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Reflections:

*A Student Response Journal for...*

*All Quiet on the  
Western Front*

*by Erich Maria Remarque*

written by Kelly Harlin

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*All Quiet on the Western Front*

## To The Teacher

In order to allow the teacher maximum flexibility in his or her approach, we have grouped the prompts by sections. The teacher may, therefore, assign specific prompts or allow the students to select one or more prompts from each section

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## *Response Journal*

### **To The Student**

Although we may read a novel, play, or work of non-fiction for enjoyment, each time we read one, we are building and practicing important basic reading skills. In our ever-more complex society, in which reading has become more and more crucial for success, this, in itself, is an important reason to spend time reading for enjoyment.

Some readers, however, are able to go beyond basic reading techniques and are able to practice higher thinking skills by reflecting on what they have read and how what they read affects them. It is this act of reflection—that is, stopping to think about what you are reading—that this journal is attempting to encourage.

To aid you, we have included writing prompts for each section; however, if you find something that you wish to respond to in the book more compelling than our prompts, you should write about that. We hope you enjoy reading this book and that the act of responding to what you have read increases this enjoyment.

After you read the indicated sections, choose the questions to which you will respond. Keep in mind that there are no right or wrong answers to these prompts, and there is no one direction in which you must go.



\_\_\_\_\_

# Response Sheet

Name\_\_\_\_\_ Section\_\_\_\_\_ Date\_\_\_\_\_

[illegible]

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*All Quiet on the Western Front*

## Chapter 1

1. As a prologue to *All Quiet on the Western Front*, author Erich Maria Remarque writes, “This book is to be neither an accusation nor a confession, and least of all an adventure, for death is not an adventure to those who stand face to face with it. It will try simply to tell of a generation of men who, even though they may have escaped shells, were destroyed by the war.” As you read these words, how do you feel about the book as it begins? Write down your thoughts based on these first words from the author.
2. *All Quiet on the Western Front* focuses on a group of German soldiers who are fighting in World War I. Research and write down the general main causes of World War I. Imagine you are a German official who is a proponent of the war. Write a speech you will deliver to top administration officials giving your reasons for joining the war.
3. All four of Paul’s friends who enlisted in the war from the same class did so as volunteers. Look up the word *volunteer* in the dictionary and write down the different definitions. Then, describe any situations in which you have been a volunteer. In your description, be sure to include your motivation for volunteering as well as the emotions you experienced during your service.
4. Throughout *All Quiet on the Western Front*, you will meet many characters with whom Paul comes in contact during his time spent as a soldier. Keep a running list of all the characters you meet, and next to each character’s name, write that person’s relationship to Paul and his feelings toward that person. As you read the book, write down how, if at all, the characters change as a result of the war.

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## *Response Journal*

5. In the first chapter, Paul thinks, “To-day is wonderfully good. The mail has come, and almost every man has a few letters and papers.” Receiving correspondence from the outside world must have given the soldiers a brief respite from their current war-torn world. Imagine you have a friend or family member who is fighting in a war. Write a letter to that person, making sure to give an update on happenings at home as well as offering encouragement.
6. “Around us stretches the flowery meadow. The grasses sway their tall spears; the white butterflies flutter around and float on the soft warm wind of the late summer. We read letters and newspapers and smoke. We take off our caps and lay them down beside us. The wind plays with our hair; it plays with our words and thoughts...And so everything is new and brave, red poppies and good food, cigarettes and summer breeze.” Paul’s descriptive words of a beautiful world seem out of place in a war novel. Using vivid details, describe a place you know that remains picturesque despite tragedy that may surround it. The place can be one you know personally or one that you know about from television, movies, or another source.
7. The schoolmaster, Kantorek, recruited the men to enlist, and at least one member of their class did so unwillingly. Paul remarks that Kantorek was convinced that he was acting “for the best,” but in the end, Paul feels like the entire army has been let down by schoolmasters and recruiters who convinced them to enlist in a heroic—but deadly—job. Prior to the war, Paul and his colleagues viewed authority figures as those who have great wisdom and insight; but that image is destroyed when the men see their first death. Paul now believes that they—the soldiers—are the ones with the greater wisdom. Describe a time when your trust in an authority figure was shattered.
8. Imagine you are a student in Kantorek’s class. He has given you an essay assignment entitled “Why I Want to be a Soldier.” Using your knowledge of the war and your understanding of the motivation a young man might have, write a brief, one-page essay on this topic.



