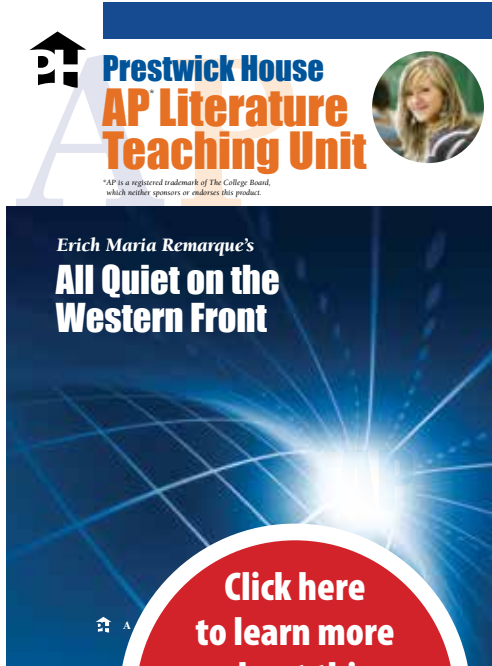




Prestwick House
AP Literature
Teaching Unit™

Sample



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

Advanced Placement in
English Literature and Composition

Individual Learning Packet

Teaching Unit

All Quiet on the Western Front

by Erich Maria Remarque

written by Eva Richardson



Prestwick House

Item No. 307222

All Quiet on the Western Front

Objectives

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

1. outline the psychological impact of plot event on character development.
2. analyze the author's attitude toward war.
3. explore the evolving role of—and changing attitudes toward—authority.
4. discuss the novel as a critical commentary on the futility of war.
5. analyze the novel as a Bildungsroman.
6. trace the development of symbols through the novel.
7. examine the language of *All Quiet on the Western Front* and analyze the impact the first person narrative viewpoint has on the reader.
8. respond to writing prompts similar to those that will appear on the Advanced Placement in English Literature and Composition exam.
9. respond to multiple choice questions similar to those that will appear on the Advanced Placement in English Literature and Composition exam.
10. offer a close reading of *All Quiet on the Western Front* and support all assertions and interpretations with direct evidence from the text, from authoritative critical knowledge of the genre, or from authoritative criticism of the novel.

Introductory Lecture

THE “GREAT WAR”—WORLD WAR I

World War I, also known as the “Great War,” engulfed many of the world’s powerful nations between 1914 and 1918. It remains one of the most deadly military conflicts in world history, having taken the lives of more than 15 million people.

The events that led to World War I are varied and complex. Europe’s long history of imperialism and a series of territorial disputes challenged the balance of power within Europe. An arms race throughout Europe also contributed to competition between the different colonial powers, further threatening the power equilibrium between nations. Moreover, a network of alliances in Europe that had evolved since the mid-nineteenth century had become increasingly complex, and European nations struggled to keep up with shifting diplomatic allegiances.

The two significant alliances in Europe consisted of the Triple Alliance (also known as the Central Powers) comprising Germany, Austria-Hungary, and Italy and the Triple Entente, formed by France, the United Kingdom, and Russia. After the beginning of the war, the United States, Japan, Portugal, Australia, and a host of other nations also became associated with the Triple Entente.

Historians generally agree that the War was ultimately triggered by the assassination of Archduke Franz Ferdinand of Austria and his wife Sophie on June 28, 1914 in Sarajevo, Serbia. Austria had long hungered for an opportunity to eliminate the Serbian state, and the assassination of the Archduke proved to be an ideal opportunity to declare war on Serbia. Due to the network of alliances, the Austria-Hungarian Empire relied on support from Germany, but, at the same time, knew that declaring war on Serbia would spark a conflict with Russia. When Austria-Hungary, supported by Germany, invaded Serbia, the complicated system of treaties within Europe triggered a European-wide, and soon worldwide, military conflict—World War I.

By the summer of 1918, the Central Powers had collapsed, and an armistice was signed on November 11, 1918.

TRENCH WARFARE

Soldiers on the Western Front in World War I saw the horrors of trench warfare, a new form of warfare that required combat troops to occupy fortified trenches. This focus on defense rather than attack forced soldiers on both sides to stay in their entrenched positions on the battlefield for lengthy periods of time. The territory between the trenches, often referred to as “No Man’s Land,” was dangerous, and leaving the trenches in order to attack the enemy exposed soldiers to machine gun and artillery fire and generally resulted in mass casualties. New types of weapons, such as gas bombs and flamethrowers, made life in the trenches even more deadly.

