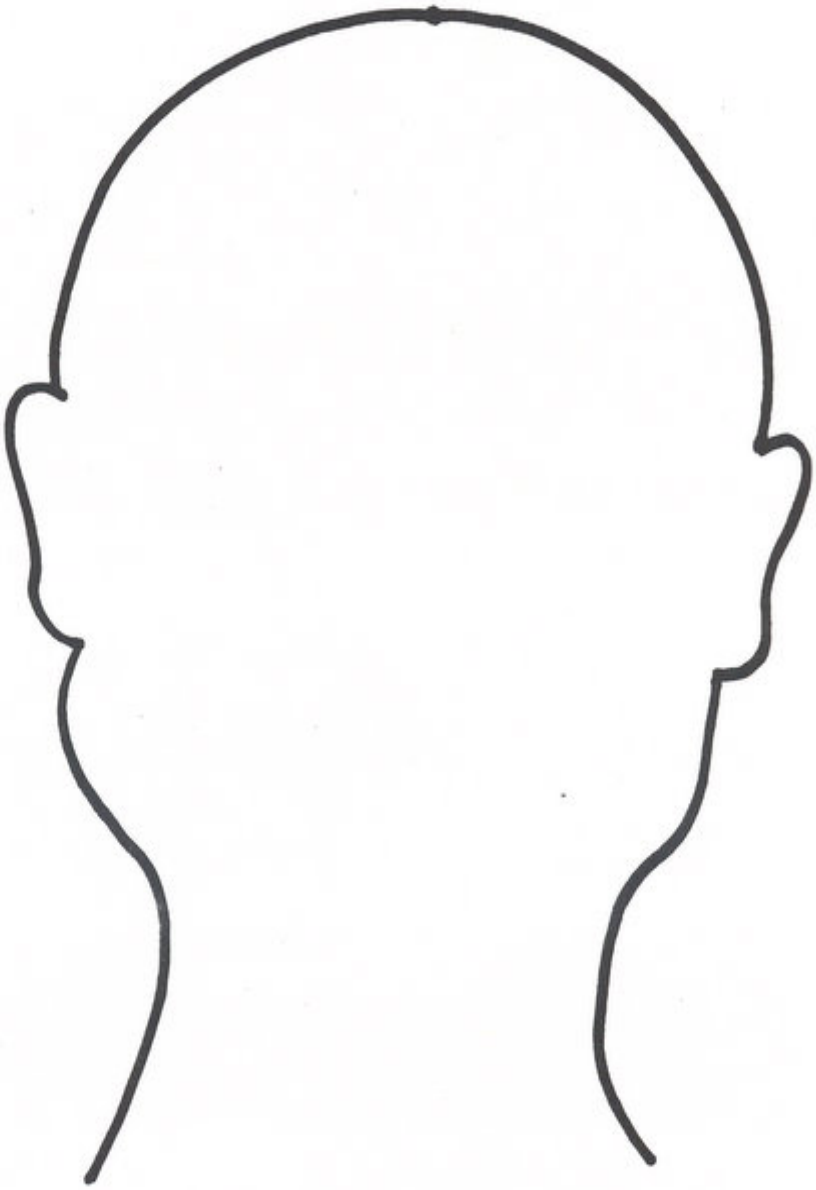
Open Mind Portrait:



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Character Based Literacy Program Lesson Plan
***All Quiet on the Western Front*, Day 2**

Outcomes for Today

Standards Focus:

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
b.) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
c.) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.) Provide a concluding statement or section that follows from and supports the argument presented.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.

Change Requires Effort Change is possible. Change requires three things: a vision, a plan and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

What were the medical aspects of gas warfare?

During WW1, Gas Warfare was first used at the Battle of 2nd Ypres in 1915 when Chlorine gas was released from cylinders with devastating effect on French Colonial Troops. This use of gas from cylinders, however, was dependent on the prevailing wind and it was subsequently found that chemical agents could be carried more effectively inside shells; these could be fired at the enemy, independent of the weather.

Source: http://www.vlib.us/medical/gaswar/gasindex.htm

What were World War I hospitals like? A handy website that teachers can link is at http://www.vlib.us/medical/ .

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

obliterate	gamut	renunciation	comradeship	gangrene

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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

pp. 19 - 33

Setting	Characters	Pages
At camp 5 miles from the front lines of Germany/France first flashback to training	Paul Baumer, Albert Kropp, Muller, Leer, Kantorek, Franz Kemmerich, Corporal Himmelstoss, Tjaden, Westhus	19-27
St. Joseph's Hospital	Paul Baumer, Franz Kimmerich, Muller	21-33

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Paul's account of his life before the war when he used to write poetry
- Flashback to training camp experiences such as training and marching
- Flashback to being trained and abused by Himmelstoss
- Flashback to the time they stood up to Himmelstoss
- Flashback to when all the training awakened a sense of comradeship
- Franz Kemmerich dies at the hospital.
- Paul runs back to camp to be comforted by his comrades.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

- new character information can be added to an Open Mind Portrait
- an answer can be added to a question from the KWL Chart
- a new location or change can be added to the map

Theme Charts

Create a class theme chart on the "Horror of War." The horror of war is a reoccurring theme of *All Quiet on the Western Front.* After each chapter list the physical and psychological effects of the war.

Create a class theme chart on the "The Effects of War on Soldiers." The horror of war affects the soldier's humanity. After each chapter bullet point examples of how the soldiers emotionally disconnect to humanity.
Create a class theme chart on "Nationalism." The idea of nationalism builds up to the start of WWI. As the fighting begins, soldiers fight for survival rather than to honor their nation. After each chapter bullet point examples of how nationalism loses its power.

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EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

One possible activity: Today teachers should have the class add to the Open Mind Portrait for Paul Baumer, Muller, Kemmerich, and Kropp, and create one for Corporal Himmelstoss.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Why does Paul have a hard time remembering what life was like before the war?
2. Why does Paul know that Kemmerich will not live long?
3. How does Paul explain Muller's desire to get Kemmerich's boots before he dies?
4. What do the boots symbolize?
5. How do Kropp and the others get back at Himmelstoss without actually disobeying orders?
6. Why does the doctor not care about taking care of Kemmerich?
7. Why does Paul believe *only facts are real and important to us?*
8. Why does Paul feel cut off from humanity?
9. How does Paul and the doctor shut themselves off from their feelings as a way of coping with difficult situations?
10. What would happen if the soldiers dwelled on Kemmerich's death?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 20

"Kantorek would say that we stood on the threshold of life. And so it would seem. We had as yet taken no root. The war swept us away. For the others, the older men, it is but an interruption. They are able to think beyond it. We, however, have been gripped by it and do not know what the end may be. We know only that in some strange and melancholy way we have become a waste land. All the same, we are not often sad."

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

In today's reading, Paul credits that the finest thing to ever come out of war is comradeship. It's what unites Paul and Kropp against Himmelstoss and what makes the death of his lifelong friend Kemmerich so painful. Yet it is also what comforts him at the end of the chapter when after Paul gives Kemmerich's boots to Muller, Muller offers him some saveloy and rum as a token of thanks and sympathy.

Write an argumentative paragraph that proves comradeship helps comfort people through a tough time. Support your claim with three examples from the reading.

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11. Close Close by extending today's lesson to life and the world.

1. Describe a time when you experienced the death of a family member or friend.
2. What are different ways to mourn a death?

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Character Based Literacy Program Lesson Plan
***All Quiet on the Western Front*, Day 3**

Outcomes for Today

Standards Focus:

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
b.) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
c.) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.) Provide a concluding statement or section that follows from and supports the argument presented.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.

Change Requires Effort Change is possible. Change requires three things: a vision, a plan and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

Why were boys fighting as soldiers?

'Boy Soldiers' fighting in World War One remained a controversial issue throughout the war. By the time World War One had ended many thousands of youths too young to legally enlist had been either killed or wounded.

When World War One was declared in August 1914, a huge number of men wanted to enlist. Their enthusiasm was shared by many aged 15 to 18. The war was sold to the general public as a war that would be over by Christmas 1914. Therefore recruitment offices had to handle tens of thousands of men and youths who wanted to show their patriotic fervour. Few, if any, of the recruitment officers had time and probably the inclination to check the age of the volunteers. The rule of thumb seemed to be perfectly simple: if the volunteer wanted to fight for his country and was physically fit enough to do so, why stop him? In this way it is thought that as many of 250,000 'Boy Soldiers' were recruited and fought in World War One.

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Source: http://www.historylearningsite.co.uk/boy_soldiers.htm
What was life like in the barracks?
http://www.users.on.net/~pmdormer/tomslostyears/Barrack_Life.html

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

patronizingly	inhabitants	platoon	uninhabited	bloodlust

READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

pp. 35 - 50

Setting	Characters	Pages
Camp – five miles from the Western Front Flashback to Training Camp	Paul Baumer, Albert Kropp, Katczinsky = Kat, Tjaden, Haie Westhus, Corporal Himmelstoss, Kindervater	35-50

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- New recruits arriving to reinforce the decimated company
- Kat's ability to scrounge extra food
- Kat and Kropp discussing how the war should be conducted
- The soldiers remembering life in the barracks and how cruel Himmelstoss is
- Tjaden's special grudge against Himmelstoss for trying to correct his bedwetting
- Haie, Paul, Kropp, and Tjaden lynch Himmelstoss outside a bar.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

- new character information can be added to an Open Mind Portrait
- an answer can be added to a question from the KWL Chart
- a new location or change can be added to the map

Theme Charts

Create a class theme chart on the "Horror of War." The horror of war is a reoccurring theme of *All Quiet on the Western Front.* After each chapter list the physical and psychological effects of the war.

Create a class theme chart on the "The Effects of War on Soldiers." The horror of war affects the soldier's humanity. After each chapter bullet point examples of how the soldiers emotionally disconnect to humanity.

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Create a class theme chart on “Nationalism.” The idea of nationalism builds up to the start of WWI. As the fighting begins, soldiers fight for survival rather than to honor their nation. After each chapter bullet point examples of how nationalism loses its power.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

One possible activity: Students should continue their open Mind Portraits of Kat, Haie Westhus, Himmelstoss, and Tjaden.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. How do Paul and his comrades treat the new recruits?
2. How does Kat acquire the beans?
3. Why is Kat so important to have in the group?
4. How is Kat old-fashion in the new age of industry?
5. How does unequal food and pay influence the length of the war?
6. What solutions do Kropp and Kat offer for the end of war?
7. Why do you think men who desire power abuse it?
8. How does the emotional disconnect impact the soldiers humanity?
9. How does Kat redefine the traditional hero from one who is self-sacrificing to someone who is self-interested in lessening personal suffering?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 44

“Roughly speaking it is,” says Kat. And prepares for a long speech; “but the root of the matter lies somewhere. For instance, if you train a dog to eat potatoes and then afterwards put a piece of meat in front of him he’ll snap at it, it's his nature. And if you give a man a little bit of authority he behaves just the same way, he snaps at it too. The things are precisely the same. In himself man is essentially a beast, only he butters it over like a slice of bread with a little decorum…And the more insignificant a man has been in civil life, the worse it takes him.”

EXTEND

10. Write Have each student write a short product based on today’s prompt to connect to the unit theme.

Kat and Kropp discuss their theories as to why men become abusive when given a little power. Kat argues that it is part of man’s basic animal nature to desire power and abuse it.

