Name: ___________________________ Date: ___________________________ Per: _________

Unit #7: Reading with the Enemy
10th Grade Honors Literature-- Mr. Coia

Wed 3/21
- War Art/Photography
  - What do photographs tell us about life during the war and students? How does the artwork enhance our knowledge of life during WWI? How is the art influenced by the war? Who was the enemy during WWI?
- Write #5: Pick a quotation
- Introduction to All Quiet on the Western Front unit
- Read and discuss poems, “The Man He Killed” and “Death of the Ball Turret Gunner”
HW: Read chapters 1-3 and questions; character chart; get index card as bookmark/character card

Fri 3/23
- Reading Quiz: Chap. 1-3
- Write #6: Propaganda Piece
- Small group discussion
- Reading time
HW: Read chapters 4-6 and questions; character chart

Tues 3/27
- Reading Quiz: Chap. 4-6
- Class Discussion
- Literary Devices Video
- Poetic Language Handouts
- Write #7: Found Poetry
HW: Read chapters 7-9 and questions; character chart; type your found poetry for display. Use a creative font/size/color/pics.

Fri 3/30
- Reading Quiz: Chap. 7-9
- Write #8: Newspaper article
- Class Discussion
- Watch “Pipes of Peace” music video and discuss Christmas Truce of 1914
- Read, mark, discuss “Betrayal” essay
HW: Read chapters 10-12 and questions; character chart

Monday, 4/2 B Day: Power of One Biography and notes must be completed and turned-in by today. Use p. 9 in unit guide 6 as cover sheet

Tues 4/3
- Reading Quiz: Chap. 10-12
- Class Discussion
- Read, mark, and discuss letters home
- Write #9: Letter Home
- Class Share: Letters Home
HW: Study for All Quiet test

Thurs 4/5
- Write #10: Six Word Memoirs
- Turn in Comp books for grading
- Final Exam
- Novel turn-in (no book=no test)

Spring Break: No official homework. Go read a book or two.

Tues 4/17
Begin Things Fall Apart unit and Quarter 4

Wed 5/9
Power of One Presentation
Evening, 5-8 pm
**Write Entries**

Write #5: Choose one quote to discuss. What are the modern-day implications? 1. “A generation of men who, even though they may have escaped shells, were destroyed by war.” Or, 2. Paul says, “War is possible only when the enemy is an abstraction.” Define “abstraction.” Why does the enemy have to be “an abstraction?”

Write #6: Propaganda Piece – Create either a poster, speech, or leaflet that is designed to persuade Paul and his classmates to join the military.

Write #7: Found Poetry – Chapter 4 – Using alliteration, consonance, assonance, and personification.

Write #8: Newspaper Article--Choose an important event from the novel. Summarize the characters involved, what happened, setting, etc. Write key points in the form of a newspaper article that may have appeared in Paul's hometown to chronicle the boys' involvement in a battle, or their current position, or their progress, etc. Write in the 3rd person point of view.

Write #9: A Letter Home from Paul before the start of chapter 12.

Write #10: Six-Word Memoirs- Write 5 that summarizes the story, gives insight to characters, and addresses the theme of innocence and war.

**Notebook Check**

You'll need the following for our next notebook check. Remember, this was assigned back in August, and we have merely been adding to it. Therefore, you need ALL the pieces to receive credit. No partial credit offered on this.

You need two tabs with the following:

**LA Handouts:**
- Unit guide 7 (on top)
- Unit guide 6
- 6+1 Trait Writing Model page (separate from unit 2 p. 13)
- Ideas-Organization-Word Choice-Conventions Rubric
- Class Rules (separate from unit guide 1 p. 4)
- "How Do I Format My Paper?" (unit guide 1 p. 5)
- “Books We'll Read This Year (unit guide 1 p. 15)
- “A Modest Proposal” marked text (unit guide 4, p. 9-13)
- Readings Packet for Quarter 1
- 10 Integrated Honors Course Syllabus (Mr. Hogen gave this to you)

**LA Classwork:** Notes from lectures, presentations, mini-lessons from the start of school. Remember you should be taking notes each class period. You will also have ample loose-leaf paper in your binder, and your pens, pencils, highlighter, etc.
### All Quiet on the Western Front Character Chart

<table>
<thead>
<tr>
<th>Name</th>
<th>General overview of character</th>
<th>Quotation and page that describes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paul Baumer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Muller</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tjaden</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Katczinsky</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Albert Kropp</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Himmelstoss</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kemmerich</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kantorek</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**All Quiet on the Western Front Reading Questions**

When there are more than five questions per section, you can do only five.