Questions for Essay and Discussion

1. What is the significance of Kemmerich's boots throughout the novel?
2. What attitudes toward the war are expressed by the soldiers?
3. What psychological effect does the war have on the soldiers at the front line?
4. In what ways does the novel function as a war novel? As an anti-war novel?
5. What is the importance of comradeship for the soldiers?
6. How does the novel represent and criticize the role of teachers?
7. How is Paul Bäumer a character who is representative of all soldiers?
8. Why is Paul Bäumer unable to relate to his family when he returns to his hometown?
9. How does the novel address the question of responsibility with regard to the war?
10. How does life on the front line differ from life during training?
11. What characterizes the relationship between Paul Bäumer and Kat?
12. How does the novel describe the challenges faced by the "Lost Generation"?
13. How does the novel provide commentary on the futility of war?
14. How does the novel represent the notion of guilt for the soldiers fighting in the war?

Practice Free Response Questions

PRACTICE FREE RESPONSE QUESTION #1

Carefully read the passage from chapter one of *All Quiet on the Western Front* that begins with “Kantorek had been our schoolmaster...” and ends with “...and alone we must see it through.” Then, in a well-organized essay, describe and analyze how Paul Bäumer evaluates the role of educators and authority figures. Be sure to ground all your assertions firmly in the text.

Carefully read the passage from chapter three of *All Quiet on the Western Front* that begins with, “We couldn’t do without Katczinsky...” and ends with, “...we would rather have had a good beef steak.” Then, in a well-organized essay, analyze the character of Katczinsky. Consider the role Kat plays within his company and how the other soldiers perceive him as a leader, fellow soldier, and friend. Establish a clear thesis, and support your ideas from references from the passage.

Do not merely summarize the passage.

PRACTICE FREE RESPONSE QUESTION #2

Carefully read the passage from chapter four of *All Quiet on the Western Front* that begins with, “At the sound of the first droning...” and ends with “...it is strangely beautiful and arresting.” Then, in a well-organized essay, analyze how the ways in which the passage depicts the dehumanizing effects of war.

Do not merely summarize the passage.

FREE RESPONSE QUESTION #3

Carefully read the passage from chapter five of *All Quiet on the Western Front* that begins with “Müller hasn’t finished yet...” and ends with, “...we believe in the war.” Then, in a well-organized essay analyze the connection between war and identity.

Do not merely summarize the passage.

PRACTICE FREE RESPONSE QUESTION #4

Novels and plays are often structured around a central or unifying symbol that contributes to the development of plot, character, and theme. In a well-organized essay, explain how references to Kemmerich’s boots in Erich Maria Remarque’s *All Quiet on the Western Front* provide such a unifying symbol. Be sure to support your assertions with specific examples from the text.

Do not merely summarize the plot.

All Quiet on the Western Front

Chapter One

1. What is ironic about the additional rations made available to the soldiers at the start of chapter one?

2. How does the use of the latrines illustrate that definitions of privacy have changed for the soldiers who are well-established with their companies?

3. According to the narrator, which character provided the motivation for the young men to enlist in the army?

Chapter Three

1. How does the euphemism “vacancies” in the first line of the chapter underscore the expendability of the individual in war?

2. In what ways does Kropp’s idea of war as a “popular festival” help establish Remarque’s criticism?

3. How does a uniform impact the character of a man like Himmelstoss?

4. According to Kat, what is the basic principle of war?

5. Why does Remarque uses the simile “like a signalmast” to describe the way Haie Westhus raises his arm to strike Himmelstoss?

Chapter Five

1. What is the soldiers' attitude toward the knowledge they learned in school?

2. What do the soldiers discover about their purpose in life?

3. How has the soldiers' relationship with Himmelstoss changed when he finally appears on the front line?

4. Why does Paul claim that he "loves" Kat? What does his claim contribute to the theme of comradeship?

Chapter Seven

1. How does the soldiers' relationship to Himmelstoss change after the bombardment?

2. What role does humor play among the troops?

3. How are the soldiers able to make the French girls interested in them?

4. How is the evening at the French women's house ironic?

Chapter Nine

1. What quality about the Kaiser does Tjaden most admire?

2. How does the word “country” complicate the notion of going to war?

3. In the context of this chapter, how does the phrase “sputtering speck of existence” help reinforce the theme of comradeship?

4. How does the encounter with Gerard Duval change Paul’s perception of the enemy?

5. What is the significance of Paul’s realization, “you were only an idea to me before, an abstraction that lived in my mind and called forth its appropriate response”?