Write an argumentative paragraph supporting or disproving Kat’s argument that humans desire power and will abuse it. Support your position with three examples.

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11. Close Close by extending today's lesson to life and the world.

1. Describe a time when you were in a leadership position.
2. Did you abuse your power? Why or why not?

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Character Based Literacy Program Lesson Plan
***All Quiet on the Western Front*, Day 4**

Outcomes for Today

Standards Focus:

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
b.) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
c.) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.) Provide a concluding statement or section that follows from and supports the argument presented.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.

Change Requires Effort Change is possible. Change requires three things: a vision, a plan and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

What was trench warfare like?

Death was a constant companion to those serving in the line, even when no raid or attack was launched or defended against. In busy sectors the constant shellfire directed by the enemy brought random death, whether their victims were lounging in a trench or lying in a dugout (many men were buried as a consequence of such large shell-bursts).

Similarly, novices were cautioned against their natural inclination to peer over the parapet of the trench into No Man's Land.

Many men died on their first day in the trenches as a consequence of a precisely aimed sniper's bullet.

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It has been estimated that up to one third of Allied casualties on the Western Front were actually sustained in the trenches. Aside from enemy injuries, disease wrought a heavy toll.

Source: http://www.firstworldwar.com/features/trenchlife.htm

What were the effects of the gas used in trench warfare?

A site that has the armory of weapons and machines used in the Great War can be linked at: http://www.worldwar1.com/armory.htm.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

lorry	trench	baseness	acrid	monotonous

READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

pp. 51 - 64

Setting	Characters	Pages
near the front-lines at the reserves Western Front	Paul Baumer, Albert Kropp, Muller, Leer, Kat = Katczinsky, Tjaden, Haie Westhus, Detering	51-64

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- going on wiring fatigue p. 51
- discussing bomb sounds p. 53
- approaching the front lines
- bombardment p. 59
- unrolling wire p. 60
- recruit crawling into Paul's arms p. 61
- wounded horses and shooting them p. 64

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

- new character information can be added to an Open Mind Portrait
- an answer can be added to a question from the KWL Chart
- a new location or change can be added to the map

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Theme Charts

Create a class theme chart on the "Horror of War." The horror of war is a reoccurring theme of *All Quiet on the Western Front.* After each chapter list the physical and psychological effects of the war.

Create a class theme chart on the "The Effects of War on Soldiers." The horror of war affects the soldier's humanity. After each chapter bullet point examples of how the soldiers emotionally disconnect to humanity.

Create a class theme chart on "Nationalism." The idea of nationalism builds up to the start of WWI. As the fighting begins, soldiers fight for survival rather than to honor their nation. After each chapter bullet point examples of how nationalism loses its power.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

One possible activity: Continue on the open Mind Portrait of Paul Baumer. Teachers can reference p. 36 in the source book.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. How is the bombardment described?
2. What parts of the bombardment description make it poetic and dramatic?
3. How can the soldiers distinguish between the different bomb sounds?
4. Discuss how the soldiers become "human animals" at the sound of the first droning of shells.
5. How is the soldier's relationship with the earth a metaphor to the relationship between mother and child?
6. Describe the recruit seeking protection from Paul.
7. How does the Paul help the recruit?
8. Why does the sound of wounded horses trouble the men so much?
9. Why are humans responsible for the war as oppose to the horses?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 56

"At the sound of the first droning of the shells we rush back, in one part of our being, a thousand years. By the animal instinct that is awakened in us we are led and protected. It is not consciousness; it is far quicker, much more sure, less fallible, than consciousness….It is this other, this second sight in us, that has thrown us to the ground and saved us, without our knowing how….We march up, moody or good-tempered soldiers--we reach the zone where the front begins and become on the instant human animals."

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EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Paul talks about how in order to survive war you must rely on your animal-like instincts. Thus, war strips you of any of your humanity.

Write an argumentative paragraph defending whether you believe humans must rely on their instincts or intellect in order to survive war. Include three reasons to support your answer.

11. Close Close by extending today's lesson to life and the world.

1. Write about a time when you ended up relying on your instincts instead of your intellect.
2. How would the situation be different if you would have acted on your intellect?

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Character Based Literacy Program Lesson Plan
***All Quiet on the Western Front*, Day 5**

Outcomes for Today

Standards Focus:

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
b.) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
c.) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.) Provide a concluding statement or section that follows from and supports the argument presented.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.

Change Requires Effort Change is possible. Change requires three things: a vision, a plan and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

What types of gases were used in World War I?

The gases used during WW1 may be classified as:

1. Lacrimators: (eye irritants and "tear gases") such as Benzylbromide.

2. Sternutators: (nasal irritants, "sneeze gases," "vomiting gases"), such as Diphenylchlorarsine. Sternutator gases were mixed with the other, more lethal, gases in order to interfere with the men wearing their protective gas masks.

3. Lung irritants: (suffocants, respiratory irritants) Chlorine, Phosgene, carbon oxychloride, chlormethylchlorformate, bromacetone, chloropicrin.

4. Vesicants (skin irritants, escharotics) Dichlorethylsulphide, or Mustard Gas, chlorarsines and bromoarsines.

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Source: http://www.vlib.us/medical/gaswar/gasindex.htm
Access the link to find out more.
http://historylearningsite.co.uk/poison_gas_and_world_war_one.htm or
http://www.vlib.us/medical/gaswar/gasindex.htm

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

louse	tedious	scrounge	laconically	disconcerted

READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

pp. 65 - 83

Setting	Characters	Pages
near the front lines on the Western Front	Paul Baumer, Albert Kropp , Muller, Leer, Kat = Katczinsky, Tjaden, Haie Westhus, Detering, Corporal Himmelstoss	65-83

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- coming under bombardment p. 66
- lying in the graveyard p. 67
- gas mask p. 68
- debating whether or not to kill the injured recruit p. 72
- killing louses p. 75
- discussing peacetime, what to do p. 76
- Tjaden telling off Himmelstoss p. 81

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

- new character information can be added to an Open Mind Portrait
- an answer can be added to a question from the KWL Chart
- a new location or change can be added to the map

Theme Charts

Create a class theme chart on the "Horror of War." The horror of war is a reoccurring theme of *All Quiet on the Western Front.* After each chapter list the physical and psychological effects of the war.

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Create a class theme chart on the "The Effects of War on Soldiers." The horror of war affects the soldier's humanity. After each chapter bullet point examples of how the soldiers emotionally disconnect to humanity.
Create a class theme chart on "Nationalism." The idea of nationalism builds up to the start of WWI. As the fighting begins, soldiers fight for survival rather than to honor their nation. After each chapter bullet point examples of how nationalism loses its power.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

One possible activity: Students will add on to the open Mind Portraits of Tjaden and Himmelstoss.

Alternate Activity: Develop a bookmark vision plan referencing p. 18 in your source book.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Why does Paul dive into a hole created by an exploding shell?
2. Describe the significance of the soldiers taking cover in a graveyard.
3. Why was the gas mask important?
4. What happened to the recruit who defecated his pants?
5. Why did Kat and Paul debate whether or not to kill the injured recruit?
6. Why does Paul concentrate of instinct rather than patriotic duty?
7. Do you believe the soldiers are fighting for their country or for their lives? Why?
8. What do the guys plan to do after the war?
9. Why doesn't Tjaden care what happens to him after he tells off Himmelstoss?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 74
"Monotonously the lorries sway, monotonously come the calls, monotonously falls the rain. It falls on our heads and on the heads of the dead up in the line, on the body of the little recruit with the wound that is so much too big for his hip; it falls on Kemmerich's grave; it falls on our hearts."

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Muller discusses what to do if it were peace-time. In understanding that change requires effort, many of the soldiers aren't ready to put forth the effort to make the transition from war. They can't see past the horrors and dehumanization of war.

Write an argumentative paragraph to encourage the soldiers to put forth effort to overcome mental roadblocks that interfere with their transition from war. Include reasons why they need to put forth the effort to make change.

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11. Close Close by extending today's lesson to life and the world.

1. Describe what it would feel like to have to breathe through a mask.
2. Would you kill the recruit? Why or why not?

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Character Based Literacy Program Lesson Plan
***All Quiet on the Western Front*, Day 6**

Outcomes for Today

Standards Focus:

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
b.) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
c.) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.) Provide a concluding statement or section that follows from and supports the argument presented.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.

Change Requires Effort Change is possible. Change requires three things: a vision, a plan and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

How were soldiers punished for their insubordination?

Small scale misdemeanors
These crimes included everything from matters of individual presentation such as being unshaven, untidy or losing kit; not saluting or addressing superiors correctly; dirty or incorrect equipment; being late on parade or after curfew, etc. They would be detected and dealt with by the NCOs and officers of a man's own unit. NCOs often gave men extra fatigues or exercise as punishment for small matters. Being confined to barracks or losing a day's pay was a torment too, for men who were eager for rest and amusement.

Moderately serious offences
For moderately serious crimes, a man could elect to be tried by a district court-martial, or be 'convicted' and sentenced by his Commanding Officer. The CO could sanction maximum punishments as follows: detention up to 28 days; field punishment up to 28 days; forfeit of all pay up to 28 days; for drunkenness, a fine up to 10 shillings.

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The CO could inflict minor punishments, with the offender having no right to a court-martial: confinement to camp for up to 14 days; extra guard duty; reprimand, severe reprimand or admonition.

Serious matters
These were tried by Courts-Martial. Some of these offences were ones that would have been tried by a civilian court if the man had not been on active service e.g. murder or rape. Other offences were purely military in nature, such as desertion.

Source: http://www.1914-1918.net/crime.htm

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

reminiscently	insubordination	scutter	knapsack	gnaw

READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

pp. 84 - 97

Setting	Characters	Pages
near the front lines on the Western Front	Paul Baumer, Albert Kropp, Muller, Leer, Kat = Katczinsky, Tjaden, Haie Westhus, Detering, Corporal Himmelstoss	84-97

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- discussing peacetime work p. 87
- Corporal Himmelstoss asking for Tjaden p. 89
- Trial for the men's insubordination p. 90
- Getting the goose and being chased by the dog p. 93
- Cooking the geese with Kat p. 94

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

- new character information can be added to an Open Mind Portrait
- an answer can be added to a question from the KWL Chart
- a new location or change can be added to the map

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Theme Charts

Create a class theme chart on the "Horror of War." The horror of war is a reoccurring theme of *All Quiet on the Western Front.* After each chapter list the physical and psychological effects of the war.

Create a class theme chart on the "The Effects of War on Soldiers." The horror of war affects the soldier's humanity. After each chapter bullet point examples of how the soldiers emotionally disconnect to humanity.

Create a class theme chart on "Nationalism." The idea of nationalism builds up to the start of WWI. As the fighting begins, soldiers fight for survival rather than to honor their nation. After each chapter bullet point examples of how nationalism loses its power.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

One possible activity: Develop a Character Interaction Chart between Kropp, Tjaden, and Himmelstoss.