**Chapters 1-3**

1. What do we know about the narrator? How old is he?

_______________________________________________________________________________________________

_______________________________________________________________________________________________

2. What does the theft of Kemmerich’s watch tell us about the moral decay fostered by war?

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_______________________________________________________________________________________________

_______________________________________________________________________________________________

3. Although the novel is told from the German point-of-view, what universal view does it offer of war?

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_______________________________________________________________________________________________

4. Why is it ironic that Kantorek refers to the young men as “Iron Youth?”

_______________________________________________________________________________________________

_______________________________________________________________________________________________

_______________________________________________________________________________________________

5. According to Paul, what is the finest thing to arise from the war?

_______________________________________________________________________________________________

_______________________________________________________________________________________________

_______________________________________________________________________________________________
6. Why is it ironic that Paul and his comrades refer to themselves as “stone-age veterans” when they compare themselves to the new recruits?
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________

Chap. 4-6

1. How do the men change as they approach the front? Why is this change necessary?
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________

2. According to Remarque, how does a soldier feel about the earth?
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________

3. What dreams do the various members of the group have about going home? What do their dreams tell you about their characters?
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________

4. Why do the men joke about death?
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
5. Why, according to Paul, must every man believe in Chance and trust his luck?

_______________________________________________________________________________________________

_______________________________________________________________________________________________

_______________________________________________________________________________________________

6. Describe the scene in the field after the battle is over. What do the men see?

_______________________________________________________________________________________________

_______________________________________________________________________________________________

_______________________________________________________________________________________________

_______________________________________________________________________________________________

Chap. 7-9

1. How does Paul feel about being home?

_______________________________________________________________________________________________

_______________________________________________________________________________________________

_______________________________________________________________________________________________

2. Why does Paul persist in lying to Kemmerich’s mother?

_______________________________________________________________________________________________

_______________________________________________________________________________________________

_______________________________________________________________________________________________

3. Why do the soldiers at the camp on the moor become so close to nature?

_______________________________________________________________________________________________

_______________________________________________________________________________________________
4. Why does Paul feel sorry for the Russian prisoners?

_______________________________________________________________________________________________

_______________________________________________________________________________________________

_______________________________________________________________________________________________

5. The men have a discussion about who starts war. What conclusions do they reach?

_______________________________________________________________________________________________

_______________________________________________________________________________________________

_______________________________________________________________________________________________

6. Who is Gerard Duval? How is Paul affected by his death?

_______________________________________________________________________________________________

_______________________________________________________________________________________________

_______________________________________________________________________________________________

Chap. 10-12

1. What happens to Paul when he returns to the front? What happens to Albert?

_______________________________________________________________________________________________

_______________________________________________________________________________________________

_______________________________________________________________________________________________

2. What is the Dying Room? Who returns from the Dying Room?

_______________________________________________________________________________________________

_______________________________________________________________________________________________

_______________________________________________________________________________________________

3. Paul does a great deal of thinking while in the hospital. How does he feel about the war? How does he feel about the young men his age who are involved in the war?

_______________________________________________________________________________________________

_______________________________________________________________________________________________

_______________________________________________________________________________________________
4. What happens to Muller, Bertinck, Leer, and Kat?

_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________

5. What does Paul predict for his generation? Does his prediction come true?

_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________

6. Why does the point-of-view change to the third person for the last two paragraphs of the story?

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_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
Use of Poetic Language

--from Chapter 4 p. 55

To no man does the earth mean so much as to the soldier. When he presses himself down upon her long and powerfully, when he buries his face and his limbs deep in her from the fear of death by shell-fire, then she is his only friend, his brother, his mother; he stifles his terror and his cries in her silence and her security; she shelters him and releases him for ten seconds to live, to run, ten seconds of life; receives him again and often for ever. Earth! —Earth! —Earth!

