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INDIVIDUAL LEARNING PACKET/TEACHING UNIT

All Quiet on the Western Front

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Teaching Unit

*All Quiet on
the Western Front*

by Erich Maria Remarque

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All Quiet on the Western Front

Terms and Definitions

Apostrophe - directly addressing an imaginary person, place, thing, or abstraction, either living, dead or absent from the work. Example: Ophelia, in *Hamlet*, says, "O, heavenly powers, restore him."

Conflict - the struggle that propels the action. There are three types of conflict: *man versus man* (Example: a typical Western, in which the sheriff confronts the outlaws); *man versus nature* (Example: a story about someone surviving in a small boat on the ocean); *man versus himself* (Example: the main character of a story fighting his or her own drug abuse). Most books include all three types of conflict.

Flashback - a scene that interrupts the ongoing action in a story to show an event that happened earlier.

Foil - a character whose qualities or actions usually serve to emphasize the actions or qualities of the main character, the protagonist, by providing a strong contrast. On occasion, the foil is used as a contrast to a character other than the main one.

Foreshadowing - the use of hints or clues in a story to suggest what action is to come. Foreshadowing is frequently used to create interest and build suspense.

Irony - a subtle, sometimes humorous perception of inconsistency in which the significance of a statement or event is changed by its content. For example: the firehouse burned down.

Dramatic irony - the audience knows more about a character's situation than the character does, foreseeing an outcome contrary from the character's expectations. The character's statements have one meaning for the character and a different meaning for the reader, who knows more than the character.

- *Structural irony* - a naïve hero whose view of the world differs from the author's and reader's. Structural irony flatters the reader's intelligence at the expense of the hero.
- *Verbal irony* - a discrepancy between what is said and what is really meant; sarcasm. Example: calling a stupid man smart.

Juxtaposition - the placement of two dissimilar items, people, thoughts, places, etc., next to one another to strengthen the differences or similarities. Example: In *The Pearl*, the main character instinctively touches the valuable pearl and his knife at the same time.

Narrator - the one who tells the story. If the narrator is a character in the book, the term is first-person narration. (Example: *Moby Dick* is narrated by Ishmael, a crewmember). If the narrator is not a character, the term is third-person narration. (Example: *Sense and Sensibility*).

Reliable and Unreliable narrator - Reliable narrators are those whose accounts we trust, whereas unreliable narrators may be sick, ill-informed, deliberately or innocently misleading, or incapable of understanding what is happening. Most third-person narrators are trustworthy, but first-person narration is frequently unreliable, due to the narrator's closeness to the story. Examples: Anne Frank, even though she is a first-person narrator, tells her story in an accurate manner; what she says can be believed. Chief Bromden, the narrator of *One Flew Over the Cuckoo's Nest*, is delusional; therefore, the reader must question whether what he says is true.

Sensory images - the use of details from the five senses to help describe the subject.

Simile - a comparison between two different things using either *like* or *as*. Example: I am as hungry as a horse.

Stereotype - the act of putting people into groups based on race, religion, nationality, physical appearance, social class, or some other easily identifiable characteristic. Example: In *The Last of the Mohicans*, Magua and Uncas have become the stereotypical ideals of evil and good Indians.

Style - the way an author chooses and uses words, phrases, and sentences to tell the story. For example, in an action/adventure story, the author may use simple words and short, choppy sentences, because this style moves the story along quickly. But in a story about a college professor, the same author may choose to use polysyllabic, unfamiliar words and long, convoluted sentences.

Symbol - an object, person, or place that has a meaning in itself and that also stands for something larger than itself, usually an idea or concept; some concrete thing which represents an abstraction. Example: The sea could be symbolic for "the unknown;" since the sea is something which is physical and can be seen by the reader, but has elements which cannot be understood, it can be used *symbolically* to stand for the abstraction of "mystery," "obscurity," or "the unknown."

Theme - the central or dominant idea behind the story; the most important aspect that emerges from how the book treats its subject. Sometimes theme is easy to see, but, at other times, it may be more difficult. Theme is usually expressed indirectly, as an element the reader must figure out. It is a universal statement about humanity, rather than a simple statement dealing with plot or characters in the story. Themes are generally hinted at through different devices: a phrase or quotation that introduces the novel, a recurring element in the book, or an observation made that is reinforced through plot, dialogue, or characters. It must be emphasized that not all works of literature have themes in them.

In a story about a man who is diagnosed with cancer and, through medicine and will-power, returns to his former occupation, the theme might be: "real courage is demonstrated through internal bravery and perseverance." In a poem about a flower that grows, blooms, and dies, the theme might be: "youth fades and death comes to all."

All Quiet on the Western Front

Notes

Although this is a fictional novel, many of the characters and events are taken from the author's own experiences during World War I. As a young German soldier, Remarque was stationed in a trench unit on the Western Front (France). He loved nature, collected butterflies, and disliked his teachers. While in the War, Remarque experienced great tragedy. He lost friends and became disillusioned with the importance and honor of fighting for one's country. In *All Quiet on the Western Front*, the protagonist, Paul, displays numerous qualities and opinions that correspond to Remarque's personal experiences from the war. The overall theme of the book is clearly stated: War ruins the lives of young men even if they survive combat. The author's style is full of sensory language vividly describing the insanity of war.

All references come from the Ballantine Books Edition of *All Quiet on the Western Front*, published 1982.