Alternate Activity: Continue the Bookmark Vision of your life.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Why do the men question each other about school?
2. Why do the young soldiers feel they have nothing to go back to after the war?
3. Why do the soldiers need to emotionally disconnect themselves to the horrors of war?
4. How does the emotional disconnect impact a soldiers humanity?
5. In what ways to soldiers preserve their humanity?
6. Why are Paul and his friends considered "the lost generation"?
7. How does the war transform soldiers like Paul more than the older men who had established life within society before the war?
8. Why does Paul admire Kat so much?
9. Why won't peacetime friendships be as intense as the bonds of soldiers?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 87

"We were eighteen and had begun to love life and the world; and we had to shoot it to pieces. The first bomb, the first explosion, burst in our hearts. We are cut off from activity, from striving, from progress. We believe in such things no longer, we believe in the war."

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EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

The men discuss their plans for their future. The young soldiers like Paul and Kropp realize they have nothing to look forward to. They feel that their youth was cut short and that they were forced to grow up quickly.

Write an argumentative paragraph explaining why Paul and Krop feel their youth was cut short. Provide three reasons to support your answer.

11. Close Close by extending today's lesson to life and the world.

1. What experience has made you grown up quickly?
2. What would you look forward to if you were in Paul's shoes?

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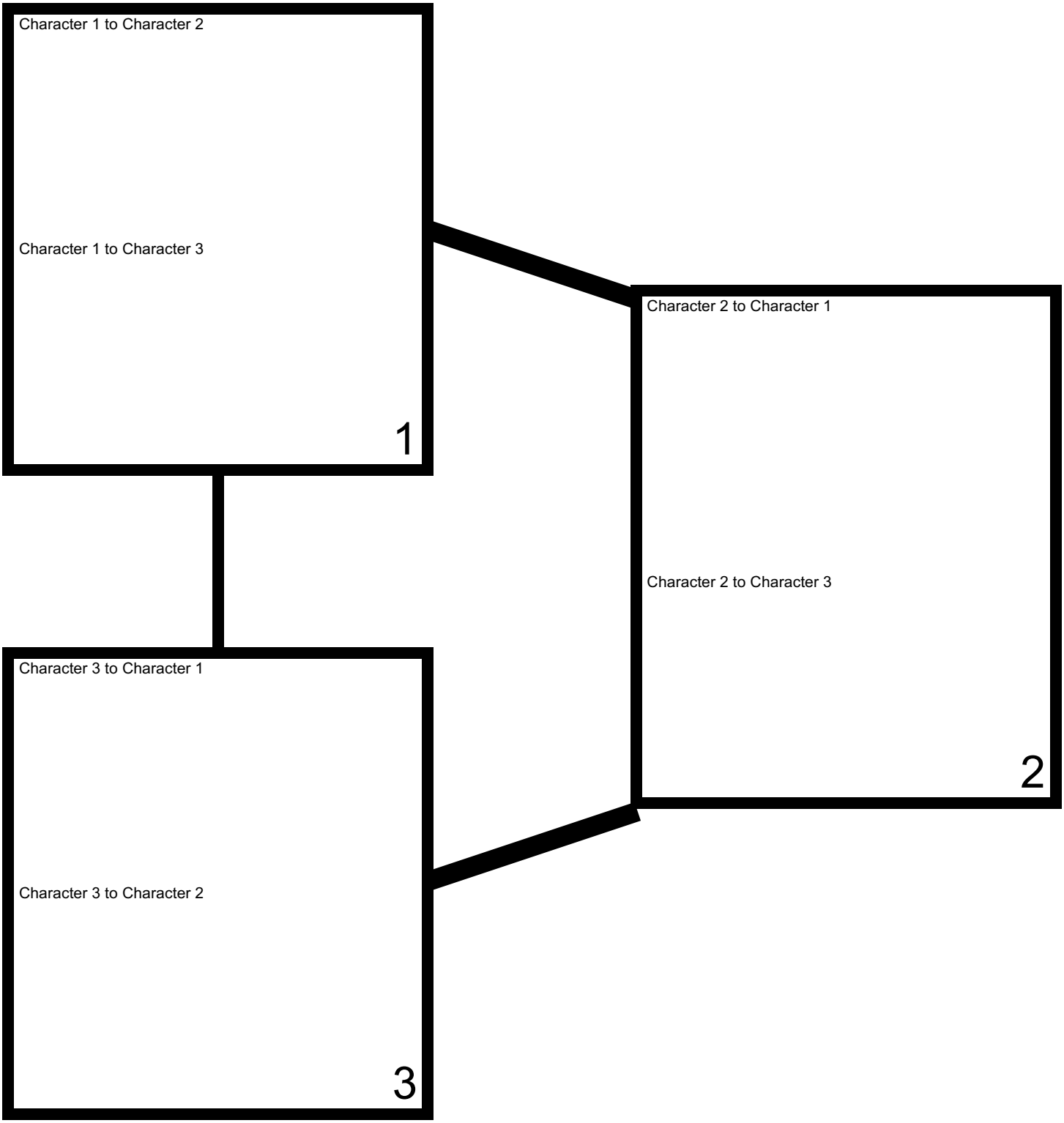
Character Interaction Chart



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Character Based Literacy Program Lesson Plan
***All Quiet on the Western Front*, Day 7**

Outcomes for Today

Standards Focus:

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
b.) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
c.) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.) Provide a concluding statement or section that follows from and supports the argument presented.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.

Change Requires Effort Change is possible. Change requires three things: a vision, a plan and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

What were the conditions of the trenches like?

Rat Infestation
Rats in their millions infested trenches. There were two main types, the brown and the black rat. Both were despised but the brown rat was especially feared. Gorging themselves on human remains (grotesquely disfiguring them by eating their eyes and liver) they could grow to the size of a cat.
Men, exasperated and afraid of these rats (which would even scamper across their faces in the dark), would attempt to rid the trenches of them by various methods: gunfire, with the bayonet, and even by clubbing them to death.
It was futile however: a single rat couple could produce up to 900 offspring in a year, spreading infection and contaminating food. The rat problem remained for the duration of the war (although many veteran soldiers swore that rats sensed impending heavy enemy shellfire and consequently disappeared from view)

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Source: http://www.firstworldwar.com/features/trenchlife.htm

You can access the link http://worldwar1.com/pharc001.htm to get images of the damage caused by war.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

devour	demolish	onslaught	claustrophobia	annihilation

READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

pp. 99 - 114

Setting	Characters	Pages
Western Front between Germany and France	Paul Baumer, Albert Kropp, Kat = Katczinsky, Tjaden, Detering	99-114

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- The front lines and hearing the English being reinforced p. 100
- Every soldier believes in chance. p. 101
- Fighting rats p. 102
- Battling in the front p. 104
- Recruit has a fit and they hold him down. p. 108
- The French advance on the German position and are repulsed. p. 112

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

- new character information can be added to an Open Mind Portrait
- an answer can be added to a question from the KWL Chart
- a new location or change can be added to the map

Theme Charts

Create a class theme chart on the "Horror of War." The horror of war is a reoccurring theme of *All Quiet on the Western Front.* After each chapter list the physical and psychological effects of the war.

Create a class theme chart on the "The Effects of War on Soldiers." The horror of war affects the soldier's humanity. After each chapter bullet point examples of how the soldiers emotionally disconnect to humanity.

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Create a class theme chart on "Nationalism." The idea of nationalism builds up to the start of WWI. As the fighting begins, soldiers fight for survival rather than to honor their nation. After each chapter bullet point examples of how nationalism loses its power.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

One possible activity: Students will create a magazine layout of life on the front lines. Teachers will access source book p. 33 for further instructions. Have the students brainstorm possible ideas for the cover story.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Why do the soldiers joke about the coffins?
2. Describe how Paul differentiates ceremonial aspects of the army and chaos of the battle.
3. Describe the gruesomeness of trench warfare.
4. Why are the German shells falling in their own trenches?
5. Describe how Paul is able to survive in between trenches?
6. What does Paul give credit to for living so long?
7. Do you rely on chance to make your decisions?
8. Why are the recruits trying to escape the trenches?
9. Why are the German soldiers so brutal in their assault of the French lines?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 113

"We have become wild beasts. We do not fight, we defend ourselves against annihilation. It is not against men that we fling our bombs, what do we know of men in this moment when Death is hunting us down—now, for the first time in three days we can see his face, now for the first time in three days can we oppose him; we feel a mad anger. No longer do we lie helpless, waiting on the scaffold, we can destroy and kill, to save ourselves, to save ourselves to be revenged."

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Paul attributes his having lived so long to a matter of chance, like when he left one dugout to talk to some friends and upon returning found out that dugout had been hit by a shell

Write an argumentative paragraph explaining how chance plays a factor in life. Provide three personal examples or three examples from the novel.

11. Close Close by extending today's lesson to life and the world.

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1. How has chance played a factor in your life?
2. How do you take control of your life rather than leaving things to chance?

Character Based Literacy Program Lesson Plan
***All Quiet on the Western Front*, Day 8**

Outcomes for Today

Standards Focus:

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
b.) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
c.) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.) Provide a concluding statement or section that follows from and supports the argument presented.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.

Change Requires Effort Change is possible. Change requires three things: a vision, a plan and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

What is a benediction?

It is a blessing or approval. A form of blessing pronounced by an officiating minister, as at the close of divine service.
Source: http://dictionary.reference.com/browse/benediction

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

debauch	stupor	convulse	cleave	provisions

READ

3. Review Review the timeline from the beginning every day.

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4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

pp. 114 - 124

Setting	Characters	Pages
front lines of the Western Front	Paul Baumer, Albert Kropp, Muller, Leer, Kat = Katczinsky, Tjaden, Haie Westhus, Detering	114-124

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Turning back from the front lines p. 115
- Reaching the enemy line p. 116
- On sentry duty after the battle p. 120

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

- new character information can be added to an Open Mind Portrait
- an answer can be added to a question from the KWL Chart
- a new location or change can be added to the map

Theme Charts

Create a class theme chart on the "Horror of War." The horror of war is a reoccurring theme of *All Quiet on the Western Front.* After each chapter list the physical and psychological effects of the war.

Create a class theme chart on the "The Effects of War on Soldiers." The horror of war affects the soldier's humanity. After each chapter bullet point examples of how the soldiers emotionally disconnect to humanity.

Create a class theme chart on "Nationalism." The idea of nationalism builds up to the start of WWI. As the fighting begins, soldiers fight for survival rather than to honor their nation. After each chapter bullet point examples of how nationalism loses its power.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

One possible activity: Students will create a magazine layout of life on the front lines. Have the students brainstorm possible ideas for the cover story.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

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Key Questions

1. Why is the battle goal to wear down the enemy rather than sweeping victories?
2. Describe the military trench strategy.
3. Describe No Man's Land and the reasons for constant stalemate battles.
4. Why do the German soldiers not show mercy to the French who ask for it?
5. Why do the soldiers act automatically?
6. What can you conclude from discovering the enemy has better provisions?
7. Why do Paul's memories haunt him?
8. Why does Paul believe he has lost his youth?
9. Describe the effects of the war on soldiers.

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 122

"And even if these scenes of our youth were given back to us we would hardly know what to do. The tender, secret influence that passed from them into us could not rise again. We might be amongst them and move in them; we might remember them and be stirred by the sight of them….We are forlorn like children, and experienced like old men, we are crude and sorrowful and superficial—I believe we are lost."