1. What is the central idea of this passage?

________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________

2. Point out the poetic devices:

a. Alliteration

________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________

b. Assonance

________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________

c. Repetition (words, phrases, lines)

________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________

3. What gives this passage rhythm?

________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________
Use of Poetic Language

--from Chapter 4

Monotonously the lorries sway,
Monotonously comes the calls,
Monotonously falls the rain.
It falls on our heads
And on the heads of the dead up in the line,
On the body of the little recruit
With the wound that is so much too big for his hip;
It falls on Kemmerich’s grave;
It falls in our hearts.

4. What is the central idea of this passage?

_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________

5. Point out the poetic devices:

   a. Alliteration______________________________________________________________
      ________________________________________________________________
      ________________________________________________________________
      ________________________________________________________________

   b. Assonance______________________________________________________________
      ________________________________________________________________
      ________________________________________________________________
      ________________________________________________________________

   c. Repetition (words, phrases, lines)________________________________________
      ________________________________________________________________
      ________________________________________________________________
      ________________________________________________________________

6. What gives this passage rhythm?

_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
Poems to read, mark, and discuss

The Man He Killed by Thomas Hardy

Had he and I but met
By some old ancient inn,
We should have sat us down to wet
Right many a nipperkin!

But ranged as infantry,
And staring face to face,
I shot at him and he at me,
And killed him in his place.

I shot him dead because -
Because he was my foe,
Just so - my foe of course he was;
That's clear enough; although

He thought he'd 'list perhaps,
Off-hand like - just as I -
Was out of work - had sold his traps -
No other reason why.

Yes; quaint and curious war is!
You shoot a fellow down
You'd treat if met where any bar is,
Or help to half-a-crown.

The Death of the Ball Turret Gunner by Randall Jarrell

From my mother's sleep I fell into the State,
And I hunched in its belly till my wet fur froze.
Six miles from earth, loosed from its dream of life,
I woke to black flak and the nightmare fighters.
When I died they washed me out of the turret with a hose.

"A ball turret was a Plexiglas sphere set into the belly of a B-17 or B-24, and inhabited by two .50 caliber machine-guns and one man, a short small man. When this gunner tracked with his machine guns a fighter attacking his bomber from below, he revolved with the turret; hunched upside-down in his little sphere, he looked like the foetus in the womb. The fighters which attacked him were armed with cannon firing explosive shells. The hose was a steam hose."
-- Jarrell's note.

The poem was published in 1945. Why is that relevant to its meaning?
Chapter Episode Titles
Every TV show names each of its episode titles that match an aspect in the story. For this assignment, you will give a title for each chapter of *All Quiet on the Western Front*. This title should summarize the major portion of the chapter in a creative, powerful way.

If possible, try to follow a naming convention for each of the episodes. They should have something in common throughout all twelve of the titles.

Look up the titles of your favorite TV show. Some follow a naming convention:
*Grey’s Anatomy*: All episode titles are the names of famous pop songs.
*The Mentalist*: All episodes have a reference to the color red.
*Scrubs*: Most episodes start with "My..."
*Seinfeld*: Each episode starts with "The"
*Friends*: Each title begins with "The One Where..."

Chapter 1:_____________________________________________________________________________________________

Chapter 2:_____________________________________________________________________________________________

Chapter 3:_____________________________________________________________________________________________

Chapter 4:_____________________________________________________________________________________________

Chapter 5:_____________________________________________________________________________________________

Chapter 6:_____________________________________________________________________________________________

Chapter 7:_____________________________________________________________________________________________

Chapter 8:_____________________________________________________________________________________________

Chapter 9:_____________________________________________________________________________________________

Chapter 10:___________________________________________________________________________________________

Chapter 11:___________________________________________________________________________________________

Chapter 12:___________________________________________________________________________________________
“Betrayal” essay

This lost generation felt a terrible sense of betrayal by their parents, teachers, and government. As they looked around and asked “why,” they focused on what they had learned at home and in school. Paul and his friends feel a terrible sense of the absurd when they see how important protocol seems to be to the older generation. The Kaiser visits and all is polished until he leaves; then the new uniforms are given back and the rags of uniforms reappear. The patriotic myths of the older generation become apparent when Paul goes home. A sergeant-major chastises Paul for not saluting him when Paul has spent a good share of his life in the trenches killing the enemy and trying to survive. These examples of betrayal appear again and again in Remarque’s novel.