Before Reading

1. Review Germany's participation in World War I and note the importance of the following:
 - a. trench warfare
 - b. airplanes
 - c. poisonous gas
 - d. flame throwers
 - e. the entrance of the United States into the War
 - f. Kaiser Wilhelm
2. Review the life of Erich Maria Remarque. While reading the novel, create a list illustrating how his life experiences influenced this work.

All Quiet on the Western Front

Questions for Discussion and Essay

1. Upon the novel's first publication, why was it such an overwhelming success around the world? Why did the Nazis not like the book? During World War II, even after the novel's mass appeal in Germany, why was it among the books destroyed during the book burning of 1933?
2. After researching the terms "romanticism" and "realism," identify elements of romanticism present in this book. What elements of realism are present in the book?
3. Discuss the opinions of several characters regarding ways to solve conflicts between countries without involving young men in war.
4. Paul feels alone when he goes home for a visit. Do you think this is a result of his war experiences, or is it a natural emotion as part of growing up?
5. By citing incidents from the novel, support or refute the following statement: Paul retains his humanity throughout the novel.
6. Discuss the influence of teachers on the life choices of young men and women. Do you think they have the same impact today as Paul's teacher did in 1917?
7. What do you think of Paul's father's obvious pride in his soldier son? How would your family react if you were in the service and called to serve in an armed conflict?
8. By citing references from the novel, support or refute the following statement: The soldiers live or die by pure chance.
9. Define symbolism. Make reference to and explain the meaning and significance of three to five symbols used in this novel.
10. Review the idea that conflict is central to any plot. Describe the major conflicts in this novel and identify their types.
11. Discuss the author's use of apostrophe and sensory language to convey emotion.
12. Citing incidents from the novel, support or refute the following statement: Food and comradeship are the two most important parts of a soldier's life.

13. Explain the following literary devices and cite an example of each from the novel:

irony
symbolism
foreshadowing
stereotyping
foil

14. By citing incidents from the novel, support or refute the following thematic statements:

- War is an unimaginable horror for both man and nature.
- Strong bonds of comradeship are forged in the heat of war.
- Older generations (Pre-World War I), full of romantic notions of the fatherland and glories of war, lack any understanding of the reality of modern war.
- The young men subjected to war experience a sense of betrayal at the hands of the older generation; their loss of faith in the older generation is accompanied by a sense of complete disillusionment with that generation's values and traditions.

15. Cite two specific examples that illustrate how the author uses contrasting scenes in this novel. Explain the effect of this technique on the novel as a whole.

16. Discuss why Paul, rather than a third person narrator or some other character, is the best person to narrate the story. How is he a reliable narrator? How is he unreliable as narrator? Where does the narrative point of view change in the novel? What is the effect of that change?

All Quiet on the Western Front

Objectives

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

1. provide specific incidents from the text that support the main theme of the story, which is that the lives of the young men are destroyed by war even if they survive the combat.
2. identify the following literary devices as they appear in the story:
 - flashback
 - foreshadowing
 - symbolism
3. recognize the difference between first and third person narration, identify when the point of view changes, and discuss the reliability of each type of narrator.
4. cite examples from the novel that illustrate the following stylistic techniques:
 - the use of contrasting scenes to make a point (juxtaposition)
 - the use of sensory language
 - the use of apostrophe
5. explain the relationship between the horses and the young recruits.
6. define irony and cite examples of it in the text.
7. explain the significance and irony of the title of the novel.
8. define stereotyping and illustrate, by citing examples from the text, how the author uses it to ridicule teachers, doctors, and political leaders.
9. define the term “foil” and explain how it can be used to contrast characters.
10. explain why the main character’s conflict with authority figures is central to the plot and theme of this novel.
11. explain the impact of the author’s life on the actions and attitudes of the characters in the novel.

12. discuss the main character's relationship with nature and cite examples that demonstrate how the narrator's descriptions illustrate that life continues in spite of the destructive acts of man.
13. discuss the coping techniques the soldiers use to keep themselves sane in an insane situation.
14. discuss Paul's view of fate and the significance of the ending of the story as it relates to that view.
15. refer to incidents or comments in the text that support the following themes in this novel:
 - War is an unimaginable horror for both man and nature.
 - Strong bonds of comradeship are forged in the heat of war.
 - Older generations, full of romantic notions of the fatherland and glories of war, lack any understanding of the reality of modern war.
 - The young men subjected to war experience a sense of betrayal at the hands of the older generation; their loss of faith in the older generation is accompanied by a sense of complete disillusionment with that generation's values and traditions.

All Quiet on the Western Front

Test

1. The character of Kantorek is a foil for Kat because
 - A. Kat hates him for torturing Tjaden because of his bed-wetting.
 - B. although both are older men, Kantorek betrays Paul's trust, while Kat proves loyal and trustworthy.
 - C. Kantorek looks stupid in his uniform, and Kat is enormously handsome.
 - D. Kat and Kantorek both have positive influences on Paul's decisions.
2. The following quotation is an example of what literary device?
"The gas still creeps over the ground and sinks into all hollows. Like a big, soft jelly fish it floats into our shell-hole and lolls there obscenely."
 - A. irony
 - B. apostrophe
 - C. simile
 - D. Both A and B
3. The boots Kemmerich gets from the downed English flier later symbolize
 - A. the importance of the individual soldier.
 - B. how desensitized the young soldiers have become toward death.
 - C. Muller's greedy nature; he wants the boots before Kemmerich is dead.
 - D. the brotherhood of those involved in the struggle.
4. In the first half of the novel, Himmelstoss is
 - A. the stereotypical military non-commissioned officer.
 - B. the one who best prepares the recruits for life at the front.
 - C. the one who persecutes Tjaden for wetting his bed.
 - D. All of the above
5. Paul has a better relationship with his mother than he has with his father because
 - A. she is dying, and understands what it feels like to be surrounded by death.
 - B. she does not ask him detailed questions about his war experiences, while his father is very curious and bothers him with questions.
 - C. she understands why he wants to get out of his uniform, while his father wants to show him off to his friends.
 - D. Both A and B
 - E. All of the above