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

The brutalities of war have stripped Paul from his past. He tries to recall past memories but they appear distant and unrecognizable.

Write an argumentative paragraph explaining why war strips memories of the past. Provide three reasons to support your answer.

11. Close Close by extending today's lesson to life and the world.

1. Describe a time when you had trouble recalling a memory from your childhood.
2. Describe a time when you visited a childhood place or playground. How did it feel?

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Character Based Literacy Program Lesson Plan
***All Quiet on the Western Front*, Day 9**

Outcomes for Today

Standards Focus:

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
b.) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
c.) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.) Provide a concluding statement or section that follows from and supports the argument presented.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.

Change Requires Effort Change is possible. Change requires three things: a vision, a plan and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

What kind of artillery did they use in the war?

The most intensively and extensively used weapon in World War I was artillery. With more than 15,000 cannons of all sorts deployed on every battlefield, they outnumbered by far the number of artillery pieces fielded in World War II, Korea, and Vietnam put together. This was so, since aviation was still in its infancy and lacked the bombers and attack aircraft employed in these armed conflicts. Thus, to fulfill the role of support weapon for infantry attacks or defensive tactics, generals had to rely solely on the new artillery pieces, which were also the byproducts of the Second Industrial Revolution, with all the field guns and howitzers being breech-loaders and fitted with the new recoil system, which had been introduced by the French with their 75mm gun (canon de 75 M1897), that had a hydro-pneumatic recoil system. So, the Great War was the first armed struggle in history in which the guns used did not need to be re-aimed after every shot, due to the recoil systems introduced by the contending powers. Together with the

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machine guns, artillery was the culprit for the demise of cavalry a the beginning of the war.

List of German Artillery

Big Bertha: a 420mm howitzer used to destroy fortifications, especially at the Battle of Liege in 1914.
Paris Gun: a 238mm rail heavy field gun; fitted with a 30m-long barrel, it had a range of 75 miles (130km).
21 cm Mörser 16: a 211mm (8.5in) caliber, heavy howitzer, mounted a two-wheeled carriage; range: 7 miles (11.5 km).
13.5 cm FK 1909: a wheeled 135mm-caliber field gun.
15 cm sFH 13: 150mm heavy field howitzer.
10.5 cm FH 98: 105mm field howitzer.
7.7 cm FK 96: 77mm field howitzer
7.7 cm FK 16:
7.58 cm Kolben Minenwerfer:

Source: http://historywarsweapons.com/artillery-in-wwi/

Teachers can link http://www.worldwar1.com/arm002.htm to get pictures and descriptions of the types of artillery used.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

hoarser	scrutinize	hemorrhage	sullen	malicious

READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

pp. 124 - 136

Setting	Characters	Pages
front lines of the Western Front	Paul Baumer, Albert Kropp, Muller, Leer, Kat = Katczinsky, Tjaden, Haie Westhus, Detering, Corporal Himmelstoss	124-136

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Hearing the dying man for days p. 125
- Guys talking about what to do with the parachutes p. 126
- Two butterflies playing in the trenches p. 126
- Watching the recruits cause more trouble than they're worth p. 129

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- Encountering Corporal Himmelstoss frightened in the trenches p. 131
- Teaching the recruits how to hear the bombs p. 132
- Thirty-two men survived from the second company. p. 136

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

- new character information can be added to an Open Mind Portrait
- an answer can be added to a question from the KWL Chart
- a new location or change can be added to the map

Theme Charts

Create a class theme chart on the "Horror of War." The horror of war is a reoccurring theme of *All Quiet on the Western Front.* After each chapter list the physical and psychological effects of the war.

Create a class theme chart on the "The Effects of War on Soldiers." The horror of war affects the soldier's humanity. After each chapter bullet point examples of how the soldiers emotionally disconnect to humanity.

Create a class theme chart on "Nationalism." The idea of nationalism builds up to the start of WWI. As the fighting begins, soldiers fight for survival rather than to honor their nation. After each chapter bullet point examples of how nationalism loses its power.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

One possible activity: Students will continue their magazine layout of life on the front lines. Have the students brainstorm what your take will be on the story, and possible titles for the cover story.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Describe how it must feel to listen to a man's death throes for three days.
2. Describe the clues that indicate whether or not Germany is winning the war.
3. Why are the new recruits dropping like flies?
4. What can you conclude from the fact that the German army cannon effectively train new recruits to replace the soldiers they have lost?
5. Why are the recruits more trouble than they're worth?
6. Why does Himmelstoss not respond to Paul's demands to get up?
7. Why does he respond to the lieutenant?
8. Explain why words can never match the horrors of war.
9. What happened to Haie?
10. How many men remain from the original 150?

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9. Analyze Analyze the key paragraph.

Key Paragraph, p. 132
"Bombardment, barrage, curtain-fire, mines, gas, tanks, machine-guns, hand-grenades—words, words, words, but they hold the horror of the world."

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Paul describes his frustration with the recruits and that they're more trouble than they are worth. Even though he and his comrades spend time teaching them the ways of war, they forget as soon as the shelling begins.

Write an argumentative paragraph to persuade Paul's commander that the recruits are more trouble than they are worth. Provide three examples to support your claim.

11. Close Close by extending today's lesson to life and the world.

1. Describe a time when you were frustrated in trying to teach something to someone.
2. What could you have done differently?

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Character Based Literacy Program Lesson Plan
***All Quiet on the Western Front*, Day 10**

Outcomes for Today

Standards Focus:

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
b.) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
c.) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.) Provide a concluding statement or section that follows from and supports the argument presented.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.

Change Requires Effort Change is possible. Change requires three things: a vision, a plan and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

Teachers should be aware that in this section Paul and his comrades meet up with French women and have sex with them. He also mentions the brothels and how men had to wait in line for their turn. Teachers should also preview this with the class to insure that it is read with the proper context and maturity.

What were brothels like during WWI?

Brothels could be found near to both Allies and German front lines during World War One. As the front lines did not move a great deal for much of the war, brothels in certain towns became a fixture and were frequented by many soldiers. While brothels may have caused outrage among some back home in the UK, they were seen as an accepted way of life in France and Belgium.

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The use of brothels by the British mirrored society back in the UK. Soldiers and officers had different brothels that they used. The soldiers used so-called 'Red Lamp' brothels while the officers used 'Blue Lamp'.
The Germans had a similar arrangement and when the front line did finally move some distance in 1918, British officers used the brothels previously frequented by German officers and the British soldiers had to use the German soldiers' equivalent.

The brothels were legally called 'maisons tolérées' and the ones used by the British were liberally spread around northern France. They were legalized establishments and many in authority (though not all) believed that they served a positive purpose and helped to keep the soldiers in good spirit for the task ahead. Each brothel was managed by a madame and the women who worked in them had to undergo regular medical checks as STI's were a major problem.

Source: http://www.historylearningsite.co.uk/brothels_western_front.htm

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

deloused	poplars	jovial	bewilder	brothel

READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

pp. 137 - 151

Setting	Characters	Pages
deep behind the front lines of the Western Front near a field depot	Paul Baumer, Albert Kropp, Muller, Leer, Kat = Katczinsky, Tjaden, Haie Westhus, Detering, Corporal Himmelstoss	137-143
house across the canal near the field depot	Paul Baumer, Albert Kropp, Leer, Tjaden	143-151

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Himmelstoss befriending the group p. 136
- Good food and rest p. 138
- Admiring the girl on the poster p. 141
- Flirting with and visiting the women across the stream p. 145
- Ditching Tjaden to get to the women. p. 146
- Paul kissing his first woman p. 150

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

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- new character information can be added to an Open Mind Portrait
- an answer can be added to a question from the KWL Chart
- a new location or change can be added to the map

Theme Charts

Create a class theme chart on the "Horror of War." The horror of war is a reoccurring theme of *All Quiet on the Western Front.* After each chapter list the physical and psychological effects of the war.

Create a class theme chart on the "The Effects of War on Soldiers." The horror of war affects the soldier's humanity. After each chapter bullet point examples of how the soldiers emotionally disconnect to humanity.

Create a class theme chart on "Nationalism." The idea of nationalism builds up to the start of WWI. As the fighting begins, soldiers fight for survival rather than to honor their nation. After each chapter bullet point examples of how nationalism loses its power.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

One possible activity: Students will create a magazine layout of life on the front lines. Have the students create the cover for the magazine.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Why does Himmelstoss go out of his way to befriend Paul's group?
2. What has changed about him?
3. How does Paul survive the terror of war?
4. How do Paul and his friends sneak across the canal?
5. Why are the soldiers interested in the French women, if they are the enemy?
6. Why did the group ditch Tjaden?
7. Explain why Paul may feel betrayed by the Germans.
8. What do the French women symbolize to the soldiers?
9. What do the soldiers symbolize to the French women?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 138

"Habit is the explanation of why we seem to forget things so quickly. Yesterday we were under fire, today we act the fool and go foraging through the countryside, tomorrow we go up to the trenches again. We forget nothing really. But as long as we have to stay here in the field, the front-line days, when they are past, sink down like a stone; they are too grievous for us to be able to reflect them at once. If we did that, we

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should have been destroyed long ago. I soon found out this much:--terror can be endured so long as simply a man ducks;--but it kills, if a man just thinks about it."

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Corporal Himmelstoss befriends Paul's group after his first experience on the front lines. How did they feel about the encounter? Did they forgive or were they forgiven? Discuss afterwards.

Write an argumentative paragraph explaining whether Paul's group forgave Corporal Himmelstoss or if Corporal Himmelstoss forgave Paul's group. Provide three reasons to support your answer.

11. Close Close by extending today's lesson to life and the world.

1. Describe a time when you befriended someone whom you have wronged or have been befriended by someone who has wronged you.
2. Why is it important to forgive?

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Character Based Literacy Program Lesson Plan
All Quiet on the Western Front, Day 11

Outcomes for Today

Standards Focus:

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
b.) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
c.) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.) Provide a concluding statement or section that follows from and supports the argument presented.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.

Change Requires Effort Change is possible. Change requires three things: a vision, a plan and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

What was the public opinion of WWI?

Every nation involved in World War I published posters that justified the war to its citizens and encouraged them to help with the war effort. The United States, which was in the war for only a year and a half, produced more of these *propaganda* posters than any other nation.
The posters all used vivid images and patriotic slogans to inspire or, sometimes, to scare Americans. Some posters explained why America had to fight — for liberty or for "civilization." Others encouraged men to join the army and navy and women to become nurses. Many posters asked Americans to buy Liberty Bonds — government loans that

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paid for the war. Even children were asked to help. The posters give a picture of the war, how it was fought, and what American society was like in 1918.

Source: http://www.learnnc.org/lp/editions/nchist-newcentury/4962

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

composure	apoplexy	affably	expound	loftily

READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

pp. 151 - 168

Setting	Characters	Pages
field depot deep behind the front lines	Paul Baumer, Albert Kropp, Muller, Leer, Kat = Katczinsky, Tjaden	151-154
In Paul's hometown past the Dolbenberg	Paul Baumer, Eldest sister, Mother, Father	154-168

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Receiving 17 days leave p. 151
- Coming home to visit the family p. 157
- Feeling not "at home" when he is home p. 160
- Finding out his mother might have cancer again p. 162
- Being confronted by a major in the street p. 162
- Dad and people of the town annoying Paul with their questions p. 165

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

- new character information can be added to an Open Mind Portrait
- an answer can be added to a question from the KWL Chart
- a new location or change can be added to the map

Theme Charts

Create a class theme chart on the "Horror of War." The horror of war is a reoccurring theme of *All Quiet on the Western Front.* After each chapter list the physical and psychological effects of the war.

