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 **Prestwick House**
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All Quiet on the Western Front

BY ERICH MARIA REMARQUE



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All references come from the Ballantine Books edition of *All Quiet on the Western Front*, published 1982.

Name: _____

Date: _____

Pre-Reading**WWI Timeline**

Objective: Understanding the historical context of *All Quiet on the Western Front*

Activity

World War One was a brutal, bloody war. In a small group, use the Internet and resources from your school library to create a timeline of the war. Include information about the countries involved, major events and battles, and the number of casualties on either side. You can use the form on the following page to organize your research.

Once you have conducted your research, use large white paper to construct your timeline. Organize the timeline by year, and within each year, briefly describe the major events and battles. Be sure to save room on the paper to list the countries involved and casualty figures. Make your timeline visually interesting by adding color and pictures. Be prepared to share your timeline with the class.

Name: _____

Date: _____

Chapters One – Nine

Creative Writing

Objective: Identifying and expanding on a main idea or theme of the novel through poetry

Activity

Write a poem based on one of the words listed below from the first nine chapters of the novel that reveals to the reader either your feelings about war or the plot of the novel so far. Your poem should be at least twelve lines long and contain some literary terms, such as simile or metaphor, personification, onomatopoeia, etc. Underline each literary term you include and write the name of the term at the end of the line. We have done one for you as an example.

List of words to choose from:

- death
- fear
- youth
- lost
- friend
- kill
- strength
- lucky
- lies
- blood

Example:

Friendship

The friends of my youth recede from my mind
 Each shell that crashes and booms sends them away
Each bomb Each gun Each wound
 Pushes them like dust from my mind
 As a child, they were my life
 Now what?
My heart is a stone;
 My friends now—just soldiers
 Thrown together by chance,
 A few against my billion enemies,
 Yet, when I lose one friend
Death both cries and laughs within me.

ONOMATOPOEIA
 ANAPHORA
 SIMILE

METAPHOR

HYPERBOLE

PERSONIFICATION

Name: _____

Date: _____

Chapter Three**Advertisements****Objective:** Relating literature to life**Activity**

Just as a company advertises for people it needs to hire, the armed services have to recruit soldiers. Review the employment want ads in your local newspaper or some of the Internet websites that post jobs. Identify the information that is consistent in most of the advertisements, such as skills needed, hours, wages, and benefits.

Create an advertisement that the U.S. Army might have published in your newspaper to recruit soldiers to fight during World War I. In addition to the standard information found in most advertisements, be sure to include any special information unique to being a soldier.

Name: _____

Date: _____

Chapters Six – Twelve**Analyzing Poetry**

Objective: Recognizing similarities between the novel and selected poems

Activity

Identify connections between *All Quiet on the Western Front* and various poems. Poets such as Siegfried Sassoon and Wilfred Owen spent much of their careers writing about World War I. For this activity, you will read the poems assigned by your teacher; then you'll complete an analysis chart by writing a few sentences connecting each poem to a part in the novel.

Name: _____

Date: _____

Chapter Eight

Creative Writing

Objectives: Manipulating the text to create poetry
Identifying poetic language

Activity

Create a “found poem” using Chapter Eight.

One type of poetry is called a “found poem.” This type of poetry allows anyone to write a quality poem. Found poems are constructed by taking portions of writing and putting them together in poetic form to end up with a complete poem. For this activity, you should take sentences, phrases, or words from Chapter Eight and arrange them into a poem. The poem does not have to rhyme, although it certainly may. Play around with and separate Remarque’s words as much as you like, but do not deviate from them—part of the fun of this exercise is in creating something “new” from something that was already there. Your poem should be at least twelve lines long. An example created from Chapter Seven follows. You may make your poem read as you see fit. Remember to give your poem a title.

Example:

Dreams

Cheerful,
We stretch our legs:
Chattering talk, loaves of bread;
It is evening.

Embrace me;
With the booming laugh,
Little brunette dreams of a miracle,
Her bewildering eyes.

My eyes close.
Terror, fall from me:
I am going away
And there is a distance,
A veil between us.

Name: _____

Date: _____

Chapters Nine – Twelve**Reading Quiz****Objective:** Understanding the main events**Activity**

Answer the following questions.

1. Why are the men very busy cleaning?

2. Paul volunteers to go on the patrol with the other men, but then he experiences some disorientation. Why?

3. Why does Paul feel bad about killing Gerard Duval?

4. Why is the scene in Chapter Ten in which the men prepare dinner strangely amusing?

5. At the hospital, why is Paul afraid of being chloroformed?

6. What happens to Franz Wachter and Peter?

7. What happens to Detering in Chapter Eleven?

8. At the end of Chapter Twelve, what happens to Paul?