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*All Quiet on the Western Front*

9. Throughout the novel, Paul mentions the enlistment and training process in Germany during World War I. Imagine you are a civilian who wants to enlist in a present-day war. Research the enlistment process and describe the steps you would need to take in order to become a soldier. Make a list of these steps and the rearrange them in order of importance.
10. When the men go to visit the injured Kemmerich in the hospital, the discussion focuses on his most prized possession: his boots. He refuses to part with them, even though they are of no use to him any longer. Imagine you are Kemmerich. Write a diary entry that describes your emotions surrounding the boots and the reasons you refuse to part with them.
11. At the end of this chapter, Paul reflects, “We are none of us more than twenty years old. But young? Youth? That is long ago. We are old folk.” Clearly, he means that they have seen more than most people will ever see by the time they are in their elderly years. Using what you already know about the war and soldiers, write a poem of at least ten lines describing their “aging” process, including the things they may have seen, heard, and felt that have caused them to become old so quickly. Remember that poems can rhyme, but they do not have to.

## **Chapter 2**

12. Most of the men who joined the war with Paul are about 19 or 20 years old. The school master, Kantorek, feels that they are standing on the “threshold of life.” What do you think he means by this, and what does the age of 20 represent to you?
13. At the beginning of this chapter, Paul reminisces about the romantic ideals he once had about war before the actual fighting began. These lofty views were quickly shattered as he faces death, hunger, and other horrors of war. Based on what you have read in this book so far as well as your knowledge of war throughout history and/or present day, what are your personal views of war? Write a paragraph outlining your views and give reasons for these views.
14. We see a very vivid picture of Corporal Himmelstoss, the platoon leader, from the soldiers’ point of view. It certainly appears, from Paul’s description, that Himmelstoss makes his soldiers perform unnecessary tasks for apparently no reason. Imagine you are a soldier in Himmelstoss’ platoon. Write a tactful grievance letter to the commander of the army complaining about Himmelstoss’ treatment of the platoon.
15. At the end of this chapter, Kemmerick dies. Earlier in the book, Paul mentions that he must write to Kemmerick’s mother. This type of letter is one of the most difficult to write. Imagine that you are Paul. Write the letter to Kemmerick’s mother telling her of his death.

## **Chapter 3**

16. Katczinsky is a scavenger; he finds food and all kinds of makeshift supplies that a civilian would overlook, but to the soldiers, the items he finds somehow make their lives a bit more bearable. Make a list of the food and other supplies Katczinsky finds in this chapter. Pick one of the items and compare its use in civilian life and its use by the soldiers.
17. We learn in this chapter that Himmelstoss was a postal worker before the war, a job which, to the soldiers, seems very different from his abusive behavior as their commander. They feel like he is probably a very different person at home than he is on the front. Kat remarks, "For instance, if you train a dog to eat potatoes and then afterwards put a piece of meat in front of him, he'll snap at it, it's his nature. And if you give a man a little bit of authority he behaves just the same way, he snaps at it too...The army is based on that; one man must always have power over the other. The mischief is merely that each one has much too much power."

How and why do people change when they gain power? Write down your answers and then look up two historical leaders who abused power when they gained it. Write a paragraph outlining each leader's rise to power and the result of their abuse on his country and the world.

18. We see only one side of the situation with Himmelstoss, and it is extremely biased. Imagine you are Himmelstoss. Write a journal entry describing your thoughts about the men you oversee and the actions you require of them.