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Create a class theme chart on the “The Effects of War on Soldiers.” The horror of war affects the soldier’s humanity. After each chapter bullet point examples of how the soldiers emotionally disconnect to humanity.

Create a class theme chart on “Nationalism.” The idea of nationalism builds up to the start of WWI. As the fighting begins, soldiers fight for survival rather than to honor their nation. After each chapter bullet point examples of how nationalism loses its power.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

One possible activity: Have the students create a postcard that Paul will send to his comrades on the front lines. On the postcard it should describe Paul’s experiences "back home” and how he misses his comrades.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Why isn’t the French women interested to hear Paul is on leave?
2. What has changed at home since Paul’s been away?
3. Why does Paul lie to his mother about the war?
4. Why doesn’t Paul feel like he is at "home"?
5. What has changed about Paul since he last left his hometown?
6. Why do you think Paul identifies himself as only a soldier?
7. Why does Paul prefer to wear civilian clothes?
8. Why is Paul reluctant to discuss the trenches with civilians?
9. Why do civilians want to talk to Paul?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 160

“I sit by her bed, and through the window the chestnut trees in the beer garden opposite glow in brown and gold. I breathe deeply and say over to myself:--“You are at home, you are at home.” But a sense of strangeness will not leave me, I cannot feel at home amongst these things. There is my mother, there is my sister, there my case of butterflies, and there the mahogany piano—but I am not myself there. There is a distance, a veil between us.”

EXTEND

10. Write Have each student write a short product based on today’s prompt to connect to the unit theme.

When Paul returns to his hometown, he is treated like a hero. People offer him gifts in exchange for coming into contact with him. Yet they all demand to hear stories of the front lines that Paul can’t bear to share. They are disappointed when Paul refuses to tell them and they send him off.

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Write an argumentative paragraph explaining to Paul's hometown explaining why Paul has refused to tell stories of the front line. Provide three reasons to support your argument.

11. Close Close by extending today's lesson to life and the world.

1. Describe a time when someone placed unrealistic expectations on you.
2. What advice would you give Paul in how to refuse the requests of his hometown?

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Character Based Literacy Program Lesson Plan
***All Quiet on the Western Front*, Day 12**

Outcomes for Today

Standards Focus:

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
b.) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
c.) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.) Provide a concluding statement or section that follows from and supports the argument presented.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.

Change Requires Effort Change is possible. Change requires three things: a vision, a plan and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

How did the war affect the people back home?

Rationing was introduced into Britain at the tail end of World War One - in February 1918. Rationing was introduced in response to an effective U-boat campaign and during World War One, the Defence of the Realm Act (DORA) was used to ensure that food shortages never occurred.

One of the primary aims of DORA, when it was first introduced, was to prevent food shortages. At the start of the war, food shortages were self-imposed as the German U-boat campaign had yet to start. However, at the start of the war people went around

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panic buying food and hoarding it at home. Some shops sold out of food in days in August 1914. However, after the initial panic buying, people settled down into a routine and food was not a problem until the end of 1916.
Source: http://www.historylearningsite.co.uk/rationing_and_world_war_one.htm

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

interval	essence	chasten	contemptuously	destitute

READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

pp. 168 - 185

Setting	Characters	Pages
Paul's hometown	Paul Baumer	168-173
barracks back home	Paul Baumer, Mittelstaedt, Kantorek	173-179
Paul's home	Paul Baumer, Kemmerich's mother	179-182
Paul's home	Paul Baumer, Mother	182-185

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Looking around his room and feeling like he doesn't belong p. 170
- Visiting the local barracks and seeing Middelstaedt and Kantorek p. 173
- Giving his family his army rations when they don't have enough p. 180
- Visiting Kemmerich's mother p. 180
- Spending his last night at home and wishing he never came p. 185

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

- new character information can be added to an Open Mind Portrait
- an answer can be added to a question from the KWL Chart
- a new location or change can be added to the map

Theme Charts

Create a class theme chart on the "Horror of War." The horror of war is a reoccurring theme of *All Quiet on the Western Front.* After each chapter list the physical and psychological effects of the war.

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Create a class theme chart on the "The Effects of War on Soldiers." The horror of war affects the soldier's humanity. After each chapter bullet point examples of how the soldiers emotionally disconnect to humanity.

Create a class theme chart on "Nationalism." The idea of nationalism builds up to the start of WWI. As the fighting begins, soldiers fight for survival rather than to honor their nation. After each chapter bullet point examples of how nationalism loses its power.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

One possible activity: Have students create a Venn diagram to compare Paul's experiences of the war to that of what the people of his hometown think. Teachers may refer to p. 23 in the source book.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Describe Paul's visit to the local barracks.
2. What is ironic about Mittelstaedt training Kantorek?
3. Who is Jeseph Behm?
4. Why does Paul give his family extra food rations?
5. Why does Paul lie to Kemmerich's mother about his death?
6. What does Paul wish at the end of the chapter?
7. Why does Paul regret that he ever came home on leave?
8. How does Paul's threaten his own emotional state?
9. Describe how Paul's mother is feeling.

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 185

"I bite into my pillow. I grasp the iron rods of my bed with my fists. I ought never to have come here. Out there I was indifferent and often hopeless—I will never be able to be so again. I was a soldier, and now I am nothing but an agony for myself, for my mother, for everything that is so comfortless and without end. I ought to have never come on leave."

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Paul goes on leave only to regret ever leaving the front. Back home he is confronted with his thoughts and is in agony. His mother gives him advice that he finds both absurd and moving.

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Write an argumentative paragraph explaining why Paul regrets leaving the front line. Provide three reasons to support your answer.

11. Close Close by extending today's lesson to life and the world.

1. Write about unhelpful advice that you have received.
2. What advice would you give Paul?

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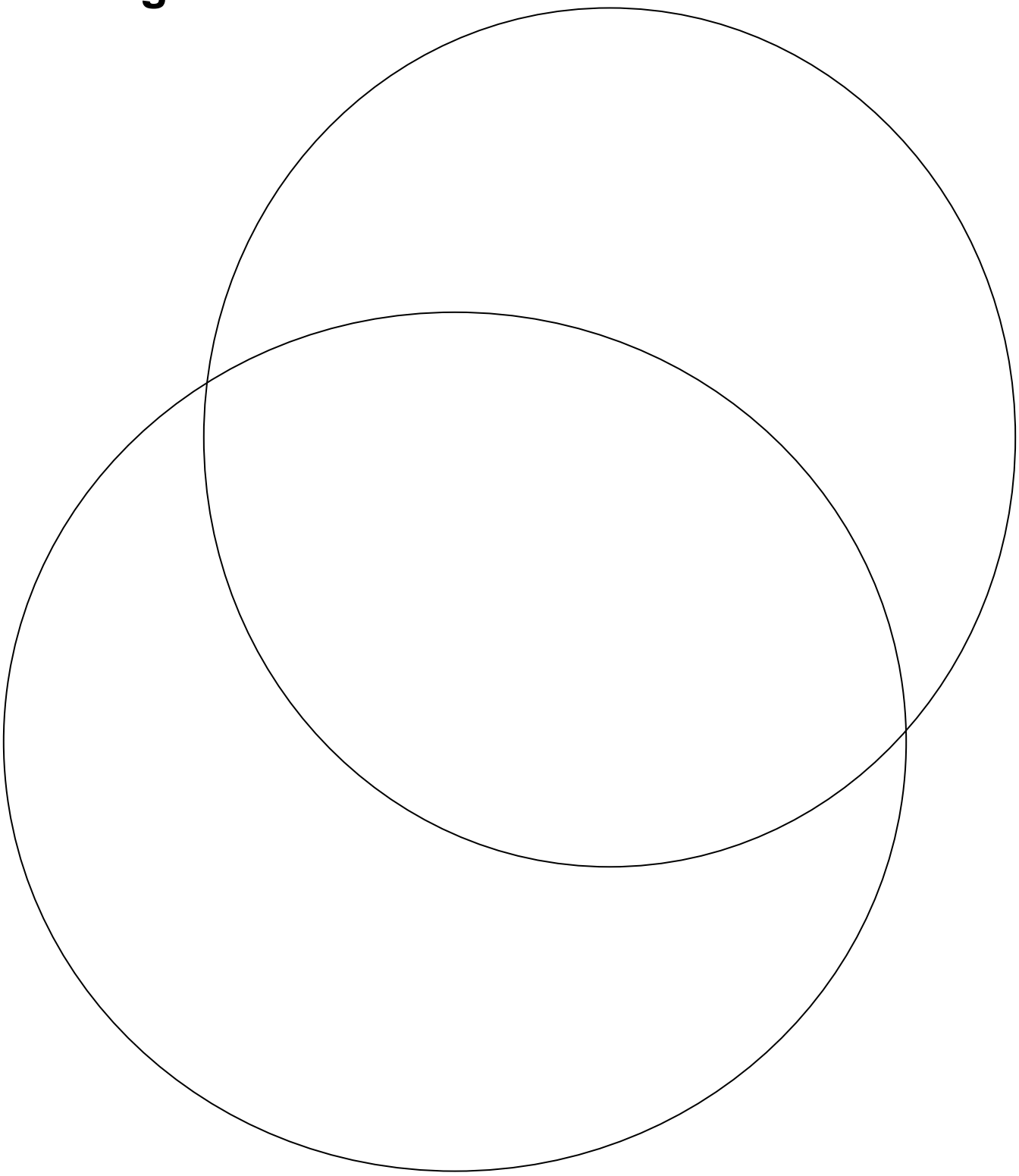
Venn Diagram Chart



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Character Based Literacy Program Lesson Plan
***All Quiet on the Western Front*, Day 13**

Outcomes for Today

Standards Focus:

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
b.) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
c.) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.) Provide a concluding statement or section that follows from and supports the argument presented.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.

Change Requires Effort Change is possible. Change requires three things: a vision, a plan and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

What were World War I prison camps like?

In 1919 the Australian Government issued a booklet entitled "How the Germans Treated Australian Prisoners of War". [Click here for view of the cover of booklet] It was published "By Authority" and issued by the Defence Department, Melbourne, Australia. It included extracts from Statements made by Repatriated Australian Prisoners of War, most of whom had been wounded.

Some of these Statements make disturbing reading and it appears that many Allied prisoners of war were very badly treated. It should, however, be remembered that conditions in Germany, during the last years of the war, were very difficult with food in short supply as a result of the Allied naval blockade. Most Allied prisoners of war would have starved to death if it were not for the Red Cross food parcels that were sent to them.

Teachers can access link http://www.vlib.us/medical/pow/index.htm to get eyewitness accounts of German treatment of prisoners of war. Teachers should also note that the topic of masturbation comes up in today's reading as Paul mentions the Russian prisoners doing it.

