

All Quiet on the Western Front

By Erich Maria Remarque



Name: _____

All Quiet on the Western Front **Reading and Writing Schedule**

Day Number	Reading	Writing
One	1-10	1-5
Two	10-18	6
Three	19-34	7
Four	35-50	8-9
Five	51-64	
Six	65-74	
Seven	75-98	10
Eight	Catch Up	11-12
Nine	99-114	
Ten	114-128	13
Eleven	129-136	14-15
Twelve	137-150	
Thirteen	150-168	16
Fourteen	168-186	17-18
Fifteen	Catch Up	
Sixteen	187-198	19
Seventeen	199-216	20-21
Eighteen	217-229	
Nineteen	231-242	22
Twenty	243-258	23
Twenty-one	259-270	
Twenty-two	271-291	24-25
Twenty-three	Catch Up	
Twenty-four	292-295	26

All Quiet on the Western Front Summary

All Quiet on the Western Front is the most famous novel dealing with World War I. The book starts in 1917 after a battle, in which half of Paul Bäumer's company has been killed. Bäumer is mostly the narrator and Remarque goes through his life in flashbacks. Paul and his classmates have been encouraged by their teacher, Kantorek, to enlist the German army. Bäumer's group includes some school fellows, and Katczinsky, an older man. The group goes through basic training and go to the front. Bäumer tries to understand what is going on. He realizes that back home "no one had the vaguest idea what we were in for. 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." Paul visits home on leave, returns to the trenches, is wounded and sent to a military hospital. In the summer of 1918 German front is pushed back, and the soldiers are waiting for the end of the war. In October, when there is nothing much to report on the western front, Paul is killed, a week or so before the armistice.



The story is narrated in first person in a cool style, a contrast to patriotic rhetoric. Remarque records the daily horrors in the trenches, where machine guns killed millions, in laconic understatement. - "At the next war let all the Kaisers, Presidents and Generals and diplomats go into a big field and fight it out first among themselves. That will satisfy us and keep us home." (Katczinsky) Lewis Milestone's film (1930), based on the novel, is a landmark of American cinema. One of the best scenes is when Paul (Lew Ayres) returns to his school and tells new students the truth. "When it comes to dying for your country, it's better not to die at all." The film was denounced by Goebbels as anti-German, but the Poles banned it for being pro-German. Particularly effective were the tracking shots of soldiers attacking enemy lines. In France it was prohibited until 1962. The close-up of Paul's hand reaching for the butterfly at the end, is actually the hand of the director Milestone. - A sequel, *The Road Back*, was made in 1937.

Erich Maria Remarque



German writer, who became famous with his novel *IM WESTEN NICHTS NEUES* (tr. *All Quiet on the Western Front*, 1929), which depicted the horrors of war from the point of view of the ordinary soldiers. In his works Remarque focused largely on the collapse of the old European world and values. Although his later novels also were successful, Remarque lived in the shadow of his "big" first book.

"It is just as much a matter of chance that I am still alive as that I might have been hit. In a bomb-proof dug-out I may be smashed to atoms and in the open may survive ten hour's bombardment unscratched.

No soldier outlives a thousand chances. But every soldier believes in Chance and trusts his luck."
(from *All Quiet on the Western Front*)

Erich Maria Remarque was born in Osnabrück, Lower Saxony, into modest circumstances. His ancestors were French, the family name was 'Germanized' early in the nineteenth century. Peter Franz Remark, Remarque's father, was a poorly paid bookbinder. Although Franz Remark did not show much interest in intellectual activities, except his interest in the occult, the family had a piano, and at one point in his life Remarque planned a musical career. In 1904, at the age of six, Remarque entered the Domschule (cathedral school), and four years later he moved to the Johannisschule. Remarque was "always the best in class", as one of his closest school friends later recalled.

For a time Remarque studied at the University of Münster, but had to enlist in the German army at the age of 18. Remarque fought on the Western Front and was wounded several times. After his discharge Remarque had taken a teacher's course offered to veterans by the government. He taught for a year in a school, and tried also his hand as a stonecutter and a test-cardriver for a Berlin tire company.