## **Chapter 4**

19. At the beginning of this chapter, Paul and his unit travel close to the front to fight. Paul describes the sights and sounds of the war as they drive closer to fray, and he thinks, “We are not, indeed, in the front-line, but only in the reserves, yet in every face can be read: This is the front, now we are within its embrace. It is not fear. Men who have been up as often as we have become thick-skinned.” Imagine you are Paul, and this is the first time you have been to the front. Write a diary entry describing your fear as you approach death and destruction on the front.
  
20. An ode is a lyric poem that is characterized by feeling and style. Paul delivers what seems like an ode to Earth and all it means to him and the other soldiers. He says, “To no man does the earth mean so much as to the soldier” because of the comfort, shelter, and solace it provides to those fighting on the ground. Think of something in which you seek solace and write your own ode to it. This object or place should be something that may be insignificant to some people but has special meaning to you for a particular reason.
  
21. “We march up, moody or good-tempered soldiers—we reach the zone where the front begins and become on the instant human animals.” What kind of animal do you think Paul has in mind when he thinks this? Choose an animal you think is an appropriate comparison to the soldiers at war. Describe how the men become like this animal, including actions and instincts.

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*All Quiet on the Western Front*

22. Throughout the book, Paul and his comrades help soldiers who are injured or disoriented. During a gas attack, he, Katzcinsky, and Kropp help a man whose arm is trapped by a coffin that has fallen on it. Their selfless desire to aid even those they do not know is remarkable. Research a tragedy that has happened in the world and find testimonies of heroes in that particular situation. Compare the giving characteristics of those people and Paul and his comrades.
23. At the end of this chapter, rain begins to fall. "...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." Why do you think that so many people associate rain with sorrow? Some people, however, feel liberated by the rain, or cleansed by it. Write a paragraph explaining this how you feel as you do and why.

## **Chapter 5**

24. The men talk about peace-time and the things they want to do when the war ends. If you went away to fight in a war, what would you look forward to doing when you came home? Make a list; then choose the two most important items on the list and write one sentence only about each one.
25. In the same discussion about peace-time, Haie comments about the normalcy of life and the things the soldiers take for granted when they are not at war. “In the army in peace-time you’ve nothing to trouble about,” he goes on, “your food’s found every day, or else you kick up a row; you’ve a bed, every week clean underwear like a perfect gent, you do your non-com.’s duty, you have a good suit of clothes; in the evening you’re a free man and go off to the pub.”

Make a list of necessities and luxuries in life that you take for granted. Then, choose three items from your list and write a paragraph about how your life would change—physically, mentally, and emotionally—without those three items.

26. As they reminisce about their school days, the men jokingly begin to ask each other academic questions about subjects they learned in school. None of them remembers much of the “rubbish,” as they call it, and they recognize that none of it has been of any use to them in the war. Furthermore, none of their teachers taught them anything that they needed in the war, such as how to build a fire with wet wood.

Write a letter to your principal explaining the importance or irrelevance of some of the subjects you are taking in school. In addition, request some classes which teach some life skills you feel are necessary to survival.

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*All Quiet on the Western Front*

27. Himmelstoss has been transferred to the front because he has reportedly been too hard on recruits. This action gives Tjaden the courage to tell Himmelstoss exactly how he feels about him; however, Himmelstoss reports the insubordination to the officials. Tjaden is given a fair hearing, and the men have a chance to give testimony about Himmelstoss and his treatment of them.

Imagine this trial has gone to a larger court after the war is over, and you are the prosecuting attorney. Write an outline of your opening argument for the trial.

28. At the end of the chapter, Paul and Kat catch a goose and cook it for dinner. During this time, Paul reflects on how close the two of them are, calling themselves “brothers” and describing their “complete communion.” Do you have someone who is not a family member but for whom you feel such communion? Describe this person and your relationship.

## **Chapter 6**

29. When Paul first comes face to face with an enemy soldier, he cannot bring himself to throw a grenade at him. “I raise my hand, but I cannot throw into those strange eyes.” Paul and the other soldiers face this internal conflict throughout the book; at times they have compassion for the enemies because they realize their humanity, but most of the time they feel the strong urge for survival. Imagine you are Paul and you want to tell Kat about this conflict. Write down what you will say to him.