6. 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
7. What should the reader infer from the following quotation?
- “One morning two butterflies play in front of our trench. They are brimstone-butterflies, with red spots on their yellow wings.... They settle on the teeth of a skull. The birds too are just as carefree....”
- A. All the creatures in nature are attracted to death.
 - B. Nature and life will continue despite the insanity of war.
 - C. Death is part of nature.
 - D. After death, a body is absorbed back into the earth.
8. 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.
9. The reader may infer from the soldiers’ conversation that they, like the author, believe that
- A. those put in command are given an awesome responsibility.
 - B. ordinary people given authority become corrupt tyrants.
 - C. those in command positions have a lonely life.
 - D. Both A and B
 - E. All of the above
10. 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
11. Which of the following is NOT a theme in this novel?
- A. Bonds of brotherhood are forged in war.
 - B. War is an inevitable part of modern life.
 - C. The generation of young men fighting the war often loses faith in the values of the older generation.
 - D. Both A and B

12. Of the many themes in this novel, which is the first, introduced before the actual plot begins?
- A. Humans in power are corrupt.
 - B. War is insane and should not be glamorized.
 - C. War ruins the lives of young soldiers even if they survive the combat.
 - D. War is an unnatural state.
13. Which of the following is an example of bitter irony?
- A. After surviving so much, Paul dies shortly before the war is over.
 - B. The recruits take revenge on Himmelstoss before being shipped out.
 - C. Müller gets the yellow boots from a dead English airman.
 - E. Both A and B
14. 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.
15. The title of the novel is significant because
- A. it is the only sentence in the official report for that day on which Paul is killed.
 - B. it shows the importance of one soldier's life.
 - C. it shows the winding down of the war.
 - D. it enables the novel to end on a quiet, peaceful note.
16. A notable feature of Remarque's style is
- A. the way in which he presents contrasting scenes.
 - B. his use of sensory details to assault all the senses.
 - C. his graphic depiction of the horrors of war.
 - D. Both B and C
 - E. All of the above
17. Paul relates that two bunkers are destroyed right after he leaves them. What does this experience lead him to conclude?
- A. God has looked out for him.
 - B. He unconsciously sensed the approaching shells before they arrived.
 - C. At the front, chance determines a soldier's life or death.
 - D. Both A and B
 - E. All of the above

18. The men keep themselves sane by
- A. making jokes about death.
 - B. thinking often of home and family.
 - C. not grieving too much when a comrade is lost.
 - D. understanding that the French and Russian soldiers are just like them.
 - E. Both A and C
19. Paul comes to believe that
- A. the Russian soldiers are more evil than the French and British soldiers.
 - B. the French soldiers mutilate and torture German wounded in order to frighten the Germans in the trenches.
 - C. the enemy soldiers are men just like him.
 - D. any good deed he does for an enemy will ultimately hurt him.
20. 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.

Essays

(Answer any two.)

1. Use events from the story to support the assertion that Paul no longer feels comfortable at home.
2. Explain in detail why the young, unmarried soldier will be lost even if he survives the war.
3. Define the following terms and give two examples of each from the novel.
 - A. symbolism
 - B. irony

All Quiet on the Western Front

Test

Answer Key

1.	B	6.	D	11.	B	16.	E
2.	C	7.	B	12.	C	17.	C
3.	D	8.	B	13.	A	18.	E
4.	D	9.	B	14.	C	19.	C
5.	E	10.	A	15.	A	20.	A

All Quiet on the Western Front

Study Guide Teacher's Copy

Chapter One

1. In the first chapter, several soldiers are introduced. Briefly identify the following characters:

Albert Kropp—*He is a lance-corporal and a clear thinker.*

Müller—*Müller loves physics and wants to pass his school examinations.*

Leer—*Leer has a beard and likes girls.*

Paul Baumer—*He is the nineteen-year-old narrator who is a classmate of Kropp, Muller, and Leer*

Tjaden—*Tjaden is a skinny locksmith who loves to eat*

Haie Westhus—*Westhus is a peat digger. He is a large young man with big hands.*

Detering—*He is a peasant who has a farm, wife and kids.*

Stanislaus Katczinsky—*Katczinsky is the leader of the group. He is a shrewd, forty-year-old, who is good at finding food and easy jobs and predicting the weather.*

2. Why do the men have a problem with the cook, Ginger?

He hesitates to give out extra rations. In addition, he will not bring his kitchen close to the front line. As a result, the food is usually cold by the time it reaches the men.

3. Why do the men think that the open latrines are better “than any palatial white-tiled ‘convenience’ ”? What is Paul’s view of nature when he and his friends are enjoying their latrine time?

They place the wooden boxes they use for toilets together so they can share gossip, letters, newspapers, and smoke. It is a pleasant, social time as well as a physical necessity.

He sees the meadow as beautiful, soft, and warm.