Parents also carry the heavy burden of the lost generation’s accusation. Paul says that German parents are always ready with the word “coward” for a young person who will not join up. He feels that parents should have been mediators and guides for Paul’s friends, but they let them down. No longer can they trust their parents’ generation. He speaks of the wise but poor people in relation to their parents: “The wisest were just the poor and simple people. They knew the war to be a misfortune, whereas those who were better off, and should have been able to see more clearly what the consequences would be, were beside themselves with joy.” He sees this already in Chapter One and realizes that his generation is terribly alone and does not share its parent’s traditional values.

Teachers are also to blame. Going home, Paul hears the head-master spew empty patriotic rhetoric and argument that he knows better than Paul what is happening in the war. Paul blames his old schoolteacher Kantorek for Joseph Behm’s death, because Kantorek goaded the hapless Behm to join up. And Paul knows there are Kantoreks all over Germany lecturing their students to patriotic fervor. Even Leer, who was so good at mathematics in school, dies of a terrible wound and Paul wonders what good his school-learned mathematics will do him now. Paul’s entire generation has a terrible feeling of betrayal when they consider military protocol, their parents, and their school teachers.

Old men start the war and young men die. Whether it be this war or any war since, the agony of the fighters is echoed in Paul’s words in Chapter Ten, as he gazes around the hospital:

And this is only one hospital, one single station; there are hundreds of thousands in Germany, hundreds of thousands in France, hundreds of thousands in Russia. How senseless is everything that can ever be written, or done, or thought, when such things are possible. It must be all lies and of no account when the culture of a thousand years could not prevent this stream of blood being poured out, these torture-chambers in their hundreds of thousands. A hospital alone shows what war is.

*Man’s inhumanity to man*

Paul and his friends become so inured to death and horror all around them that the inhumanity and atrocities of war become part of everyday life. Here is where Remarque is at his greatest: in his description of the true horror and paralyzing fear at the front. He describes the atrocities, the terrible consequences of weapons of mass destruction, and how soldiers become hardened to death and its onslaught of sensory perceptions during battle.
Atrocities are simply a part of the inhumane business of war. In Chapter Six, Paul and his men come across soldiers whose noses are cut off and eyes poked out with their own saw bayonets. Their mouths and noses are stuffed with sawdust so they suffocate. This constant view of death causes the soldiers to fight back like insensible animals. They use spades to cleave faces in two and jab bayonets into the backs of any enemy who is too slow to get away. Their callousness is contrasted with the reaction of the new recruits who sob, tremble, and give in to front-line madness described over and over again in scenes of the front.

Remarque vividly recounts the horror of constant death as Paul comes upon scenes of destruction. In Chapter Six, he sees a Frenchman who dies under German fire. The man’s body collapses, hands suspended, and then his body drops away with only the stumps of arms and hands hanging in the wire and the rest of his body on the ground. They later come upon a scene with dead bodies whose bellies are swollen like balloons. “They hiss, belch, and make movements. The gases in them make noises.” The smell of blood and putrefaction is overwhelming and causes many of Paul’s company to be nauseated and retch. The assault on the senses is overwhelming. They later pile the dead in a shell hole with “three layers so far.” This horrifying picture is grimly elaborated on in Chapter Nine when they pass through a forest where there are bodies of victims of trench mortars. It is a “forest of the dead.” Parts of naked bodies are hanging in trees, and Paul brutally describes pieces of arms here and half of a naked body there.

By the time Remarque reaches Chapter Eleven, he has described the soldier’s life as one long, endless chain of the following: Shells, gas clouds, and flotillas of tanks—shattering, corroding, death. Dysentery, influenza, typhus—scalding, choking death. Trenches, hospitals, the common grave—there are no other possibilities.