**Paul:** This is one of the hardest things I ever had to do. The enemy looks just like we do.

**Kat:** It’s simple. What you need to do is...

30. “We have become wild beasts. We do not fight, we defend ourselves against annihilation. It is not against men that we fling our bombs, what do we know of men in this moment when Death is hunting us down—now, for the first time in three days we can see his face, now for the first time in three days we can oppose him; we feel a mad anger.” Paul uses personification to describe Death by saying that it has a “face” and that he and his comrades can fight against it. Write a paragraph in which you describe something abstract in a manner that personifies it. Make sure to use plenty of imagery.



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*All Quiet on the Western Front*

31. As night falls and Paul watches the parachute lights overhead, his mind drifts to a cathedral cloister: a place of peace and quiet. He thinks “it is strange that all the memories that come have these two qualities. They are always completely calm, that is predominant in them; and even if they are not really calm, they become so.” He goes on to say that the memories are quiet because nothing in his life at war is quiet and peaceful.

Imagine you are one of the soldiers. Describe to one of your comrades a place that represents peace and quiet to you. The conversation could begin like this:

**Comrade:** I’m so tired of all the gunfire and explosions; I miss the peace of home.

**You:** Me, too. Sometimes I long to be home and just “listen” to the silence.

**Comrade:** Do you have a place you like to go to be quiet?

**You:** Yes it’s...

32. “We are forlorn like children, and experienced like old men, we are crude and sorrowful and superficial—I believe we are lost.” Your friend in class doesn’t understand what Paul means by this remark. Explain Paul’s conclusion that the soldiers can be both children and old men at the same time.
33. Paul believes that the recruits are “almost more trouble than they are worth.” They have not been trained well, and their use of weaponry is limited. Imagine you are a new recruit who has been sent to the front line. Knowing that your lack of experience and knowledge of trench warfare and weapons places you at a disadvantage, write a diary entry conveying your struggles.

## **Chapter 7**

34. Himmelstoss wants to make amends for the way he has treated the men, and in his new role as sergeant-cook, he gives them good food and extra sugar and butter. We do not hear his words of apology or his offer of friendship and food. Write down what you think he says to Paul and the other men as he seeks their forgiveness.
35. The Company Commander gives Paul a leave pass for 17 days, and he goes home during this time. As he draws closer to his home, “the names of the stations begin to take on meaning and my heart trembles...these names mark the boundaries of my youth.” These places have a significant meaning in Paul’s childhood. Think of your own childhood and describe some of the places you consider boundaries of your youth and why they are so significant to you.
36. Imagine you have been fighting in a war for several months. You have been given leave to go home for two weeks, and you are talking to a fellow soldier about the places you have missed the most and want to see while you are home. Write the dialogue between the two of you as you describe the places you will visit.
37. Paul takes a supply of food to his family at home, and his mother implies that the food supply is fairly low in Germany due to the war. Research the poverty in Germany during World War I. Imagine you are a middle-class woman whose husband is in the war.

Write a detailed letter to the German government describing the conditions under which you are living. What would you like the government to do for you?

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*All Quiet on the Western Front*

38. As Paul sits in his room at home, he looks at all of the books he has accumulated during his life: some are treasured books with which he never wants to part, and some are textbooks about which he cares very little.

Make two lists: one of books you never want to read again, and one of books with which you want to line your bookshelves. Choose one book from each list and write a paragraph stating your reasons for liking or disliking those books.

39. Paul goes to see Kemmerich's mother, but he does not tell her the truth about how her son died. Instead, he tells her that Kemmerich died instantly from a gunshot wound through the heart. Imagine that Paul goes back to the front and tells Kat that he lied to Kemmerich's mother. Write the dialogue between Paul and Kat and include Paul's reason for lying.

**Paul:** I went to see Kemmerich's mother while I was on leave.

**Kat:** Really? What did you tell her?

**Paul:** I told her...

40. On his last night at home, Paul has conflicting feelings about his visit. "I bite into my pillow. I grasp the iron rods of my bed with my fists. I ought never to have come here. Out there I was indifferent and often hopeless—I will never be able to be so again. I was a soldier, and now I am nothing but an agony for myself, for my mother, for everything that is so comfortless and without end. I ought never to have come on leave."