Remarque began his writing career as a sporting journalist, eventually becoming the assistant editor of *Sportbild*. Among his friends was Leni Riefenstahl, who later made the Nazi propaganda film *Triumph of the Will* (1935), and the two-part *Olympia* (1938), about the 1936 Berlin Olympic Games. Remarque's wife, Jutta Zambona, "tall, slender as a fashion model, and strikingly dressed", as Riefenstahl described Jutta in her book of memoir later inspired heroines in his books. The marriage was stormy, and they both had extra-marital activities. His longest, intercontinental affair Remarque had with Marlene Dietrich; they met first time in Venice in the late 1930s.

Fame came with Remarque's first novel, *All Quiet on the Western Front*, which touched a nerve of the time, and sparked off a storm of political controversy. The book, which first had been rejected by one publisher, sold 1.2 million copies in its first year. H.L. Mencken called it "unquestionably the best story of the World War." Its sequel, *DER WEG ZURÜCK* (*The Way Back*), appeared in 1931. It dealt with the collapse of the German Army after the war, and the fate of the surviving heroes, Ernst and his friends.

Hurst Notes

Reading books is for suckers! The people that use their “cool cards” know that the *only* books to read aren’t the ones that you get in English class, but are instead, the shortened, summarized, small-brainified *Hurst Notes*! Who needs to spend hours and hours reading a full book, when you can bust through an edition of *Hurst Notes* in twenty minutes?

Your task is to create a one-page summary for one of the chapters listed below. Your summary will start with.....a section titled “Summary” (duh). Make sure you include the chapter number that you are summarizing. The second section will be titled “Characters” and will describe each of the characters involved in this section, as well as why they are involved. The last section will be titled “Analysis” and will provide your own analysis on the overall importance of this section to the book.

Each section will have two writers competing for the top spot. The writer with the best piece will see their name in the byline, and will get paid the big bucks (A). The other writer will get the consolation prize....

The summary will be in Times New Roman font, the font size will be 12-point, and it will be emailed to your publisher no later than 3:00 on the due date (misterhurst@hotmail.com). Here are the sections:

Chapter 1	Day 5
Chapter 2	Day 5
Chapter 3	Day 5
Chapter 4	Day 5
Chapter 5	Day 5
Chapter 6	Day 5
Chapter 7	Day 5
Chapter 8	Day 5
Chapter 9	Day 5
Chapter 10	Day 5
Chapter 11	Day 5
Chapter 12	Day 5

AQWF Opinionnaire

Below is a series of statements. Circle the response that most closely indicates how you feel about the statement.

