

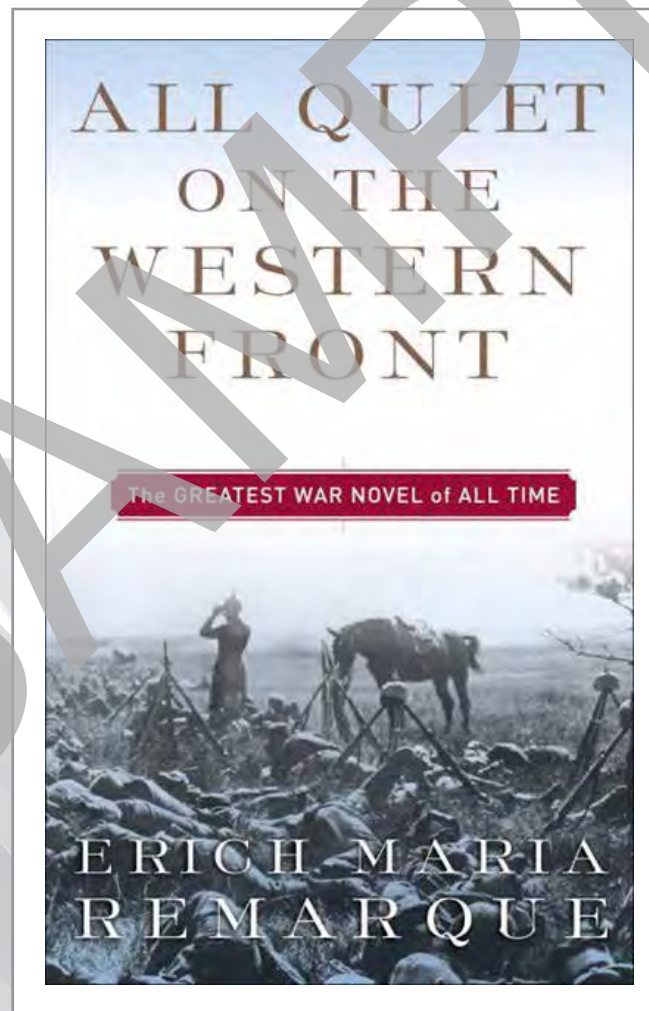


STUDENT PACKET

GRADES 9-12

All Quiet on the Western Front

Erich Remarque



READ, WRITE, THINK, DISCUSS AND CONNECT

All Quiet on the Western Front

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NOTE:

The trade book edition of the novel used to prepare this guide is found in the Novel Units catalog and on the Novel Units website. Using other editions may have varied page references.

Please note: We have assigned Interest Levels based on our knowledge of the themes and ideas of the books included in the Novel Units sets, however, please assess the appropriateness of this novel or trade book for the age level and maturity of your students prior to reading with them. You know your students best!

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Name _____

Directions: Rate each of the following statements before you read the novel. In a small group, compare and discuss your ratings. After you have completed the novel, rate and discuss the statements again.

1.....2.....3.....4.....5.....6
agree strongly disagree strongly

Before After

1. Suffering builds a person's character.
2. It is unpatriotic to criticize your nation's leaders.
3. Killing another person is wrong, under any circumstances.
4. War is sometimes necessary to preserve freedom.
5. War is never the only way out.
6. In war, no one really wins.
7. Power corrupts.
8. Revenge is sweet.
9. As long as people vote every four years, they have done their duty as citizens.
10. In making a war hero, someone has to get injured or killed. ...
11. Most of the responsibility for the atrocities of war lies with political leaders.
12. Soldiers and political leaders share responsibility for the atrocities of war.
13. You should try to love your enemies.
14. No cause is worth dying for.
15. Only the writer who has experienced battle can write about warfare accurately.
16. Most soldiers don't really know what they are fighting for. ...
17. Only through the horrors of war can a person truly appreciate peace.

Name _____

Directions: Freewrite (without stopping or correcting) using the following sentence-starters. Spend two or three minutes on each. (Continue on the back if you run out of space.)

1. During World War I...
2. The worst thing about war...
3. I have never been more frightened than when...
4. Once you join the military...
5. The difference between a man in civilian society and the same man in the army is...
6. To a soldier, the earth...
7. After a war is over, it isn't easy for a soldier to...