Continue Paul's thought process where he stops and explain in more depth the reasons why he feels he should not have come home.

## **Chapter 8**

41. Paul takes over as guard over some Russian prisoners. He observes everything about them, from their physical appearance to their actions and words. He reflects that if he knew a bit more about them, such as their names, their occupations, and their families, he might feel sympathy for them. “A word of command has made these silent figures our enemies; a word of command might transform them into our friends.” In other words, there is not really a distinction between the Germans and the Russians except that someone has told them they are mutual enemies.

Write a paragraph describing the kinds of “enemies” you have and the reasons they are your enemies. These people can be individuals or groups you personally know or ones that you feel threaten your country. As you write, consider the word *enemy* and determine if having enemies is a wise choice.

## Chapter 9

42. Paul is reunited on the front with his fellow comrades, and the men have a conversation on the war's beginning. "It's queer, when one thinks about it," goes on Kropp, "we are here to protect our fatherland. And the French are over there to protect their fatherland. Now who's in the right?" Do you believe anyone has the right to declare war on another country? Write an argument for your opinion. Defend your position and give examples from history to support your points.
43. As the men continue their conversation about the declaration of war, they determine that the fighting is not necessarily between physical countries and their common citizens but between the rulers of those countries. Do you agree with this statement? Write a paragraph agreeing or disagreeing with the soldiers' conclusion.
44. Kat says, "There must be some people to whom the war is useful." Research the results of World War I and World War II and decide to whom those wars were useful. Write a paragraph describing these people and how they benefited from the wars.
45. During a bombardment, Paul dives into a shell-hole, and later an enemy soldier jumps into the hole with him. Paul immediately stabs him, but it takes the man several hours to die while Paul is trapped in the hole with him because of the fighting. The longer Paul sits in the hole, the more compassion he feels for the dying man. He offers the man water and bandages his wounds. Paul realizes the humanity of the soldier, and Paul would "give much if he would but stay alive." Paul sees in this man's death the reality of war: killing a human who is no different than himself.

Imagine you are Paul and it is 50 years after the war. You are giving a rare interview to a national news network, and the reporter asks you to retell one of the most horrific stories from the war. Write down what you will say to the reporter about your experience in the shell hole with the enemy soldier.

## **Chapter 10**

46. Paul and Albert are injured as they evacuate a village, but they manage to run to safety. Paul believes that “fear alone made it possible” to run while injured and to avoid getting shot a second time. Write a paragraph describing how fear can drive a person to do things almost superhuman. If possible, think of a time in your life when this was the case or think of an event in history when fear led someone to do the unthinkable.
47. When Paul and Albert are in the hospital, Paul recovers fairly quickly; however, the doctors must amputate Albert’s leg. Albert is silent as he watches Paul hobble around the hospital room. Imagine you are Albert. Write your thoughts as you watch Paul get stronger day by day while you sit immobile in your bed.
48. “I am young, I am twenty years old; yet I know nothing of life but despair, death, fear, and fatuous superficiality cast over an abyss of sorrow.” Paul can hardly be blamed for his negative outlook on life. Thankfully, many of us know nothing of war and therefore have a better outlook on life. Write a paragraph describing what you know of life at your young age.

## **Chapter 11**

49. Muller dies after someone shoots him point-blank in the stomach. Before he dies, he gives Paul the boots he received from Kemmerich. These boots by now have sentimental value to the soldier who owns them. Describe a family heirloom that has been passed down in your family and the reasons why that heirloom holds such sentimental value. If your family does not have an object that has been passed down, think of something you own that you might pass down to your children.
50. Paul's Company Commander, Bertnick, also dies. He is one of the rare people in the book that Paul praises, calling him a "superb front-line commander who is foremost in every hot place." Think about an authority figure you respect greatly. Write a letter telling that person how much you admire his or her actions and thanking that person for all he or she has done for you.
51. Finally, Kat is hit and eventually dies. Paul laments, "When Kat is taken away I will not have one friend left." Write your own personal definition of *friend* and then make a list of your closest friends. Try to think about life without some of them, and describe how your life would be different if they were not a part of your life.