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2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

moors	grovel	transparent	dysentery	condemnation

READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

pp. 187 - 198

Setting	Characters	Pages
training camp	Paul Baumer, Father, sister	187-198

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Being bored at training camp and focusing on nature p. 189
- Watching over the Russian prisoners and taking pity on them p. 190
- Paul finds his motivation to get past the war. p. 194
- Paul's father and sister visit to say goodbye and tell him his mother is going to have surgery. P. 195

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

- new character information can be added to an Open Mind Portrait
- an answer can be added to a question from the KWL Chart
- a new location or change can be added to the map

Theme Charts

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Create a class theme chart on the "The Effects of War on Soldiers." The horror of war affects the soldier's humanity. After each chapter bullet point examples of how the soldiers emotionally disconnect to humanity.

Create a class theme chart on "Nationalism." The idea of nationalism builds up to the start of WWI. As the fighting begins, soldiers fight for survival rather than to honor their nation. After each chapter bullet point examples of how nationalism loses its power.

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EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

One possible activity: Students will create a magazine layout of life on the front lines. Teachers will access the source book p. 33 for further instructions. Have the students decide what will be on each of the five pages. Have them come up with the first and last page of the story.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Who lives next to the camp?
2. What do they do to survive?
3. Why doesn't Paul view the Russian soldiers as the enemy?
4. How are the Russian soldiers treated?
5. In what way does Paul question the war and influence of power?
6. How does this analytical thinking threaten Paul's ability to maintain his self-control?
7. What soothes Paul's mind at training camp?
8. What does the violin represent in this chapter?
9. Why was the visit from Paul's family uncomfortable?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 193

"A word of command has made these silent figures our enemies; a word of command might transform them into our friends….And yet we would shoot at them again and they at us if they were free."

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Paul discovers his sole aim to live on after this war is to ponder on what makes people our enemies. In this thought, he finds comfort and purpose to live despite all he has been put through.

Write an argumentative paragraph as Paul, explaining why his purpose in life is to ponder what makes people our enemy. Provide three reasons to support why Paul believes that this is his purpose to live after the war.

11. Close Close by extending today's lesson to life and the world.

1. What is your purpose in life?
2. What do you do to fulfill your purpose?

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Character Based Literacy Program Lesson Plan
***All Quiet on the Western Front*, Day 14**

Outcomes for Today

Standards Focus:

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
b.) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
c.) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.) Provide a concluding statement or section that follows from and supports the argument presented.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.

Change Requires Effort Change is possible. Change requires three things: a vision, a plan and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

Who was the Kaiser of Germany during the Great War?

Kaiser Wilhelm II (1859-1941), Germany's last Kaiser, was born in Potsdam in 1859, the son of Frederick III and Victoria, daughter of Queen Victoria.

Wilhelm's upbringing was strict and authoritarian. He was educated first at the Kassel Gymnasium and then at the University of Bonn.

Wilhelm became emperor of Germany in 1888 following the death of Frederick II. At the time of his accession Otto von Bismarck was still German Chancellor; however he was effectively dismissed from office by Wilhelm II two years later. The elderly Bismarck proved unable - or unwilling - to manipulate the new Kaiser as he had his predecessor.

Teachers can link the following site to get a biography of him.

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http://www.firstworldwar.com/bio/wilhelmii.htm

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

exasperate	devastated	concussion	barrage	entanglements

READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

pp. 199 - 216

Setting	Characters	Pages
near the front lines	Paul Baumer, Tjaden, Muller, Kropp, Kat	199-216

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Going back to the front lines p. 199
- Getting polished up for the Kaiser and not feeling impressed p. 201
- Returning to the front lines and seeing the half naked man p. 208
- Going on patrol to scout the enemy position and feeling weak p. 210
- Getting lost on patrol and taking cover in a shell hole p. 211

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

- new character information can be added to an Open Mind Portrait
- an answer can be added to a question from the KWL Chart
- a new location or change can be added to the map

Theme Charts

Create a class theme chart on the "Horror of War." The horror of war is a reoccurring theme of *All Quiet on the Western Front.* After each chapter list the physical and psychological effects of the war.

Create a class theme chart on the "The Effects of War on Soldiers." The horror of war affects the soldier's humanity. After each chapter bullet point examples of how the soldiers emotionally disconnect to humanity.

Create a class theme chart on "Nationalism." The idea of nationalism builds up to the start of WWI. As the fighting begins, soldiers fight for survival rather than to honor their nation. After each chapter bullet point examples of how nationalism loses its power.

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EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

One possible activity: Students will continue on the magazine layout of life on the front lines. Have the students decide what will be on each of the five pages. Have them come up with the first and last page of the story. Have the students work on step four on making the page and assembling the story.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Why aren't the soldiers impressed with the Kaiser?
2. What do the soldiers debate about the war?
3. What side do they think is in the right?
4. How is nationalism used as a tool to seduce citizens to support a war?
5. Who benefits from war?
6. What paralyzes Paul in the bunkers?
7. How does he find the strength to continue on?
8. How does Paul's location in No Man's Land symbolize his nationalism rejecting?
9. How is war dehumanizing when the fighting take place from a distance?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 212

"At once a new warmth flows through me….They are more to me than life, these voices, they are more than motherliness and more than fear; they are the strongest, most comforting thing there is anywhere: they are the voices of my comrades."

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

When Paul was in the trenches all alone and disoriented, he was paralyzed by his troubles and couldn't move. It isn't until he believes he hears his comrades in the trenches behind him that he finds comfort and the strength to go on. There are some situations in which people might feel depressed or paralyzed by their troubles.

Write an argumentative paragraph to convince Paul not to give up in this troubling situation. Provide three reasons to support your answer that will motivate Paul to see things more clearly and to keep him from giving up.

11. Close Close by extending today's lesson to life and the world.

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1. What thoughts, feelings, or ideas might help you see things more clearly and keep from giving up?
2. List some troubling situations and some sources of strength that could help you endure them.

Character Based Literacy Program Lesson Plan
***All Quiet on the Western Front*, Day 15**

Outcomes for Today

Standards Focus:

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
b.) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
c.) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.) Provide a concluding statement or section that follows from and supports the argument presented.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.

Change Requires Effort Change is possible. Change requires three things: a vision, a plan and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

Teachers may want to prep students on the graphic nature of this particular chapter. Discuss how Paul lies there for days next to the man he had just fatally stabbed.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

irresolute	nauseate	demented	decipher	fortnight

READ

3. Review Review the timeline from the beginning every day.

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4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

pp. 216 - 229

Setting	Characters	Pages
front lines	Paul Baumer, Gerard Duval = French soldier that Paul kills in the shell-hole, Albert Kropp, Kat, Sergeant Oellrich	216-229

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Paul hiding out in a shell-hole and fatally wounding a French soldier who jumps in p. 216
- Paul comforts dying soldier. p. 218
- Paul is agonized by the soldier's death and promises to write knowing that he won't do it. p. 225
- Albert and Kat come and rescue Paul and comfort him. p. 227
- Sergeant Oellrich snipes the enemy. p. 228

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

- new character information can be added to an Open Mind Portrait
- an answer can be added to a question from the KWL Chart
- a new location or change can be added to the map

Theme Charts

Create a class theme chart on the "Horror of War." The horror of war is a reoccurring theme of *All Quiet on the Western Front.* After each chapter list the physical and psychological effects of the war.

Create a class theme chart on the "The Effects of War on Soldiers." The horror of war affects the soldier's humanity. After each chapter bullet point examples of how the soldiers emotionally disconnect to humanity.

Create a class theme chart on "Nationalism." The idea of nationalism builds up to the start of WWI. As the fighting begins, soldiers fight for survival rather than to honor their nation. After each chapter bullet point examples of how nationalism loses its power.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

One possible activity: Suppose Paul were to write a letter to the family of Gerard Duval, the French soldier he killed. Have the students compose a letter that Paul might have written to Gerard's family.

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8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Why doesn't Paul flee the foxhole after he stabs the French soldier?
2. How does this incident affect Paul?
3. What did he mean later by his comment afterward: "After all, war is war"?
4. How is hand to hand combat more intimate than fighting with a gun?
5. What does Paul see when he looks at the French soldiers face?
6. How does learning the French soldier's name Gerard humanize his identity?
7. How does Paul emotionally disconnect from this traumatizing experience?
8. How does Paul get out of the shell-hole?
9. What would happen if Paul felt all his emotions?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 223

"But now, for the first time, I see you are a man like me. I thought of your hand-grenades, of your bayonet, of your rifle; now I see your wife and your face and our fellowship. Forgive me comrade. We always see too late. Why do they never tell us that you are poor devils like us, that your mothers are just as anxious as ours, and that we have the same fear of death, and the same dying and the same agony—Forgive me, comrade; how could you be my enemy?"

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

In the foxhole Paul comes to see the enemy as a human being just like him (see key paragraph). Analyze how this experience has affected Paul and how he later copes with this situation.

Write an argumentative paragraph explaining whether or not this experience has changed Paul. Provide three reasons to support your position.

11. Close Close by extending today's lesson to life and the world.

1. Describe a life changing experience.
2. How is your life different from this experience?

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Character Based Literacy Program Lesson Plan
***All Quiet on the Western Front*, Day 16**

Outcomes for Today

Standards Focus:

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
b.) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
c.) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.) Provide a concluding statement or section that follows from and supports the argument presented.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.

Change Requires Effort Change is possible. Change requires three things: a vision, a plan and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

How did soldiers cope with war?

Men responded differently under fire. For many, the helplessness of suffering artillery bombardment was the hardest thing to deal with. Many could not stay hunkered down but could only cope with the noise and danger of death by walking around, thereby increasing their risk of becoming a casualty. Group panic could break out during an attack, as could more serious breaches of discipline, particularly when troops were especially exhausted or bore grievances against the officers. Those immediately thrown into heavy action tended to cope less well than novices who were gradually exposed to conflict.

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As soldiers spent more time under fire, they tended to develop what among German troops was termed 'Dickfelligkeit' ('thick-skinnedness') and became hardened to the rigours of the Front. Veteran soldiers learned to pay attention to their environment, taking advantage of cover and working better under fire. In general, older hands did better with managing the intense feeling of terror that inflicted itself on those under fire. Soldiers also had to cope with long stretches of anxious waiting, or even boredom, as well as responding to or participating in attacks.
To counteract this, busy routines were put in place, ensuring that trenches were repaired, men supplied, and all was ready for the long, wakeful nights (daytime was usually too dangerous for major activity). Soldiers could also comfort themselves with the knowledge of the inefficiency of most First World War weaponry. Men often resorted to black or gallows humour, as well as a bitter fatalism and superstition, as a means of dealing with everyday reality; doses of rum may also have played their part in steadying nerves.
Source: http://www.bl.uk/world-war-one/articles/how-did-soldiers-cope-with-war

What were the conditions of the German hospitals?
Teachers can access
http://www.vlib.us/medical/hspindex.htm to get a list of WW1 hospitals.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

fastidious	evacuate	provocation	munition	chloroform

READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

pp. 231 - 244

Setting	Characters	Pages
A village near the front lines	Kat, Albert Kropp, Muller, Tjaden, Detering, Paul Baumer	231- 242
hospital near the front lines	Paul Baumer, Albert Kropp	242-244

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Protecting the supply dump p. 231
- Enjoying the roasted pigs p. 235
- Eating too much and relieving themselves p. 237
- Evacuating a village and coming under French fire p. 239
- Albert gets hit in the knee and Paul gets injured too. p. 241

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- Paul refused to be chloroformed while the surgeon removes a shell. p. 243
- Paul and Albert bribe a sergeant to keep them together. p. 244

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

- new character information can be added to an Open Mind Portrait
- an answer can be added to a question from the KWL Chart
- a new location or change can be added to the map

Theme Charts

Create a class theme chart on the "Horror of War." The horror of war is a reoccurring theme of *All Quiet on the Western Front.* After each chapter list the physical and psychological effects of the war.