Chapter 7

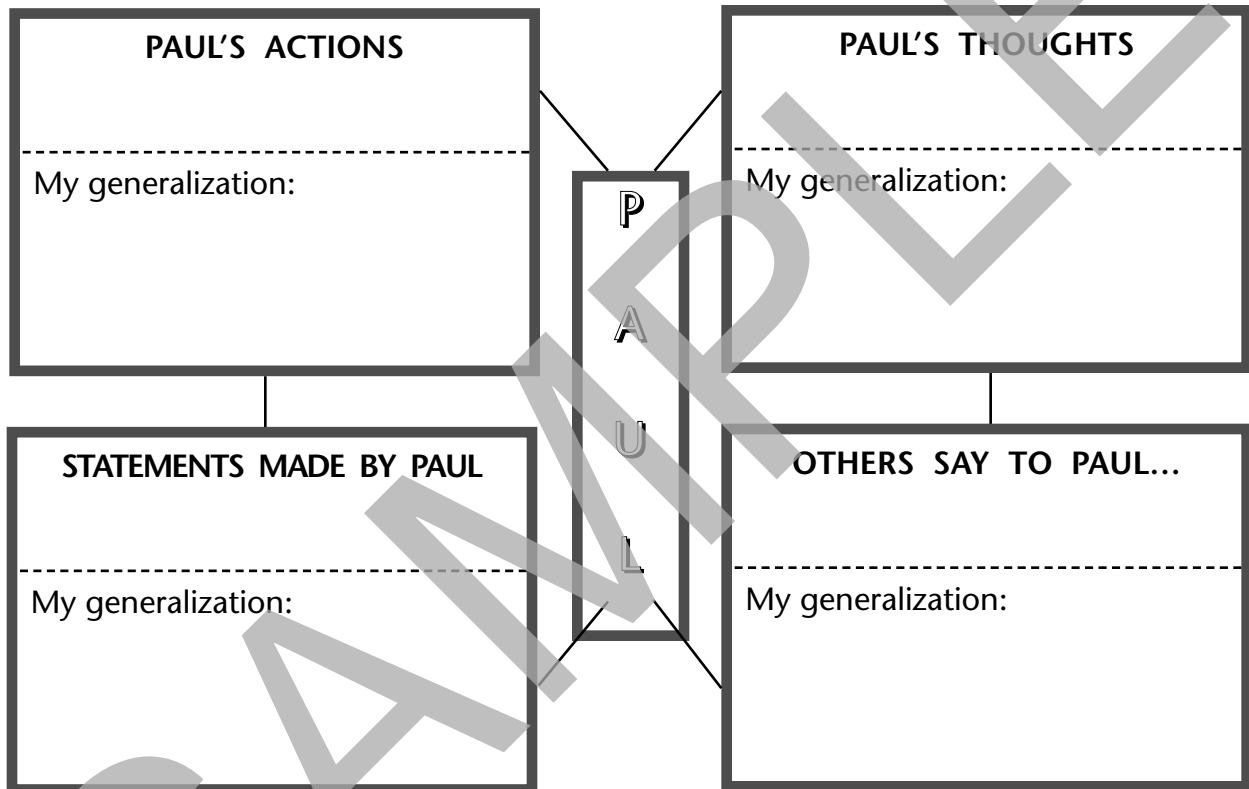
1. Describe the movie poster Paul and Albert look at.
2. With whom do Paul and the others arrange to meet? What is funny about the way they look after crossing the canal?
3. How does Paul feel about seeing his family and his old room when he goes home on leave?
4. How does Paul's classmate Mittelstaedt torment their former teacher Kantorek?
5. How and why does Paul lie to Franz Kemmerich's mother?
6. What is the matter with Paul's mother?
- * 7. Why does Paul think that coming home was a mistake? Do you agree? Are you surprised that he doesn't have the opposite reaction—a desire to stay home and not return to his unit?
- **8. When Paul gets to see some of his enemies close up in a Russian prison camp, what will he think of them?

Chapters 8-9

1. How does Paul spend his time at the training camp?
2. How do the Russian prisoners spend their time?
3. Who visits Paul at the training camp?
4. "...this is the aim, the great aim, that I have thought of in the trenches; that I have looked for as the only possibility of existence...a task that will make life afterward worthy of these hideous years." (page 194) What is Paul's aim, after the war?
5. Who comes to inspect the unit, and why is Paul disappointed by the visit?
6. Who does Paul kill and how does he feel about it?
- * 7. Why do you think the author provides so many details about Gerard Duval's career and family? Why do you think Paul makes the effort to find these things out?
- **8. Will Paul ever get in touch with Gerard Duval's family?

Name _____

Directions: You judge what a character is like in much the same way that you judge what a person in real life is like—by how he looks and acts, by what he says, by what he seems to think and feel, and by how others treat him. As you read the story, create an attribute web for Paul. Jot down phrases and page references in the boxes below. For each group of details, write a generalization about Paul. Then summarize your generalizations in one or two sentences below the diagram.



Summary: _____

Name _____

Directions: In a small group, talk about Paul's relationships with the following people: his mother, his father, Himmelstoss, Kemmerich, Kropp, and Kat.

Act out some short scenes from the story that show how Paul got along with each of the six characters.

Then label each blank spoke with a brief description of how the character influences Paul.