## **Chapter 12**

52. In this chapter there is a hint of peace and the end of war. However, Paul feels that, in some ways, he and the rest of the soldiers are “weary, broken, burnt out, rootless, and without hope.” However, he also does not completely rule out a somewhat meaningful life once the war ends.

You are one of Paul’s friends in his hometown. Write a letter of encouragement to Paul, reminding him of all the things at home he enjoys during peacetime.

53. Paul believes that no generation besides his own would ever understand the soldiers’ plight of war as well as the difficulty in returning to a post-war world. You are a newspaper reporter. Research the trauma that many veterans face upon returning home after war and write a newspaper article that includes your findings.
54. At the end of the book, Paul dies, and “his face had an expression of calm, as though almost glad the end had come.” Do you think this is an appropriate ending to the book? Support your answer with details from the book.

## **Wrap Up**

55. Paul and all of his closet friends die in combat at some point in the book. Choose two of these men and write obituaries for them. You may need to look at the obituary page in your newspaper.
56. A novel about a war is depressing but also enlightening as it sheds much light on the realities of death and destruction. What are your impressions of the book? What emotions did the book evoke as you read it? Write a book review for a magazine which shares your opinions.
57. Imagine that Paul did not die in the war and is still alive today. Make a list of questions you would ask him.



## **Test**

1. The leader of Paul's group is
  - A. Kropp.
  - B. Tjaden.
  - C. Muller.
  - D. Katczinsky.
  
2. Kemmerich's prized possession that everyone else wants is
  - A. his boots.
  - B. his gun.
  - C. his diary.
  - D. his Bible.
  
3. The soldiers' view on Kantorek is
  - A. he prepared them well for war.
  - B. he was too strict on them in school.
  - C. he was too lenient on them.
  - D. he did not teach them anything relevant to the war.
  
4. What was Himmelstoss' occupation prior to the war?
  - A. a schoolmaster
  - B. a postman
  - C. a doctor
  - D. a lawyer
  
5. Tjaden's punishment for his insubordination to Himmelstoss is
  - A. a long sermon and three days' open arrest.
  - B. a long sermon and a weeks' open arrest.
  - C. a week in the cellar.
  - D. a mile run and 100 push-ups.

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*Response Journal*

6. When Paul thinks about his childhood, his memories are
    - A. sorrowful.
    - B. nightmarish.
    - C. calm and peaceful.
    - D. joyful.
  7. Paul and Kat alone enjoy a rare meal of
    - A. roast beef.
    - B. goose.
    - C. turkey.
    - D. ham.
  8. What does Paul use to entice the French girls to invite the men to their house?
    - A. bread
    - B. beer
    - C. cigarettes
    - D. roast pork
  9. When Paul goes home, he finds his mother
    - A. cooking his favorite meal.
    - B. in bed with cancer.
    - C. sickened with grief over Paul's enlistment.
    - D. taking care of wounded soldiers.
  10. Paul tells Kemmerich's mother that he died from
    - A. complications from his amputation.
    - B. a hand grenade explosion.
    - C. a gunshot wound through the heart.
    - D. a gas attack.
  11. Before Paul goes back to the war, he wishes
    - A. he had never gone on leave.
    - B. he did not have to go back.
    - C. he could bring the French girls home.
    - D. he could bring his mother some medicine.
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*All Quiet on the Western Front*