4. Briefly describe Kantorek. Why do you think Müller wishes Kantorek is in the war with them?

Kantorek is a small, stern teacher who persuades the boys to volunteer as soldiers.

Answers may vary.

Example: Müller wishes he were there because he wants Kantorek to experience war first hand. He wants him to suffer for making the boys feel like “cowards” if they do not volunteer.

5. How does the experience of war change Paul’s attitude toward authority?

Before the war, Paul believes authority is synonymous with wisdom and insight. Now he thinks the teachers and leaders are not to be trusted. They cleverly persuade the boys that the war is their duty, in spite of their knowledge of the realities of death and the true horror of war.

6. Find an example of a simile in Paul’s description of Kemmerich.

Answers may vary.

Example: “His features have become uncertain and faint, like a photographic plate from which two pictures have been taken.” (Pg. 14-15)

7. List the ways Kemmerich’s friends try to help him.

- *They bring him his belongings.*
- *They do not tell him about his leg.*
- *Müller does not insist on getting his boots.*
- *Paul bribes an orderly to give him morphine for the pain.*

8. Why do the soldiers smile bitterly when Kantorek refers to them as the “Iron Youth” in his letter to Kropp?

The term “youth” does not apply to them. They are young only in years. The war has made them feel very old. The term indicates the older generation’s romantic notions of war.

Chapter Two

1. Why does Paul think the younger soldiers' lives have become a wasteland while the older soldiers' lives have merely been interrupted?

The older soldiers have a life to return to after the war. The young men are barely out of school and have not had time to build a life for themselves. They are too old to be thinking about returning home to their parents, but they have not built separate lives for themselves yet.

2. List two benefits the recruits receive from their basic training. What methods does Himmelstoss use to prepare the recruits? Why do they hate him?

They have become hard, suspicious, pitiless, vicious, and tough. Also, they have learned the importance of comradeship.

Himmelstoss is mean, making them perform ridiculous tasks and obey his every whim. They hate him because he dislikes the recruits and enjoys humiliating them.

3. Support the following statement: Paul describes the natural beauty of Klosterberg because he thinks of the beauty of nature whenever he tries to hold onto life.

Answers will vary.

Example: Nature is alive and beautiful. Paul describes a beautiful scene to Kemmerich when he wants him to try to fight for his life. He also thinks of meadows and clouds after his friend dies. As long as he is part of nature, he is alive.

4. Find a passage in this chapter that illustrates why Paul must distance himself from the death of his friend emotionally or be lost himself.

"I become faint, all at once I cannot do any more. I won't revile any more, it is senseless, I could drop down and never rise up again." (Pg. 32)

5. Explain how the boots are a symbol of expendability of the young soldiers at the front.

Answers will vary.

Example: The boots first belong to an airman, then Kemmerich, and finally Müller. They fit all three soldiers. Although the men are unhappy about Kemmerich's death, obtaining the boots is important to them. Young soldiers die every day, but good boots are rare. The expendability of the soldiers is demonstrated by the fact that the boots outlast three men.

Chapter Three

1. What is Katczinsky's sixth sense?

He is able to find food and shelter in any place the soldiers are sent.

2. Compare Katczinsky's idea of how to end the war with Kropp's.

Katczinsky thinks the war is about food and money. If everyone has the same amounts of each, the war will be over. Kropp thinks the leaders should have to fight in a circus ring with clubs. Whoever survives wins the war. His idea demonstrates that war is strictly a power struggle with no valuable or worthy cause. Katczinsky's idea illustrates what some might consider a worthy reason for war.

3. Why do you think the author changes his style of writing to a more poetic style in the following passage? What is the literary term for this literary technique?

"O dark, musty platoon huts, with the iron bedsteads, the chequered bedding, the lockers and the stools!" (Pg. 42)

Answers will vary.

Example: The author changes his style to suit Paul's mood. Paul is thinking about the ordinary barracks as a wonderful place. He is giving it the same qualities as his home in his imagination. The style changes to a poetic style to highlight the imaginary qualities in his thoughts, whereas the previous paragraph, with a more naturalistic style, highlights the stark realities of war.

The literary term is apostrophe.

4. Why does Kat think men like Himmelstoss use their power over others to be cruel and mean?

He believes that power corrupts. The more insignificant that a man is before he gets authority, the crueler he is once he has that power.

5. How is the "revenge" on Himmelstoss, just before the soldiers leave the barracks, an example of irony? How is it an example of a Flashback?

Himmelstoss tells the men to "educate one another." He tries to educate Tjaden to stop bed wetting by making him sleep in the bottom bunk with a known bed wetter on the top bunk. Before the men leave the barracks, they decide to use Himmelstoss' technique. They cruelly attack him when he is powerless and alone. Himmelstoss encourages the soldiers to learn from each other, so ironically they have learned cruelty from him.

The revenge is a flashback because Paul is remembering the incident with Himmelstoss. It happens in the past. The author presents it now to help the reader understand the soldiers' dislike of their superior officers.

Chapter Four

1. How do the men transform in preparation for battle, the moment the first shells whistle over their heads? Cite a quote from the text to illustrate the men's feelings.

They are more alert. Their sense are shaper, and they feel their bodies fill with readiness.

"The moment that the first shells whistle over and the air is rent with the explosions there is suddenly in all our veins, in our hands, in our eyes, a tens waiting, a watching, a heightening alertness, a strange sharpening of the senses. The body is in full readiness."
(Pg. 54)

2. Cite an example of apostrophe in this chapter. Why does Paul believe "To no man does the earth mean so much as to the soldier"? (Pg. 55)

Answers will vary.

