



Prestwick House
Teaching Unit™

Sample

Prestwick House
Literature
Teaching Unit
Chapter-by-Chapter Study Guide



A Farewell to Arms

by Ernest Hemingway

- Learning objectives
- Study Guide with short-answer questions
- Background information
- Vocabulary in context
- Multiple-choice test
- Essay questions
- Literary terms



Click here
to learn more
about this
Teaching Unit!



Click here
to find more
Classroom Resources
for this title!



 **Prestwick House**

More from Prestwick House

Literature

Literary Touchstone Classics
Literature Teaching Units

Grammar and Writing

College and Career Readiness: Writing
Grammar for Writing

Vocabulary

Vocabulary Power Plus
Vocabulary from Latin and Greek Roots

Reading

Reading Informational Texts
Reading Literature

Literature Teaching Unit

Chapter-by-Chapter Study Guide



A Farewell to Arms

by Ernest Hemingway

- Learning objectives
- Study Guide with short-answer questions
- Background information
- Vocabulary in context
- Multiple-choice test
- Essay questions
- Literary terms

 **Prestwick House**

P.O. Box 658, Clayton, DE 19938
www.prestwickhouse.com
800.932.4593

ISBN: 978-1-58049-192-1

Copyright ©2017 by Prestwick House Inc.

All rights reserved. No portion may be reproduced without permission in writing from the publisher.

Item No: 300350

A Farewell to Arms

Notes

In 1954, Ernest Hemingway earned the Nobel Prize for literature, largely because of his unique writing style. To fully appreciate *A Farewell to Arms*, the student must learn to recognize Hemingway's extraordinary stylistic techniques, which include his simplistic writing style, the way he tends to report sensory details, his use of stream of consciousness, and his use of understatements.

Many of the protagonists in Hemingway's novels share similar traits. Critics refer to these characters as "typical Hemingway heroes." A discussion of these characteristics is helpful to the students before they read the novel so they can determine for themselves how well the protagonist in this story fits the profile of a Hemingway hero. Hemingway's heroes have many recognizable traits. These include:

- a general loss of faith in conventional morality; cut off from the traditional values of home and family.
- the ability and desire to do his job well.
- the belief that no matter how much trouble life gives a person, he must never let his suffering show, except for fears, which surface at night.
- a belief that the world is generally a cruel place.
- he demonstrates that men and women can find moments of meaning and happiness despite the cruelty of the world.

All references come from The Hemingway Library Edition of *A Farewell to Arms*, copyright 2012.

A Farewell to Arms

Objectives

By the end of this Unit, the student will be able to:

1. discuss the author's writing style and point out examples of:
 - understatements.
 - simple sentences and vocabulary.
 - presentations of sensory details as facts, much like a newspaper reporter.
 - shifts from simple sentences to flowing stream of consciousness sentences, often including phrases with rhythm and repetition.
2. discuss the author's sometimes subtle use of foreshadowing.
3. write a character sketch of Catherine, which considers the question of whether she is a believable character.
4. identify the following minor characters from the story and comment on how the war has or has not corrupted their values:
 - Rinaldi
 - The Priest
 - Helen
 - Count Greffi
 - Simmons
 - The barman
5. point out examples of the author's use of sarcasm.
6. discuss the following traits often ascribed to a Hemingway hero and cite incidents from the story in which Frederic (or other characters) fits this definition. The Hemingway hero:
 - is cut off from the traditional values of home and family, because of a general loss of faith in conventional morality.
 - lacks the ability and desire to do his job well.
 - believes that no matter how much trouble life gives a person, he must never let suffering show, except for those fears which surface at night.
 - believes that the world is generally a cruel place.
 - believes that men and women can find moments of meaning and happiness, despite the cruelty of the world.

A Farewell to Arms

Questions for Essay and Discussion

1. What elements of Hemingway's unique writing style are present in the first paragraph of Chapter XVI?
2. The incident in the hospital with the barber who thinks Frederic is an Austrian is an example of comic relief. Why do you think Hemingway decides to include it at that precise point in the story? Find other examples of comic relief in this book.
3. Find a passage in this story where Hemingway is foreshadowing Catherine's death.
4. Some critics insist that Catherine is a stagnant or flat character, who does not change as the story progresses. State whether or not you agree with their assessment of her character. Cite incidents from the story to support your opinion.
5. Analyze the metaphor of the ants on the burning log found in Chapter XLI. What major theme of the novel does this metaphor help to illustrate?
6. Define a "loss of innocence" novel. In what ways does Frederic's attitude change toward the war help to qualify this story as a "loss of innocence" novel?
7. What nickname does Rinaldi use for Frederic? How does the war corrupt Rinaldi? At the end of the story, do you think Frederic is better off than Rinaldi; is Frederic's life any better? Cite incidents from the story to support your answer.
8. If we assume the priest represents the moral teachings of organized religion, what conclusions can the reader make concerning Hemingway's opinions of the following:
 - organized religion's ability to help people maintain their morality in times of war
 - life after death
 - love
9. List the two points in the story where the character Helen appears. How does she feel about Frederic and Catherine?
10. What are Count Greffi's opinions of old age, the war, and religion?
11. In what ways do Simmons and the barman help Frederic escape from the Italian army? Why does Frederic cut the stars off his uniform?
12. Prove that the five books in the novel correspond to the five plot elements: Exposition, Rising Action, Climax, Falling Action, and Resolution.

Chapter II

Vocabulary

atheist – a person who does not believe in God
baited – tormented; provoked; teased
bawdy houses – whore houses
flask – a small container used for holding liquor
Free Masons – a charitable and international organization
latrines – community restrooms
mess – a group of soldiers who habitually dine together
pidgin – a mix of two languages that can be used when communicating with non-native and native speakers
plateau – an elevated, level piece of land
shelling – bombarding; firing
tannic – a compound found in wines; Tannic Acid
tunic – a long, plain jacket with a stiff collar
vile – revolting; repulsive

1. Which style of writing does Hemingway use in Chapter 2? How do you know?

2. In the beginning of the chapter it is unclear who the speaker is. At what point does it become clear?

3. Briefly describe the relationship between the priest and the officers in the bawdy house. What does this relationship suggest to the reader about the impact of the war on human values?

5. What does Catherine mean when she says the women at the front are on “very special behavior”?

6. What are Lt. Henry’s goals concerning Catherine at the beginning of the evening? How does Catherine react/respond?

7. What does Lt. Henry mean when he says, “I was angry and yet certain, seeing it all ahead like the moves in a chess game”?

8. What happens when Catherine lets Lt. Henry have a kiss?

9. Why does Lt. Henry tell Rinaldi that Catherine is only a friend?
