



All Quiet on the Western Front

Lesson Plan
Grades 9–12

Language Arts, Social Studies Focus

Students will learn about important events during World War I and explore the effect of the war on soldiers and their families through Erich Remarque's novel, *All Quiet on the Western Front*.

ISTE NETS S Standards

- II. Social, ethical, and human issues
- III. Technology productivity tools
- IV. Technology communications tools
- V. Technology research tool

Content Standards

- Explain the effectiveness of stylistic elements in a text that communicate an author's purpose.
- Explain how common and universal experiences serve as the source of literary themes.

Learning Objectives

- Maintain a chronological journal of the character development of Paul Baumer.
- Produce a timeline of World War I events featured in *All Quiet on the Western Front*.
- Plan an itinerary for a field trip to sites mentioned in *All Quiet on the Western Front*, including a paragraph highlighting the location of each site and explaining its significance in the novel.

Technology Components

- Discovery Education *unitedstreaming* account (<http://www.unitedstreaming.com>)
- Google Earth software (free download at <http://earth.google.com>)
- Computer with LCD projector and Internet connection
- Access to the Internet for teacher- and student-based research
- Presentation software such as PowerPoint
- Graphic organizing software such as Inspiration and TimeLiner 5.0

Lesson Starter

- Ask students to discuss what they know about war. Record their answers on the board or with Inspiration.
- Show the segment, "An Antiwar Book About the Great War," from the Discovery Education *unitedstreaming* video, *Great Books: All Quiet on the Western Front*, 2004.
- Ask students to read the novel *All Quiet on the Western Front*, while paying particular attention to the effect of the war on soldiers and their families.



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Prior Knowledge

- Using Inspiration, continue discussing World War I, including how it began, who was involved, and its outcome.

Present New Content

- Use Google Earth to show students the location and geography of Europe during World War I and the countries involved. Lead a general exploratory discussion on war and why soldiers go off to fight. Content on *unitedstreaming* will help provide i about why German soldiers volunteered to fight in World War I.
 - Suggested *unitedstreaming* content:
 - “A Young Man Goes Off to War” (*Great Books: All Quiet on the Western Front*, 2000)
- Ask students to read assigned chapters of *All Quiet on the Western Front*. Throughout discussions of the book, pose open-ended questions, asking students to identify, describe, and discuss how Paul Baumer changes as a person and a soldier.
 - Suggested *unitedstreaming* content:
 - “The War at Home: Total War” (*Great Books: All Quiet on the Western Front*, 2004)
 - “How Families Are Dealing with the War: A Visit Home” (*Great Books: All Quiet on the Western Front*, 2004)
- Ask students to write journal entries describing major events in the novel and their effect on Paul Baumer. They can use Google Earth Pushpins to map the locations of major battles.

Independent Learning Experience

- After students read the novel, ask them to review the Google Earth Pushpins and use TimeLiner 5.0 to create a timeline of major events.
- Ask students to research character-changing events and the effects of the war on Paul Baumer. Have them create a multimedia essay comparing and contrasting the author’s portrayal of Paul Baumer’s prewar expectations to his experiences on the battlefield.
- Working in groups, students will plan an itinerary for a field trip to sites mentioned in *All Quiet on the Western Front*, including a paragraph explaining the purpose for visiting each site and its relationship to the story.

Additional Web Sites

- EyeWitness to History has much supporting information, dates, and locations: <http://www.eyewitnesstohistory.com/w1frm.htm>.
- The Great War Timeline from PBS allows students to research important battles and events before and during World War I: <http://www.pbs.org/greatwar/timeline>.





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Cross-Curricular Lesson Extension

- Provide students with a list of World War I historical sites; have them research and present information about each site.
- Have students use Google Earth's Measure tool to include measurements of the size of the battlefield, distances between enemy lines, and the total area captured by either side during the war.

Feedback

- Circulate around the room, providing feedback to groups.
- Halfway through the project, ask students to submit a rough draft of their itinerary with key ideas for each location. Provide comments and guidance on next steps to each group.

Assessment

- Use a scoring rubric provided to students in advance to evaluate journals, itineraries, timelines, and multimedia presentations.

Transfer

- The United States is at war in Iraq. Have students write an essay to address these questions: What is our current level of nationalism and support for the war? How has it changed since the war began? What kinds of events have contributed to changes in attitude and levels of support?

Citations

Discovery Channel School. *Great Books: All Quiet on the Western Front* 2000, *unitedstreaming*, <http://www.unitedstreaming.com/>.

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