1. War is a necessary evil.

Strongly Agree Agree Disagree Strongly Disagree

2. The minimum age for soldiers should be eighteen years old.

Strongly Agree Agree Disagree Strongly Disagree

3. Politicians should serve mandatory time in the military.

Strongly Agree Agree Disagree Strongly Disagree

4. Every citizen of a country should serve a two-year tour in the military.

Strongly Agree Agree Disagree Strongly Disagree

5. Hatred is the cost of most wars.

Strongly Agree Agree Disagree Strongly Disagree

AQOTWF Background Presentations

- I. Choose one of the following people/places/important events from World War I. In a group of two-three students, you will do one of the following three things:
- Create a presentation (complete with handouts) that gives the class an idea of the importance your subject had to WWI.
 - Create a visual display that can be mounted somewhere in the class, that gives vital information about your subject.
 - Prepare a scene (or video) where you act out something connected to your subject. This should be informative, but entertaining.
- One group is allowed per subject; first come, first served based on grade average.
- II. Your handout should include major events in the life of the individual/time period, should focus on the decisions or ideas made by this person and how they shape history. What involvement did they have with World War I?
- III. In addition, as we discuss *AQOTWF*, you will be expected to contribute heavily to the class discussion when we discuss aspects that were covered in your research.
- IV. Choose your topic from the following list:
- Assassination of Archduke Franz Ferdinand: said to be the first act of war that initiated WWI
 - Austria's Involvement in WWI: declared war on Serbia as a result of the assassination
 - Germany Involvement in WWI: declared war on Russia and France in support of Austria
 - Great Britain's Involvement in WWI: declared war on Germany in support of France and Belgium
 - The United States' Involvement in WWI: declared war on Germany in the final stages of the war
 - Battle of Tannenberg: first major battle between Russia and Germany
 - Battle of Jutland: first major naval battle between the British and Germany
 - Battle of the Somme: one of the largest and deadliest battles of WWI
 - Lloyd George: British Prime Minister during WWI
 - Kaiser Wilhelm II: German emperor during WWI
 - Woodrow Wilson: United States President during WWI
 - The Treaty of Versailles: the treaty that ended the war

Presentation and project are scored on the following criteria:

- | | |
|------------|--|
| _____ / 20 | Quality and Effort |
| _____ / 10 | Content is accurate and correct in presentation |
| _____ / 15 | Met guidelines and criteria specified in the assignment |
| _____ / 5 | Handout is original (if applicable); group members have put all information in their own words and attempted to make the handout engaging. |
| _____ / 50 | TOTAL |

C. Questions: What questions did you have while you were reading? List them below. Supply answers when you find them.

1.
2.
3.

D. Predictions: Describe what you believe is going to happen next

--

E. What connections did you make to the "real world"?

1.
2.
3.

Time Flies When You Are Having Fun...

Your task is to create a timeline based on the events and happenings of World War I that is not only accurate, but visually stimulating as well. Your timeline will have two, distinct sections; the first section will identify events and happenings from World War I, and the second section will identify specific events from *All Quiet on the Western Front*. Your timeline should not only be colorful and inviting, but it should also meet the following minimum criteria:

- I. For a grade of "C" your piece should:
 - a. Be at least eight inches by eleven and a half inches
 - b. Contain at least seven WWI events
 - c. Contain at least five AQOTWF events
- II. For a grade of "B" your piece should:
 - a. Be at least eight inches by twenty-three inches
 - b. Contain at least twelve WWI events
 - c. Contain at least seven AQOTWF events
- III. For a grade of "A" your piece should:
 - a. Be at least eight inches by thirty-four inches
 - b. Contain at least twenty WWI events
 - c. Contain at least ten AQOTWF events

For information connected to your timelines, feel free to consult the following websites:

The Great War Interactive Timeline

URL: <http://www.pbs.org/greatwar/timeline/>

Comments: Students select the year they want to explore and they are provided with text describing important battles, events, and people.

Trenches on the Web Timeline

URL: <http://www.worldwar1.com/tlindex.htm>

Comments: This site provides an extensive timeline of W.W.I. Students select a date or event and are then connected to a site with detailed text and images.

Eyewitness - Assassination of an Archduke

URL: <http://www.ibiscom.com/w1frm.htm>

Comments: This site provides information about the assassination of Archduke Franz Ferdinand, which was a major incident that sparked W.W.I. There are images and text.

AQOTWF Response Notes Chapters 3 & 4

A. Plot: Write five CDs about the plot of these pages:

1.
2.
3.
4.
5.

B. Select one significant quote in this chapter. Write it below, the include page number, and describe why it is significant to you.

Page # _____
Quote:
Why:

C. Questions: What questions did you have while you were reading? List them below. Supply answers when you find them.

1.
2.
3.

D. Predictions: Describe what you believe is going to happen next

--

E. What connections did you make to the "real world"?

1.
2.
3.

What Kind of Ganda Can You Find at the Opera?

Propaganda is defined by Webster's Online Dictionary as "information that is spread for the purpose of promoting some cause." Your task is to develop a piece of propaganda in the form of a poster, speech, or leaflet that Kantorek might have used to persuade Paul and his classmates to join the army. In the speech, you must structure ideas logically, support assertions (e.g., appeal to logic through reasoning; appeal to emotion), defend positions with evidence, and address readers' concerns. You should also integrate quotations and citations into written text. Feel free to use the following websites as sources or examples for your piece:

Propaganda Postcards of WWI

URL: <http://www.ww1-propaganda-cards.com>

Comments: Students click on the categories and view actual propaganda postcards from WWI.