Example: "Earth! – Earth! – Earth! Earth with thy folds, and hollows, and holes into which a man may fling himself and crouch down." (Pg. 55)

The earth is the same as life to Paul. As long as he has a connection to it and nature, he is alive.

3. Cite a quotation in this chapter to support the following statement: Nature continues as usual despite the destruction of war.

Answers will vary.

Example: "Last autumn the wild geese flew day after day across the path of the shells." (Pg. 59)

4. Support the following statement: Kat is an authority figure Paul still respects because he has the wisdom and insight necessary to survive the war.

Answers will vary.

Example: When Paul awakens frightened and disoriented, Kat is there to comfort him. He recognizes Paul's confusion and wisely explains that the noise is from a nose cap that landed in the bushes.

5. Support the following statement: The horses are a symbol for the innocent young men sent to the front lines. Do you think the suffering horses more profoundly affect the men than the suffering young soldier who burrows into Paul for safety?

The horses are a symbol for the young men who idealistically enlist because of the influence of their teachers and parents. The young man who burrows into Paul is used as an example of the effects of war on all young, innocent boys. Both the boy and the horses are ignorant of the horrors of war. They are innocents sent to the front lines by those they trust. The boys are led there by their teachers and country. The horse is led there by his master. Neither understands why he is hurt and dying.

The men are more upset by the crying of the horses than the suffering of the boy because the men cannot survive the war if they grieve too much over the death of one soldier. They must distance themselves from their emotional response to death. They can, however, feel the suffering of the innocent animals.

Chapter Five

1. What keeps Tjaden from fearing the consequences of disobeying Himmelstoss' orders?

The punishments Tjaden might receive are better than the dangers of going to the front lines.

2. Explain the differences between Kropp, Müller, and Paul's plans for after the war and Kat and Detering's plans for after the war.

Kropp, Muller, and Paul will not allow themselves to think about any kind of life after the war. They do not see any future for themselves. They have lost the enthusiasm of youth and the desire to make a life for themselves. Kat and Detering have families. They have a life to return to when the war is over.

3. Where is the clink? Why is open arrest a good thing?

The clink is an old fowl house. Open arrest is good because the men get to rest and can have visitors. It is better than going to the battle front.

4. Find a simile in this chapter to support the following statement: Kat is a symbol of home for Paul.

"Kat stands before me, his gigantic, stooping shadow falls upon me, like home." (Pg. 95)

5. How is eating the goose in the guard house an example of irony?

The guard house was a fowl house before the war. The fowl are locked up there to be fattened for slaughter. The soldiers are now locked up there, resting and waiting for their slaughter on the front lines. Kat and Paul bring them a feast of slaughtered goose.

Chapter Six

1. Why does the shelling from their own guns depress the soldiers?

The gun barrels are worn out. The shells land in their own trenches because of the faulty guns. The soldiers are depressed because the guns perform exactly the way the soldiers feel. The soldiers are tired from the hardships of war.

2. Support the following statement: The lives of the soldiers are in the hands of fate.

The dugouts are not bomb proof. It is a matter of chance whether or not a soldier is killed by the shells. "Over us, Chance hovers. If a shot comes, we can duck, that is all; we neither know nor can determine where it will fall." (Pg. 101)

3. List the items the soldiers see or receive that foreshadow the dangers at the front.

- *They see the coffins lined up against the barn.*
- *They receive Edamer cheese.*
- *They receive a ration of rum.*

4. Why does the young recruit go mad in the dug out?

He has claustrophobia because of the small dug out and the tension from the constant shelling.

5. Define microcosm. Support the following statement: The rats are a symbol for the enemy. The soldiers' battle with the rats is a microcosm of their battle with the French soldiers.

A microcosm is a small world, a miniature universe.

Answers will vary.

Example: Food is necessary for life, and the rats are stealing the food from the soldiers. No matter what they try or how many they kill, the rats continue to steal their food. The rats are a symbol for the French because the French are trying to kill the soldiers. No matter how many battles the soldiers fight or how many French soldiers they kill, the war continues.

6. Define automaton. Why do you think Paul's description of nature, in the following quotation, is so desolate?

"The brown earth, the torn, blasted earth, with a greasy shine under the sun's rays; the earth is the background of this restless, gloomy world of automatons...." (Pg. 115)

An automaton is a person or an animal acting in an automatic or mechanical way.

Answers will vary.

Example: The earth or nature represents life. The earth is described as torn and blasted because the lives of the soldiers are torn and blasted by the war.

7. What two qualities are part of Paul's memories of the church and the old poplars?

They are calm and quiet.

8. List two souvenirs the soldiers retrieve from the battle field. Why do you think they take chances with their lives to get them?

They find the copper driving bands from the shells and silk from the parachutes.

Answers will vary.

Example: The search for souvenirs is like watching the planes battle. It is a form of entertainment.

9. Cite a selection from the text that illustrates the author's use of sensory language. Create a description of "No Man's Land" by using the three senses of sight, smell, and sound.

Answers will vary.

Example: "The sky is blue and without clouds. In the evening, it grows sultry and the heat rises from the earth. When the wind blows toward us it brings the smell of blood, which is very heavy and sweet." (Pg. 126)

No Man's Land is the area between the soldiers and the French. The ground is covered with decaying bodies. They hiss, belch, smell like blood, and look like swollen balloons.