12. Paul kills the man in the shell-hole by
  - A. shooting him.
  - B. strangling him.
  - C. beating him.
  - D. stabbing him.
13. The one thing Paul does not want to know about the man he killed is
  - A. his nationality.
  - B. his occupation.
  - C. his rank.
  - D. his name.
14. Which soldier is injured with Paul when they evacuate a village?
  - A. Katczinsky
  - B. Kropp
  - C. Muller
  - D. Tjaden
15. At the end of the book, Paul
  - A. goes home after the war.
  - B. dies with a calm expression on his face.
  - C. dies with fear in his eyes.
  - D. dies with an anguished expression on his face.
16. Before the war, Paul views authority figures as
  - A. figures of insight and wisdom.
  - B. small men with big ambition.
  - C. fair and decent people.
  - D. power-hungry figures to mock.
17. What does the narrator view as “slaughtered innocents”?
  - A. the horses
  - B. the young new recruits
  - C. three young French women
  - D. Both A and B

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*Response Journal*

18. Which of the following is NOT a reason the young recruits fall ten times faster than the experienced soldiers?
- A. They do not know the contours of the land.
  - B. Each feels that everyone else but himself will be hit.
  - C. They cannot decide quickly where to drop.
  - D. They do not know when to remove their gas masks.
19. The term “Iron Youth” upsets Paul and his friends because
- A. it is a romantic notion adhered to by their professors.
  - B. they know all too well that they are made only of flesh and blood.
  - C. they are afraid that they may not live up to that ideal.
  - D. All of the above
20. Paul refuses to accept chloroform during surgery because
- A. he is worried he will not wake up.
  - B. the chloroform makes him sick, and the care is so bad he fears he might choke on his own vomit.
  - C. he does not trust the surgeon.
  - D. he must keep an eye on Kropp so he does not commit suicide.

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*All Quiet on the Western Front*

Test  
Student Answer Sheet

Name: \_\_\_\_\_

1. \_\_\_\_\_

11. \_\_\_\_\_

2. \_\_\_\_\_

12. \_\_\_\_\_

3. \_\_\_\_\_

13. \_\_\_\_\_

4. \_\_\_\_\_

14. \_\_\_\_\_

5. \_\_\_\_\_

15. \_\_\_\_\_

6. \_\_\_\_\_

16. \_\_\_\_\_

7. \_\_\_\_\_

17. \_\_\_\_\_

8. \_\_\_\_\_

18. \_\_\_\_\_

9. \_\_\_\_\_

19. \_\_\_\_\_

10. \_\_\_\_\_

20. \_\_\_\_\_

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*All Quiet on the Western Front*

Test  
Answer Key

1. \_\_\_D\_\_\_

2. \_\_\_A\_\_\_

3. \_\_\_D\_\_\_

4. \_\_\_B\_\_\_

5. \_\_\_A\_\_\_

6. \_\_\_C\_\_\_

7. \_\_\_B\_\_\_

8. \_\_\_A\_\_\_

9. \_\_\_B\_\_\_

10. \_\_\_C\_\_\_

11. \_\_\_A\_\_\_

12. \_\_\_D\_\_\_

13. \_\_\_D\_\_\_

14. \_\_\_B\_\_\_

15. \_\_\_B\_\_\_

16. \_\_\_A\_\_\_

17. \_\_\_D\_\_\_

18. \_\_\_B\_\_\_

19. \_\_\_A\_\_\_

20. \_\_\_C\_\_\_

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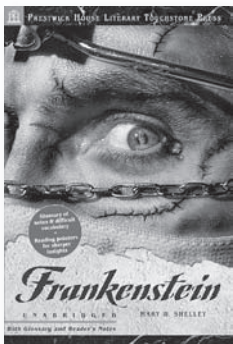
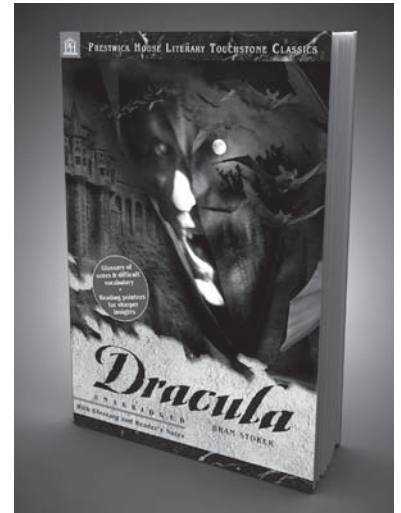
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