Trenches on the Web Posters from the Great War

URL: <http://www.worldwar1.com/posters.htm>

Comments: Students can explore propaganda and recruiting posters from a variety of countries.

C. Questions: What questions did you have while you were reading? List them below. Supply answers when you find them.

1.
2.
3.

D. Predictions: Describe what you believe is going to happen next

--

E. What connections did you make to the "real world"?

1.
2.
3.

Stop the Violence!!

Your task is to write a persuasive letter from the point of view of a nurse who treats Kemmerich, or Paul and Albert. Your desire in writing this letter is to convince a politician or military leader that the war is senseless. In the letter, be sure to structure ideas logically, support assertions (e.g., appeal to logic through reasoning; appeal to emotion), defend positions with evidence, and address readers' concerns. You should also integrate quotations and citations into written text.

Being that the vast majority of war novels and recollections have been written from the male perspective, this activity should give you some ideal as to what it would have been like having a female perspective of the war. In order to assist you in this process, feel free to use the following websites:

Mademoiselle Miss

URL: www.aaa.si.edu/resources/publications/journal/pdfs/vol47_3-4.pdf

Comments: This site contains letters from an American girl serving with the rank of lieutenant in a French army hospital at the front. These letters are similar to diary entries and expose students to not only first person point of view, but also to a woman's perspective of the horrors of the war.

W.W.I Thirty Thousand Women Were There

URL: <http://userpages.aug.com/captbarb/femvets4.html>

Comments: This site provides information about American Women in W.W.I and can be used for background information in order to understand the roles of women in W.W.I. This site also provides a link to The Unsung Women of World War One - The Signal Corps Women.

AQOTWF Response Notes Chapters 7 & 8

A. Plot: Write five CDs about the plot of these pages:

1.
2.
3.
4.
5.

B. Select one significant quote in this chapter. Write it below, the include page number, and describe why it is significant to you.

<p>Page # _____</p> <p>Quote:</p> <p>Why:</p>
--

C. Questions: What questions did you have while you were reading? List them below. Supply answers when you find them.

1.
2.
3.

D. Predictions: Describe what you believe is going to happen next

--

E. What connections did you make to the "real world"?

1.
2.
3.

Wish You Were Here!

For this activity, you will create a postcard that Paul, or one of his comrades might send home from the front. The postcards must not only include text, but must also actually *look* like a postcard. This means that there must be some kind of picture on one side, an address and stamp (can be drawn) on the back, and of course, the message. The following links will provide you with some resources that may assist you in your postal creation:

Trenches on the Web Special Feature German Postcards Home

URL: <http://www.worldwar1.com/sfgpc.htm>

Comments: This site provides examples of actual German postcards sent home from the front with images.

Trenches on the Web Photo Archive

URL: <http://www.worldwar1.com/pharc.htm>

Comments: Students may choose photos from a variety of headings to include in their postcard.

AQOTWF Response Notes Chapters 9 & 10

A. Plot: Write five CDs about the plot of these pages:

1.
2.
3.
4.
5.

B. Select one significant quote in this chapter. Write it below, the include page number, and describe why it is significant to you.

<p>Page # _____</p> <p>Quote:</p> <p>Why:</p>
--

C. Questions: What questions did you have while you were reading? List them below. Supply answers when you find them.

1.
2.
3.

D. Predictions: Describe what you believe is going to happen next

--

E. What connections did you make to the "real world"?

1.
2.
3.

Extra! Extra!

You have just been hired on as a staff reporter for the Frankfurt Times! Although you are not making a ton of money (especially with the kickback to Mr. Hurst), you are exceptionally happy to be doing what you love. Your first assignment is to write a newspaper article that discusses the events of the war and the involvement of the boys from Paul's class. In the article, you must provide evidence in support of a thesis; convey ideas from primary and secondary sources; organize information visually, when appropriate; and anticipate readers' potential misunderstandings. You should also integrate quotations and citations into written text.