10. List four reasons why "Between five and ten recruits fall to every old hand." (Pg. 131)

- *They do not know the contours of the land well enough to find a place to get shelter.*
- *They do not know the sound and character of the shells.*
- *They are unable to decide quickly where to drop.*
- *They are unfamiliar with when to remove their gas masks.*

Chapter Seven

1. What does Himmelstoss do to get on good terms with Paul and his friends?

Himmelstoss takes the place of the sergeant-cook and gives them food. The food is not mere soldiers' rations. It is "real officer's fare." (Pg.138)

2. How does Paul explain the fact that the soldiers are almost happy at the field depot?

The soldiers have food and rest. Also, Paul knows that he can endure the terror of war if he does not think about it. Life is short, so they must enjoy it while they can.

3. Support the following statement: The poster of the young girl makes Paul want to be young and happy again, but his encounter with the young brunette shows that Paul will never be young and happy again.

Answers will vary.

Example: Paul wants to be clean and free from the war when he sees the picture of the young girl in the poster. He immediately goes to be deloused and find clean clothes. He wants the brown-haired woman that the soldiers see on the shore of the lake because she is young like the girl in the picture. Paul's experiences with women have all been in brothels. He makes the comment "...I am afraid for it might be impossible ever to be free of them again." (Pg. 150) When he is with the brunette, he pretends she is the girl on the poster and he is young again. However, he knows she is with him only for the food he brings to her house.

4. How is the refusal of Paul's mother to discuss her illness with her son similar to Paul's refusal to discuss the war with her?

Paul's mother wants to appear strong for her son. She is anxious about his safety and does not want to burden him with her troubles. Paul knows his mother cannot really understand what war is like, so he does not try to give her details. He tries to ease her mind by telling her it is not so bad. They are both trying to protect each other from the realities of their lives and probable deaths.

5. Paul's family tends not to be physically affectionate. "We were never very demonstrative in our family; poor folk who toil and are full of cares are not so." (Pg. 159) How does Paul's mother show her son that she loves him?

She calls him "dear boy" and saves a jar of whortleberries for his homecoming.

6. Cite an example from the text that Paul's mother understands him better than his father does?

She does not ask him questions about the war and is pleased to see him out of his uniform. His father is very curious about the details of war and wants to show off his son in uniform to his friends.

7. List two ways that words annoy Paul and show him that he does not belong in his home town anymore.

First, he thinks the men buying him drinks cannot possibly understand what it is like for him at the front. They are concerned with other things and cannot fully see the joy in just being alive and quiet. Next, he does not enjoy the books and articles he collected before the war. They are just meaningless words to him.

8. What does Mittelstaedt do to torment the old school master, Kantorek? Why will this make it easier for Mittelstaedt to return to the front lines?

He dresses Kantorek like a clown, ridicules him during exercises, and makes him parade through town with the bread cart so everyone can laugh at his silly uniform. Mittelstaedt has no power in the decision that will send him to the front line and possibly to his death. It is easier to go to battle after he gets to torture the authority figure that talked him into enlisting.

9. Why do you think Paul regrets coming home on leave?

Answers will vary.

Example: Before he comes home, he feels indifferent about dying. After he comes home, he is sorry for his mother, regrets the loss of his childhood, and is disgusted by the hopeless life of the soldier.

Chapter Eight

1. Why are the German peasants the cruelest to the Russian prisoners, eating their food in front of the starving men?

Answers will vary.

Example: The smaller a person is in his life, the greater his cruelty when he has power. This is the way Kat describes the cruelty of the German officers. The German peasants are the lowest people in German society, so they are the cruelest when they find themselves in power over the Russian prisoners.

2. What sole aim has Paul “looked for as the only possibility of existence after this annihilation of all human feeling; this is a task that will make life afterward worthy of these hideous years”? (Pg. 194)

He wants to make the world understand that all people are the same. They fight only because they are commanded to kill each other. The men themselves are not our enemies; the officials who decide to have a war are the enemies.

3. How does Paul stereotype doctors in this chapter?

He says they treat people with money differently than poor people. Poor people are not permitted to ask the price of an operation, but rich people who can afford the operation settle the price up front.

“Yes, I think bitterly, that’s how it is with us, and with all poor people. They do not dare ask the price, but worry themselves dreadfully beforehand about it; but the others, for whom it is not important, they settle the price first as a matter of course. And the doctor does not take it amiss for them.” (Pg. 197)

Chapter Nine

1. What do Himmelstoss and Kantorek have in common with the Kaiser? Why does Kat think the war is useful to the Kaiser?

They are all very small men in stature. The Kaiser gets his name in the history books because he is in power when there is a war.

2. Support the following statement: Kantorek is a foil for Kat.

Answers will vary.

Example: Kantorek is the teacher who encourages the boys to enlist. He betrays their trust by unwisely leading them into danger. Kat is wise and trustworthy. He teaches the men how to survive.

3. How is Paul saved from the paralyzing fear that grips him during his first patrol after his leave?

Paul hears the voices of his comrades. They are more important to him than his mother or his fear. When he hears Kat's voice, he is able to leave the shell hole.

4. Why does Paul feel so desperate in his shell hole that he plans to kill anyone who enters it with him?

He is lost behind enemy lines. If someone gets into his shell hole, it will be the enemy. He must kill them before they kill him.

