



 Prestwick House

Activity Pack

ALL QUIET ON THE WESTERN FRONT

BY ERICH MARIA REMARQUE



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Written by Kathryn Mitchell

Name: _____

Date: _____

Pre-Reading**Interviewing a Veteran**

Objectives: Learning about war and combat from a first-hand account
Developing interviewing skills

Activity

Interview a veteran about his or her war experience. Chances are someone in your family has fought in a war or served in the military during wartime. Most veterans would appreciate a chance to tell their stories; oftentimes, once the war is over, the soldiers are forgotten. Choose a family member (or close family friend) who fits this description and interview them. Try to interview them in person; you can write down their responses or record the interview. Fill in the question sheet with your interviewee's answers. We've supplied five questions for you; you must develop five questions of your own, also.

Name: _____

Date: _____

Chapter One

Point of View

Objective: Recognizing the impact of the point of view of the novel

Activity

The author's choice of point of view influences the way a reader interprets a work of literature. *All Quiet on the Western Front* is written in the first person, through Paul's eyes. How would the story be different if told by another character?

Starting with, "Before going over to see Kemmerich..." and ending with, "...as soon as he is dead", rewrite this portion of the novel as if Franz Kemmerich were telling it. Below is a sample of how you might start.

To my surprise, Muller, Kropp, and Baumer come for a visit. I try to smile enthusiastically despite the excruciating pain. I tell them about the jerk who stole my watch.

"Nobody should carry a watch as good as that," Muller tells me. He seems not to care that I've lost the only thing I still own.

Name: _____

Date: _____

Chapter Six

Debate

Objective: Preparing arguments and participating in a debate

Activity

All Quiet on the Western Front illustrates the problem of becoming disillusioned with life after someone experiences the horrors of war first-hand, particularly the young, newly recruited soldier. Most people agree that war is horrible, but many also feel that sometimes it is justified.

A formal debate consists of two individuals or teams presenting opposing views on one subject. Each side is given a chance to state its opinion, as well as to respond to the other side's opinion. In your group, prepare to debate the justification for/against war based on one of the quotations that follow; your teacher will assign the specific argument for your group. In constructing your argument, you should try to use examples from the text of *All Quiet on the Western Front* to support your specific points. You may also conduct research on the topic by using the library, the Internet, or other available sources. If you feel you can build a strong enough argument by appealing to your audience on a purely emotional level, you may take that approach. Be sure to consider the opposing side's possible approach, however, and prepare responses based on what you think your debating opponents will try to argue.

For example, if you were to debate the environmental hazards of nuclear power, and your group is to take the position that nuclear power is cleaner than using fossil fuel, you should anticipate that the opposing group would point out how hard it is to dispose of nuclear waste. Therefore, you should be prepared to counter that point.

Name: _____

Date: _____

Chapter Six**Characterization****Objective:** Identifying character traits**Activity**

Using what you know about each character from the novel, choose one character and write either a “WANTED” poster or a “LOST” poster. For a “WANTED” poster, include the character’s name, a physical description, the traits for which he is known, the action(s) for which he is wanted, where he was last seen, and reward information. For a “LOST” poster, include the character’s name, a physical description, the traits for which he is known, where he was last seen, who is looking for him, and reward information.

Name: _____

Date: _____

Chapter Seven

Landscape Sketch

Objective: Visualizing the setting

Activity

Draw the landscape of a selected scene from the novel.

Chapter Seven contains vivid details about the setting. Remarque paints a picture of Paul's surroundings using words. Choose a scene from the chapter and draw it.

First, on a sheet of notebook paper, jot down the words from the text that describe the setting. Include colors, where items are positioned in relation to others, textures, and any other details that can be drawn.

Use a clean sheet of plain white paper. Pay close attention to the details that are provided in the novel, and fill in any informational gaps with your own ideas.

Here are some suggested scenes for your sketch:

- The description of the houses by the canal
- The description of the landscape becoming familiar from the train
- The "smooth meadows"
- The description of the streaming sun and the field
- The "street-crossing"
- The view from the bridge
- The description of the beer garden
- The description of Paul's room

Name: _____

Date: _____

8. Why does Paul say the girl on the poster is “a wonder to us”?

9. Why does Paul feel he should never have come back home on leave?

10. How does Paul feel about the Russian prisoners?

Name: _____

Date: _____

Chapter Ten

Using Descriptive Details

Objective: Using descriptive details to create a comic strip

Activity

Create a comic strip depicting a scene in Chapter Ten.

1. Beginning with, “Kat and I do a little patrolling...” and ending with, “nor even upset the plate,” create a comic strip of at least eight frames.
2. Your comic must
 - include the major events of the scene;
 - include Kat, Kropp, Paul, and any other unnamed characters;
 - have dialogue between some of the characters; and
 - be neatly colored in.

Name: _____

Date: _____

IMAGERY AND SYMBOLS IN CHAPTER TWELVE

Image	Which could be symbolized by...	What the symbol means
Storm; weary, broken, burnt out, rootless	A tree that has been uprooted in a storm	The damage Paul suffered; his feeling of emotional displacement
Life, love of home, yearning for blood		
Waste, maturing, bewilderment, fall into ruin		
"fly away as the dust"; poplars; rustling of leaves		
"melodies from dreams" and books; whispers of women; vanished in despair		
Trees "gay and golden"; red berries; country roads; rumours of peace		
Alone; fear; "the life...is still in my hands and my eyes"		

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Wrap-Up**Identifying Irony**

Objective: Identifying different types of irony

Activity

All Quiet on the Western Front has many instances of irony. Situational irony occurs when the opposite of what is expected happens. Verbal irony, or sarcasm, is a discrepancy between what is said and what is meant. For each of the following examples, identify the type of irony being used (situational or verbal), and explain why each event or quotation is ironic.