Lastly, a student looking to achieve a grade of a "C" must simply type out the article. If you would like a grade of a "B" you will set up the article to actually *look* like a newspaper article. If you would like an "A" grade, you will not only set up the article, but also include other articles (taken from the Internet is ok) and format it to look like an actual newspaper front page. You can work with up to three other students (each including their own articles) and format the page together.

Trenches on the Web - Timeline - The Boston American

URL: <http://www.worldwar1.com/tlba.htm>

Comments: This site includes the front page of the The Boston American from June 8, 1915. Students may click on titles of articles to find examples.

Research and Remembrance

URL: <http://www.fylde.demon.co.uk/research.htm>

Comments: Students can select articles about people involved in the war.

Hurst Notes Part II

Reading books is STILL for suckers! With the chapter summaries just about completed, it is now time to move on to the extra fluff that ends up looking really good on essays; character studies! Your EXTRA CREDIT task, if you choose to accept it, is to create a one-page summary for the following characters:

- Paul Baumer
- Kantorek
- Corporal Himmelstoss
- Stanislaus Katczinsky
- Albert Kropp
- Muller
- Tjaden

Your summary should include a detailed description of the character, focusing on their importance in the novel. Your description should also contain three quotes along with the importance of the quotes. The summary will be in Times New Roman font, the font size will be 12-point, and it will be emailed to your publisher no later than 3:00 on day twenty-two (misterhurst@hotmail.com).

Lastly, these extra credit assignments are only available to students whose current grade resides between 65% and 88%, and the assignment will be worth from ten to fifteen points (depending on the quality of the work).

AQOTWF Response Notes Chapters 11 & 12

A. Plot: Write five CDs about the plot of these pages:

1.
2.
3.
4.
5.

B. Select one significant quote in this chapter. Write it below, the include page number, and describe why it is significant to you.

<p>Page # _____</p> <p>Quote:</p> <p>Why:</p>
--

C. Questions: What questions did you have while you were reading? List them below. Supply answers when you find them.

1.
2.
3.

D. Predictions: Describe what you believe is going to happen next

--

E. What connections did you make to the "real world"?

1.
2.
3.

Final Project for *All Quiet on the Western Front*

The final project for this novel will not be an essay, but instead will be a three-piece collection that illustrates not only your knowledge of the text, but also, your ability to internalize the material. For this project, you must imagine that you are one of the soldiers in Paul's company. Just as Paul has recorded his experiences, you too will provide your own outlook on things through this project. The requirements for this project are as follows:

- I. Create a detailed journal where you will have ten full entries. Your entries must include each of the following items:
 - a. The day and date of the entry
 - b. The location where you are entering the information
 - c. What you are seeing, feeling, and thinking
 - d. Quotes from the book included as conversation
- II. Create a detailed map that includes not only important markers for WWI, but also chronicles YOUR journey on the battle front.
- III. Create a detailed eulogy to be delivered at your character's funeral. This eulogy should only cover your war exploits, but should also go into bits of your pre-war life.

The assignment will be worth 100 total points with the entries worth 50 points, and the eulogy and map each worth 25 points. Those students desiring a "C" grade need only do the above-mentioned assignments. Students expecting a higher grade will infuse a good deal of creativity when designing their projects. Use the following websites for background information:

Charles Fair's Battlefield Guide

URL: <http://www.fylde.demon.co.uk/charles.htm>

Comments: This site provides links to other sites concerning various battlefields on the Western Front that contain text and images.

Trenches on the Web - Western Front Tourist's Guide

URL: <http://www.worldwar1.com/sftour.htm>

Comments: This site provides information on locations to visit along the Western Front. There are travel tips and some images of monuments.

Trenches on the Web - Map Room

URL: <http://www.worldwar1.com/maproom.htm>

Comments: Students may select links to many maps of areas involved in W.W.I.