

***All Quiet on the Western Front* by Erich Remarque** (Published by Ballantine Books)

Approved for use in Honors Communication Arts II and Communication Arts II

Summary

Paul Baumer and his teenage friends are convinced through appeals to their national pride and patriotism to join the German Army of World War I. However, as Paul and his comrades begin to face the harsh realities of life on the war front and in the bowels of trench warfare, doubts arise as to the justness and rationality of a war that pits young men of the same generation against each other.

Connection to the Curriculum

In a novel largely considered by critics as among the greatest war novels of all time, Enrich Maria Remarque uses the setting of World War I in *All Quiet on the Western Front* to illuminate his fight against the principle of hate that meaninglessly and capriciously pits young men of the same generation but different nationalities against each other. Paul Baumer enlists with his classmates in the German Army of WWI with youthful enthusiasm at the beckoning of his school teacher, but the world of duty and "honor" in war they had been taught breaks into pieces under the first bombardment in the trenches. Through the narration of Paul, Remarque illustrates the lack of moral sense present on the battlefields, a stark contrast to the standards of the world he knew at home. The strong narrative voice and vivid sensory detail used by Remarque provides students with an excellent model for how tone can reveal an author's attitude. Through analysis of the war themes mentioned earlier, students can also be brought to a new understanding of how an author uses literary devices and structures to make relevant social commentary.

Standards

Course Objectives (Benchmarks)

Reading: 1.2- The students read fluently. 1.3- The students expand vocabulary. 1.4- The students comprehend a variety of texts.

Literature: 2.1-The students use literary concepts to interpret and respond to text.

Writing: 3- The students write effectively for a variety of audiences, purposes, and contexts.

Possible Skills Taught (Indicators)

Reading:

1.2.1- The student adjusts reading rate to support comprehension when reading and interpreting narrative texts.

1.3.5- The student identifies, interprets, and analyzes the use of figurative language including similes, metaphors, analogies, hyperbole, onomatopoeia, personification, idioms, imagery, and symbolism.

1.4.7- The student identifies characteristics of narrative texts.

1.4.9- The student uses prior knowledge, content, and text type features to make, revise, and confirm predictions.

1.4.12- The student analyzes and evaluates how authors use text structures to help achieve their purposes.

1.4.17- The student analyzes and evaluates how an author's style and use of literary devices works together to achieve this or her purpose for writing text.

Literature:

2.1.4- The student analyzes themes, tone, and the author's point of view using textual evidence and considering audience and purpose.

2.1.2- The student analyzes the historical, social, and cultural contextual aspects of the setting and its influence on characters and events in the story.

2.1.5- The student identifies, analyzes, and evaluates the use of literary devices in a text.

Writing:

3.4.10- The student writes a cohesive piece with a clear introduction, well-developed ideas, and an insightful conclusion.

3.4.11- The student uses transitions to connect ideas within & between paragraphs.

3.4.12- The student uses sequence that is logical & effective within each paragraph as well as within the entire written piece.

A Note on the Text: (The best way to evaluate and understand a novel is to personally read the book in its entirety.)

As a result of its subject matter, this novel deals realistically with the impact of war, including the violence associated with it. The author reveals his negative views of war.

AP Connections

This makes a great cross-curricular piece with AP European history. Since there is an excerpt from the novel in the AP European History class, students have the opportunity to examine the same text and learn how to analyze and write AP responses for both history and English language analysis.

Additional Unit Design Connections

Coming soon:

To be completed during future curriculum development activities