Create a class theme chart on the "The Effects of War on Soldiers." The horror of war affects the soldier's humanity. After each chapter bullet point examples of how the soldiers emotionally disconnect to humanity.

Create a class theme chart on "Nationalism." The idea of nationalism builds up to the start of WWI. As the fighting begins, soldiers fight for survival rather than to honor their nation. After each chapter bullet point examples of how nationalism loses its power.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

One possible activity: Add on to the Open Mind Portrait of Albert Kropp.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Why are the soldiers protecting the supply dump?
2. How is this a luxurious task?
3. How did the enemy know where Paul and the soldiers were located?
4. Why does Paul finish cooking the pancakes before going to the dugout?
5. How do Paul and Kropp get injured?
6. What happens at the hospital after Paul and Kropp are each wounded in the leg?
7. Why does Paul refuse to be chloroformed?
8. What is the general mood of the injured soldiers in the hospital?
9. Why do Paul and Kropp try to stay together?

9. Analyze Analyze the key paragraph.

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Key Paragraph, p. 244
"We cannot get a minute's sleep all night. One of them sings hymns in a high cracked tenor before he begins to gurgle. Another has crept out of his bed to the window. He lies in front of it as though he wants to look out for the last time."

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Paul displays extreme loyalty and comradeship as he makes every effort to stay with Albert Kropp.

Write an argumentative paragraph explaining why Paul makes every effort to stay with Albert Kropp. Provide three reasons to support your answer.

11. Close Close by extending today's lesson to life and the world.

1. Describe a time when you displayed extreme loyalty or comradeship.
2. Describe a time when someone displayed extreme loyalty to you.

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Character Based Literacy Program Lesson Plan
***All Quiet on the Western Front*, Day 17**

Outcomes for Today

Standards Focus:

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
b.) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
c.) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.) Provide a concluding statement or section that follows from and supports the argument presented.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.

Change Requires Effort Change is possible. Change requires three things: a vision, a plan and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

Wounding in WWI

Wounding also became a way for men to avoid the danger and horror of the trenches. Doctors were instructed to be vigilant in cases of 'malingering', where soldiers pretended to be ill or wounded themselves so that they did not have to fight. It was a common belief of the medical profession that wounds on the left hand were suspicious. In a secret report during the war, Colonel Bruce Seaton examined 1,000 wounds and injuries to Indian troops being treated at the Kitchener Hospital in Brighton to find out whether any of them were self-inflicted. After careful investigation, however, Seaton concluded that there was no evidence to support the theory of self-wounding among the Indian soldiers.

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Source: http://www.bl.uk/world-war-one/articles/wounding-in-world-war-one

Teachers should access the link http://www.vlib.us/medical/delorme/delorme.htm to get a glimpse into a French surgeon's handbook on medical practices.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

scheme	disconcerted	commissariat	convalescent	periodically

READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

pp. 244 -258

Setting	Characters	Pages
train on the way back home	Paul, Albert	244-250
Catholic hospital	Paul, Albert, Joseph, Peter	250-258

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Paul is embarrassed to get onto the clean bed. p. 246
- Paul is embarrassed to ask to go to the bathroom. p. 248
- Paul fakes a fever to get off with Albert. p. 250
- Paul throws a bottle at the door and Joseph takes the blame. p. 253
- Franz and Peter are wheeled off to the dying room. p. 254

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

- new character information can be added to an Open Mind Portrait
- an answer can be added to a question from the KWL Chart
- a new location or change can be added to the map

Theme Charts

Create a class theme chart on the "Horror of War." The horror of war is a reoccurring theme of *All Quiet on the Western Front.* After each chapter list the physical and psychological effects of the war.

Create a class theme chart on the "The Effects of War on Soldiers." The horror of war affects the soldier's humanity. After each chapter bullet point examples of how the soldiers emotionally disconnect to humanity.

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Create a class theme chart on "Nationalism." The idea of nationalism builds up to the start of WWI. As the fighting begins, soldiers fight for survival rather than to honor their nation. After each chapter bullet point examples of how nationalism loses its power.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

One possible activity: Students should create a character profile chart of Paul Baumer. Teachers should reference p. 23 in their source handbook for directions.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Why is Paul embarrassed to get onto the clean bed and later to ask to go to the bathroom?
2. What does Paul think of the nurses?
3. Does he continue to be embarrassed every time he asks?
4. How does Paul display modesty in this chapter?
5. Why does Paul want to stay with Kropp?
6. Describe the injuries in the hospital.
7. Why does Joseph throw the bottle at the door?
8. Why does Joseph take the blame for Paul's actions?
9. How do the nuns react to the situation?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 246
"I look at her, she is young and crisp, spotless and neat, like everything here; a man cannot realize that it isn't for officers only, and feels himself strange and in some way even alarmed."

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

In this section, Joseph takes the blame for Paul throwing the bottle at the wall.

Write an argumentative paragraph explaining why Joseph takes the blame for Paul. Provide three reasons to support your answer.

11. Close Close by extending today's lesson to life and the world.

1. Write about a time when someone took the blame for something you did.

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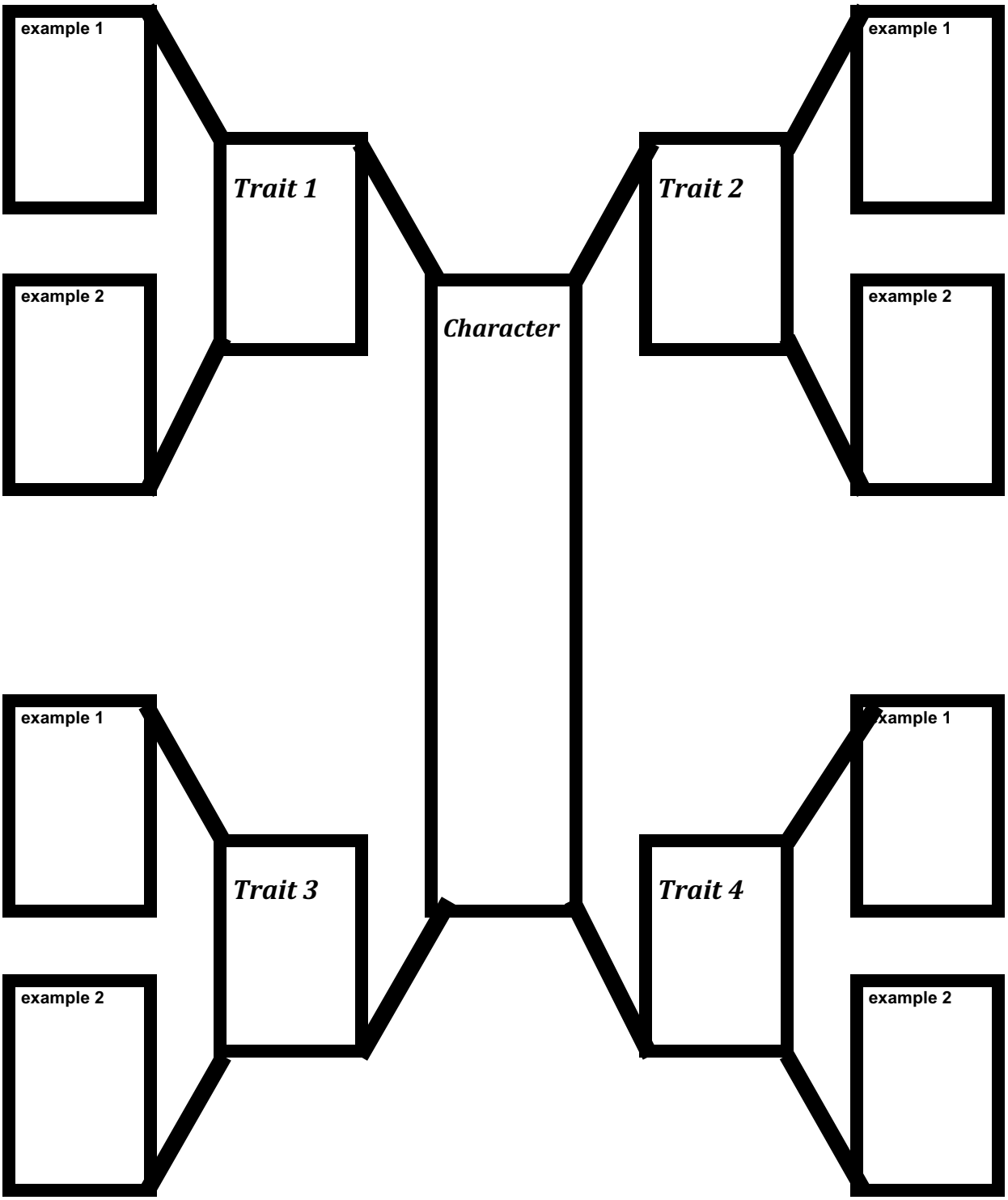
2. Describe a time when you took the blame for something someone else did. Why did you do it?

Character Profile Chart



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Character Based Literacy Program Lesson Plan
***All Quiet on the Western Front*, Day 18**

Outcomes for Today

Standards Focus:

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
b.) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
c.) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.) Provide a concluding statement or section that follows from and supports the argument presented.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.

Change Requires Effort Change is possible. Change requires three things: a vision, a plan and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

Teachers should make special note that in this section Paul and his comrades cover for Lewandowski as he has sex with his wife. Teachers should preview this with the class to insure that it is read with the proper context and maturity.

Women and soldiers

When soldiers were at 'rest', the question of sex came to the fore. Some commanders sought to impose strict controls – the Italian commander-in-chief Luigi Cadorna asserted that the only women who could legitimately be seen with a uniformed soldier were the man's mother or his wife! In reality, the presence of vast numbers of men behind the lines supported a flourishing sex industry on most fronts. Armies could ill-afford to ignore this aspect of soldiers' lives; venereal diseases had the potential to add hugely to the numbers of men going sick. Most armies therefore became involved in the running or supervision of brothels.

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Source: http://www.bl.uk/world-war-one/articles/the-daily-life-of-soldiers

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

corridor	tetanus	keenest	abdominal	forestall

READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

pp. 259 - 269

Setting	Characters	Pages
Catholic hospital	Paul Baumer, Albert Kropp, Joseph, Peter, Lewandowski	259-269

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Paul is sick from his surgery. p. 259
- Two soldiers get convinced to fix their flat feet. p. 260
- Albert gets his leg amputated and threatens suicide. p. 261
- A blind man tries to kill himself with a fork. p. 261
- Peter returns from the dying room and Joseph is stunned. p. 261
- Paul wanders around the hospital on crutches. p. 263
- Lewandowski sees his wife. p. 267
- Paul and Albert part ways. p. 268

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

- new character information can be added to an Open Mind Portrait
- an answer can be added to a question from the KWL Chart
- a new location or change can be added to the map

Theme Charts

Create a class theme chart on the "Horror of War." The horror of war is a reoccurring theme of *All Quiet on the Western Front.* After each chapter list the physical and psychological effects of the war.