5. What two weapons does the dying man in the shell hole have to use against Paul? How do they hurt him?

The first weapon is time. The man is taking his time to die, making Paul watch him suffer. The second weapon is Paul's own thoughts. He begins to think of the man's family. He thinks of him as a real person, not the enemy. These thoughts make his death more difficult for Paul.

6. Why does Kat think it is a good thing for Paul to watch the snipers shoot the enemy?

The snipers shoot without any emotion. It is their job to shoot as many of the enemy as possible in one day. They receive a reward for the most men killed. Kat thinks Paul needs to see this so he understands the insignificance of the French soldier Paul kills in the shell hole.

Chapter Ten

1. List the comforts the men find in the village while they are guarding the supply depot.

They find a pig, potatoes for pancakes, vegetables, a piano, a large bed, mattresses, and arm chairs.

2. What does the ambulance driver do for Kropp and Paul that gives them a chance to survive? Why does Kropp consider suicide?

The driver gives them a tetanus shot. Kropp is shot about an inch above his knee. He wants to die if his leg is amputated.

If they take off my leg, I'll put an end to it. I won't go through life as a cripple." (Pg. 242)

3. Why does Paul refuse to be chloroformed? How does Paul manage to get Kropp and himself shipped out on the same train?

Paul does not trust the surgeons. He knows they will amputate a limb rather than patch it. He wants to stay conscious so that will not happen to him.

Paul bribes the sergeant-major with cigars so that he can get them both on the same train.

4. When Paul and Kropp are on the train and attended to by the nurses, why is Paul so uncomfortable about his appearance and reference to his normal bodily functions?

The sisters are all white and clean. They are not part of the dirt of the war. He does not want to contaminate the sheets or soil their purity by talking about going to the latrine or the lice he has after spending so much time in the trenches.

5. What is a shooting license? How does it help the men get a good night's sleep in the hospital? Why do the men not get in trouble when they do not act with proper decorum in the hospital?

A shooting license is when a soldier receives a head wound. They present him with a certificate saying he is not responsible for his behavior because of his head wound. When the men are unable to sleep, one throws a bottle. They do not get in trouble because a person with a shooting license may act inappropriately and not be punished.

6. What is the “dead room”? How does Peter beat the odds?

The dead room is a room where they put the dying patients. It is easier for the staff to watch them when they are in that room, and that room is closer to the door, so when the patients die it is easier to carry out the body. No one ever comes back to the ward after he goes to the dead room. Peter is taken to the dead room but beats the odds because he is later returned to the ward.

7. Cite a passage from the text to support the following statement: Paul thinks it is useless to study history.

“How senseless is everything that can ever be written, 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.” (Pg. 263)

Chapter Eleven

1. In what ways does the war transform the soldiers into unthinking animals? What is their only comfort?

They do not think about anything that is not necessary for their survival. They live on instinct. Their only comfort is the comradery of other soldiers.

2. What is the danger inside all of the soldiers that may erupt and influence them to do dangerous or crazy things? Give one example of the dangerous behavior.

The soldiers have adjusted to their lives at the front only on the surface. They control their feelings so that when something breaks through to them emotionally they react to it in a dangerous way. Paul says, “Those are dangerous moments. They show us that the adjustment is only artificial, that it is not simple rest....” (Pg. 274)

For example: Detering sees a cherry blossom; it reminds him of his farm at home, so he deserts to go home.

3. Support the following statement: When one soldier dies, another soldier, indistinguishable from the first, comes along to take his place.

Answers will vary.

Example: When Kemmerich dies in the beginning of the story, Müller gets the boots Kemmerich took from the dead aviator. When Müller dies, Paul gets the boots and promises them to Tjaden when he dies. They all represent the same people as symbolized by their ability to wear the same size boots. The name of the soldier is unimportant, just as long as there is someone “wearing the boots.”

4. Support the following statement: Paul is a reliable narrator when he talks about the attitudes of the soldiers but may be unreliable when he discusses the surgeons.

Answers may vary.

Example: Paul reflects the ideas of a twenty-year-old soldier in World War I. He is accurate when he relates the way the soldiers feel about their lives because he has first-hand knowledge of their attitudes. However, because Paul observes only part of the surgeons' day, he is not totally objective in how he relates information about the doctors. They may be overworked, understaffed, and frustrated by their inability to save more lives. His opinion, while accurate in terms of what he witnesses, is unreliable because of his personal bias.

5. How is the great number of deaths in this last chapter an example of foreshadowing, and what might it be foreshadowing for Paul?

Foreshadowing is a device used to hint to the reader about what action is to come. The clues in the story let the reader know that death is coming to Paul's friends and, perhaps, Paul, too.

6. Why is the summer of 1918 the most terrifying for the soldiers?

The soldiers are still at the front lines, but there are rumors of an armistice. The soldiers now have hope that the war may soon be over. There is an end in sight. The war is more terrifying for the soldiers because it would be horrible to be killed just before the war ends.

7. Why does Paul think they have not been beaten although Germany is losing the war?

The soldiers are better because they are more experienced as soldiers. Their enemies have not beaten them. Their enemies simply have the advantage because they outnumber them and are better supplied.

8. What is important about the line at the end of the section describing Kat's death—"Then I know nothing more" (Pg. 291)?

Answers will vary.

Example: Paul loves Kat. When he dies, there is nothing left inside Paul. There is nothing more the war can take away from him.

Chapter Twelve

1. Support the following statement: If there is an armistice, Paul will try to make a life for himself.

Answers will vary.

