

Character Based Literacy Program Writing Prompt
All Quiet on the Western Front, Day 1



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.

Character Based Literacy Program Writing Prompt
All Quiet on the Western Front, Day 2



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.

Character Based Literacy Program Writing Prompt
All Quiet on the Western Front, Day 3



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.

Character Based Literacy Program Writing Prompt
All Quiet on the Western Front, Day 4



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.

Character Based Literacy Program Writing Prompt
All Quiet on the Western Front, Day 5



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.

Character Based Literacy Program Writing Prompt
All Quiet on the Western Front, Day 6



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.

Character Based Literacy Program Writing Prompt
All Quiet on the Western Front, Day 7



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.

Character Based Literacy Program Writing Prompt
All Quiet on the Western Front, Day 8



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.

Character Based Literacy Program Writing Prompt
All Quiet on the Western Front, Day 9



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.

Character Based Literacy Program Writing Prompt
All Quiet on the Western Front, Day 10



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.

Character Based Literacy Program Writing Prompt
All Quiet on the Western Front, Day 11



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.

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.

Character Based Literacy Program Writing Prompt
All Quiet on the Western Front, Day 12



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.

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

Character Based Literacy Program Writing Prompt
All Quiet on the Western Front, Day 13



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.

Character Based Literacy Program Writing Prompt
All Quiet on the Western Front, Day 14



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.

Character Based Literacy Program Writing Prompt

All Quiet on the Western Front, Day 15



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?”

Writing Prompt

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.

Character Based Literacy Program Writing Prompt
All Quiet on the Western Front, Day 16



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.

Character Based Literacy Program Writing Prompt
All Quiet on the Western Front, Day 17



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.

Character Based Literacy Program Writing Prompt
All Quiet on the Western Front, Day 18



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.

Character Based Literacy Program Writing Prompt
All Quiet on the Western Front, Day 19



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.

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.

Character Based Literacy Program Writing Prompt
All Quiet on the Western Front, Day 20



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.

Character Based Literacy Program Writing Prompt

All Quiet on the Western Front, Final Assignment



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.