Create a class theme chart on the "The Effects of War on Soldiers." The horror of war affects the soldier's humanity. After each chapter bullet point examples of how the soldiers emotionally disconnect to humanity.

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Create a class theme chart on "Nationalism." The idea of nationalism builds up to the start of WWI. As the fighting begins, soldiers fight for survival rather than to honor their nation. After each chapter bullet point examples of how nationalism loses its power.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

One possible activity: Have the students write a one to two paragraph account that explains what happened to Albert Kropp after he parted ways with Paul.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. What does Paul see and think as he walks through the rooms of the hospital?
2. How do the hospitals show what war is?
3. Describe Paul's recover from surgery?
4. How are the soldiers convinced to fix their flat feet?
5. What has happened to Albert?
6. Why does he think about suicide?
7. How was helping Lewandowski with his plan show comradeship?
8. How does this act show humanity?
9. Describe Lewandowski's wife.

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 263
"I am young, I am twenty years old; yet I know nothing of life but despair, death, fear, and fatuous superficiality cast over an abyss of sorrow. I see how people are set against one another, and in silence, unknowingly, foolishly, obediently, innocently slay one another."

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Paul takes the opportunity to go see the hospital rooms and witnesses the tragedy of war. His comrades are badly injured and suffering terribly. Paul believes that no rhetoric or patriotism can truly depict war like a hospital can. It is here that he says, "A hospital alone shows what war is."

Write an argumentative paragraph explaining why hospitals and not patriotism depicts a war. Provide three reasons to support your claim.

11. Close Close by extending today's lesson to life and the world.

1. Reflect on a time where actions spoke louder than words.

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2. Describe a time when you visited a hospital.

Character Based Literacy Program Lesson Plan
***All Quiet on the Western Front*, Day 19**

Outcomes for Today

Standards Focus:

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
b.) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
c.) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.) Provide a concluding statement or section that follows from and supports the argument presented.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.

Change Requires Effort Change is possible. Change requires three things: a vision, a plan and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

What did soldiers do for fun?

Souvenir hunting became a mania for many soldiers. This was especially true in the British Army, whose citizen-soldiers were eager to acquire mementos of what was, for most, a once in a lifetime adventure. Trophies captured directly from the enemy were the most sought-after. Until its issue ceased in mid-1916, the German spiked helmet, the *Pickelhaube*, was the most prized among Allied soldiers. But humble battlefield debris like shell fragments and nose-caps were also collected.

Some soldiers even found an opportunity for creativity – re-working battlefield debris into what we now know as 'trench art'. They turned shell cases into flower vases or tobacco jars. Copper driving-bands – which ensured that a shell fitted tightly into a gun's barrel – became paper knives. Some musically inclined French soldiers even formed 'trench orchestras'; making instruments from battlefield debris. The natural environment also provided inspiration. Leaves could be cut and embroidered into souvenirs. Soldiers

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on the Eastern Front sent home postcards made from the bark and wood of the abundant local trees.
For those unable to make their own, similar types of handicraft could also be purchased from local people, who adapted traditional skills in metal-working or lace making to meet this new market for souvenirs.

Source: http://www.bl.uk/world-war-one/articles/the-daily-life-of-soldiers

Teachers can link http://www.pbs.org/greatwar/timeline/time_1918.html to get a chronology of events that led to the surrendering of German forces.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

dissolution	invulnerable	corroding	colossal	armistice

READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

pp. 271 - 286

Setting	Characters	Pages
back on the Western Front lines	Paul Baumer, Detering, Muller, Tjaden, Leer, Bertink, Kat	271-286

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Paul returning to the front lines p. 271
- Detering running away and getting caught p. 276
- Muller is killed but not before he hands over Kemmerich's boots. p. 279
- Company Commander Bertink and Leer getting killed p. 284
- The German forces are losing. p. 286

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

- new character information can be added to an Open Mind Portrait
- an answer can be added to a question from the KWL Chart
- a new location or change can be added to the map

Theme Charts

Create a class theme chart on the "Horror of War." The horror of war is a reoccurring theme of *All Quiet on the Western Front.* After each chapter list the physical and psychological effects of the war.

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Create a class theme chart on the "The Effects of War on Soldiers." The horror of war affects the soldier's humanity. After each chapter bullet point examples of how the soldiers emotionally disconnect to humanity.

Create a class theme chart on "Nationalism." The idea of nationalism builds up to the start of WWI. As the fighting begins, soldiers fight for survival rather than to honor their nation. After each chapter bullet point examples of how nationalism loses its power.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

One possible activity: Have the students create a story prop using Kemmerich's boots as the prop. They should create a prop of what they think the boots look like followed by a paragraph description that describes this prop as it is being used by characters in the story.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. What does Paul mean when he says, "Fields of craters within and without"?
2. How do some of Paul's comrades buckle or crack under the immense stress of war?
3. How is war like a deadly disease?
4. Why would the men identify as soldiers rather than individuals?
5. How are instincts the best weapon to avoid death?
6. Why does Deter run away?
7. Describe what happens to Deter.
8. What is the significance of Muller giving his boots to Paul?
9. What evidence do you have from this chapter that Germany is losing the war?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 271
"Our thoughts are clay, they are moulded with the changes of days;--when we are resting they are good; under fire, they are dead. Fields of craters within and without."

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

In the book Paul has very strong views about war. In short, he is touching on the major theme of the story. Write about what the author's message about war is. The writer can either agree or disagree with the author's viewpoint.

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Write an argumentative paragraph explaining the author's message about war. Provide three reasons supporting or opposing the author's point of view of war.

11. Close Close by extending today's lesson to life and the world.

1. What is your point of view on war?
2. What are the pros and cons of war?

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Character Based Literacy Program Lesson Plan
***Bud, Not Buddy*, Day 20**

Outcomes for Today

Standards Focus:

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
b.) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
c.) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.) Provide a concluding statement or section that follows from and supports the argument presented.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.

Change Requires Effort Change is possible. Change requires three things: a vision, a plan and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

Why did soldiers keep fighting?
Unsurprisingly 'going over the top' was a terrifying experience for most soldiers. Yet it was rare that men disobeyed the order to attack: most First World War troops were generally compliant. What motivated men to fight under such terrible conditions? What kept their morale high despite their fear and physical exhaustion?

Traditionally, the authorities believed – or hoped – that men would be motivated by loyalty to an idea: usually patriotism. French and Serbian soldiers were defending their homeland against invasion, while British, German and Austrian soldiers were encouraged to focus on their duty to their King or Emperor. These ideas encouraged men to volunteer for military service and could keep their spirits high through long spells of front-line service, but once under fire men needed more than ideals to maintain their courage.

One important explanation for soldiers' resilience is the idea of the 'primary group': men were motivated above all by comradeship as they fought alongside friends and

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companions. Effective training also helped, making soldiers familiar with the chaos and fear of the battlefield so that their actions in battle became second nature to them. But armies did not leave men's behavior in battle down to chance: the system of military discipline existed to coerce them into obedience. Punishments for disobeying orders could be severe, and men who were convicted of 'cowardice in the face of the enemy' or desertion from their unit could receive the death sentence. Many hundreds of soldiers were executed by their own armies for military offences during the conflict.
Source: http://www.bl.uk/world-war-one/articles/combat-and-soldiers-experiences

Timeline of events that led to the end of the war. Access link
http://www.pbs.org/greatwar/timeline/time_1918.html.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

acutely	anguish	superfluous	borne

READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

pp. 286 - 296

Setting	Characters	Pages
front lines	Kat, Paul Baumer	286-296

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Kat gets hit in the leg and Paul carries him back. p. 288
- Kat and Paul exchange addresses. p. 289
- Paul arrives at the hospital with Kat dead in his arms. p. 290
- Paul gets gassed and spends his last day contemplating. p. 293
- Paul dies. p. 296

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

- new character information can be added to an Open Mind Portrait
- an answer can be added to a question from the KWL Chart
- a new location or change can be added to the map

Theme Charts

Create a class theme chart on the "Horror of War." The horror of war is a reoccurring theme of *All Quiet on the Western Front.* After each chapter list the physical and psychological effects of the war.

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Create a class theme chart on the "The Effects of War on Soldiers." The horror of war affects the soldier's humanity. After each chapter bullet point examples of how the soldiers emotionally disconnect to humanity.

Create a class theme chart on "Nationalism." The idea of nationalism builds up to the start of WWI. As the fighting begins, soldiers fight for survival rather than to honor their nation. After each chapter bullet point examples of how nationalism loses its power.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

One possible activity: Students should finalize all open Mind Portraits of the characters and character profile chart of Paul.

Alternate activity: Have the students get clippings of obituaries in order to get an idea of how they are written. Then have the students write an obituary for Paul Baumer.

Another possible activity: Have the students analyze the casualty figures of war. http://www.worldwar1.com/tlcrates.htm

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Why do you think Remarque titled the book, *All Quiet on the Western Front*?
2. Why can life take nothing from Paul?
3. Why does Paul feel all alone?
4. Why was it all quiet on the Western Front?
5. Why was Paul finally at peace?
6. How does Paul's death represent the lost of a generation?
7. In what ways was Paul's death sensless?
8. How is the army report of Paul's death dehumanizing?
9. Who do you think narrates the last paragraphs of the book after Paul's death?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 295

"I am very quiet. Let the months and the years come, they take nothing from me, they can take nothing more. I am so alone, and so without hope that I can confront them without fear. The life that has borne me through these years is still in my hands and eyes. Whether I have subdued it I know not. But so long as it is there it will seek its own way out, heedless of the will that is within me."

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EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

The war has destroyed Paul to the point that he feels he has nothing to live for. He has lost all his friends and his home is a strange place to him. Yet, even despite his hopelessness, Paul still senses that there is still some life in him and that maybe someday it will return.

Write an argumentative paragraph to convince Paul of all the joys in life to look forward to. Provide three examples to support your statement.

11. Close Close by extending today's lesson to life and the world.

1. Write a paragraph about what gives you hope in times of despair.
2. Who can you helps you in times of despair?

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Final Assignment

Unit: Change Requires Effort
Novel: *All Quiet on the Western Front* by Erich Maria Remarque
Final Assignment: Literary Analysis

Task: Write a literary analysis.

Directions: Over the past four weeks, you have read the novel *All Quiet on the Western Front* by Erich Maria Remarque. In the book, Remarque guides the reader through the horrors of war from the point of view of Paul Baumer, a German soldier recruited at the age of 19.

As a final project, each student should assess Remarque's novel. Each student should address the development of the story: Did the story contain an entertaining or engaging plot? Did the author bring the story alive with dialogue and details? Did the story develop interesting characters? Student should support their critiques with evidence from the novel. In addition, teachers may want students to address the following areas:

- use of flashbacks
- dramatic soliloquy
- graphic imagery

In the end, each student should do the following:

Type your essay.
Spell check it.
Save it.
Print and trade with a partner. Edit each other's essay using the rubric discussed in class.
Revise your essay.
Save and print again.
Turn the final draft in to the teacher.

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