Example: Paul knows the war has changed him. During the war, Paul loses his youthful energy for the promise of the future. However, he thinks that as long as he is alive there is the chance his old desire for life will resurface. "Whether I have subdued it, I know not. But so long as it is there it will seek its own way out, heedless of the will that is within me." (Pg. 295)

2. Why does the narration change to third person in this chapter? What evidence is there that Paul is satisfied with his fate?

The narration changes to third person because Paul is dead and cannot narrate the last paragraph describing his own death.

Answers may vary.

Example: Paul's body is lying face down. When it is turned over, he is smiling. He has lost all of his comrades in the war and has little hope for his future after the war. The smile shows he is happy to die so he does not need to suffer alone.

All Quiet on the Western Front

Study Guide Student Copy

Chapter One

1. In the first chapter, several soldiers are introduced. Briefly identify the following characters:

Albert Kropp—

Müller—

Leer—

Paul Baumer—

Tjaden—

Haie Westhus—

Detering—

Stanislaus Katczinsky—

2. Why do the men have a problem with the cook, Ginger?

3. Why do the men think that the open latrines are better “than any palatial white-tiled ‘convenience’ ”? What is Paul’s view of nature when he and his friends are enjoying their latrine time?
4. Briefly describe Kantorek. Why do you think Müller wishes Kantorek is in the war with them?
5. How does the experience of war change Paul’s attitude toward authority?
6. Find an example of a simile in Paul’s description of Kemmerich.
7. List the ways Kemmerich’s friends try to help him.
8. Why do the soldiers smile bitterly when Kantorek refers to them as the “Iron Youth” in his letter to Kropp?

Chapter Two

1. Why does Paul think the younger soldiers' lives have become a wasteland while the older soldiers' lives have merely been interrupted?
2. List two benefits the recruits receive from their basic training. What methods does Himmelstoss use to prepare the recruits? Why do they hate him?
3. Support the following statement: Paul describes the natural beauty of Klosterberg because he thinks of the beauty of nature whenever he tries to hold onto life.
4. Find a passage in this chapter that illustrates why Paul must distance himself from the death of his friend emotionally or be lost himself.
5. Explain how the boots are a symbol of expendability of the young soldiers at the front.

Chapter Three

1. What is Katczinsky's sixth sense?
2. Compare Katczinsky's idea of how to end the war with Kropp's.
3. Why do you think the author changes his style of writing to a more poetic style in the following passage? What is the literary term for this literary technique?

"O dark, musty platoon huts, with the iron bedsteads, the chequered bedding, the lockers and the stools!" (Pg. 42)
4. Why does Kat think men like Himmelstoss use their power over others to be cruel and mean?
6. How is the "revenge" on Himmelstoss, just before the soldiers leave the barracks, an example of irony? How is it an example of a Flashback?

Chapter Four

1. How do the men transform in preparation for battle, the moment the first shells whistle over their heads? Cite a quote from the text to illustrate the men's feelings.
2. Cite an example of apostrophe in this chapter. Why does Paul believe "To no man does the earth mean so much as to the soldier"? (Pg. 55)
3. Cite a quotation in this chapter to support the following statement: Nature continues as usual despite the destruction of war.
4. Support the following statement: Kat is an authority figure Paul still respects because he has the wisdom and insight necessary to survive the war.
5. Support the following statement: The horses are a symbol for the innocent young men sent to the front lines. Do you think the suffering horses more profoundly affect the men than the suffering young soldier who burrows into Paul for safety?

Chapter Five

1. What keeps Tjaden from fearing the consequences of disobeying Himmelstoss' orders?
2. Explain the differences between Kropp, Müller, and Paul's plans for after the war and Kat and Detering's plans for after the war.
3. Where is the clink? Why is open arrest a good thing?
4. Find a simile in this chapter to support the following statement: Kat is a symbol of home for Paul.
5. How is eating the goose in the guard house an example of irony?

Chapter Six

1. Why does the shelling from their own guns depress the soldiers?
2. Support the following statement: The lives of the soldiers are in the hands of fate.
3. List the items the soldiers see or receive that foreshadow the dangers at the front.
4. Why does the young recruit go mad in the dug out?
5. Define microcosm. Support the following statement: The rats are a symbol for the enemy. The soldiers' battle with the rats is a microcosm of their battle with the French soldiers.
6. Define automaton. Why do you think Paul's description of nature, in the following quotation, is so desolate?

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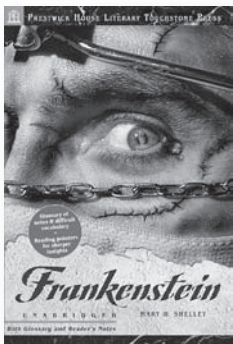
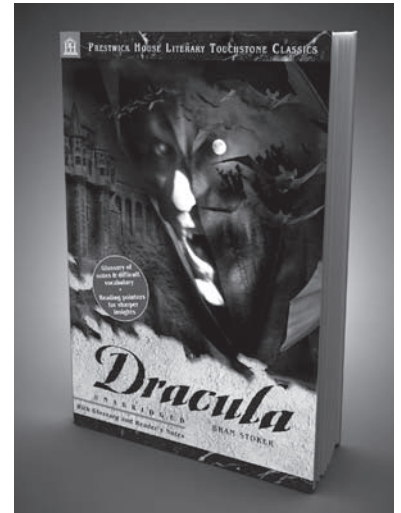
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