Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period:\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Directions: Read the excerpt from the novel All Quiet in the Western Frontand the two supplementary background selections. The Historical Background material will help you understand what was happening in Europe when the story takes place. The Author’s Background material will help you understand what life experiences might have influenced the author to write this novel. Use this supplementary material to help you answer the questions.**

*In All Quiet on the Western Front, Erich Maria Remarque brings to life the horrors of combat and the tragic effects of World War I on his generation. The following excerpt from the novel recounts a conversation among young soldiers stationed along the front.*

from All Quiet on the Western Front

Erich Maria Remarque

Albert cleans his nails with a knife. We are surprised at this delicacy. But it is merely pensiveness. He puts the knife away and continues: “That’s just it. Kat and Detering and Haie will go back to their jobs because they had them already. Himmelstoss too. But we never had any. How will we ever get used to one after this, here?” – he makes a gesture toward the front.

**6** “What we’ll want is a private income, and then we’ll be able to live by ourselves in a wood,” I say, but at once feel ashamed of this absurd idea.

“But what will really happen when we go back?” wonders Muller, and even he is troubled.

Kropp gives a shrug, “I don’t know. Let’s get back first, then we’ll find out.”

We are all utterly at a loss. “What could we do?” I ask.

**12** “I don’t want to do anything,” replies Kropp wearily. “You’ll be dead one day, so what does it matter? I don’t think we’ll ever go back.”

“When I think about it, Albert,” I say after a while rolling over on my back, “when I hear the word ‘peace-time,’ it goes to my head: and if it really came, I think I would do some unimaginable thing- something, you know, that it’s worth having lain here in the muck for. But I can’t even imagine anything. All I do know is that this business about professions and studies and salaries and so on- it makes me sick, it is and always was disgusting. I don’t see anything at all, Albert.”

All at once everything seems to me confused and hopeless.

Kropp feels it too. “It will go pretty hard with us all. But nobody at home seems to worry much about it. Two years of shells and bombs- a man won’t peel that off as easy as a sock.”

**24** We agree that it’s the same for everyone; not only for us here, but everywhere, for everyone who is of our age; to some more, and to others less. It is the common fate of our generation.

Albert expresses it: “The war has ruined us for everything.”

He is right. We are not youth any longer. We don’t want to take the world by storm. We are fleeing. We fly from ourselves. From our life. We were eighteen and had begun to love life and the world; and we had to shoot it to pieces. The first bomb, the first explosion, burst in our hearts. We are cut off from activity, from striving, from progress. We believe in such things no longer, we believe in the war.

Historical Background

World War I erupted in Europe in 1914. It was fueled by the nationalism and militarism that were rampant on the European continent. Millions of young soldiers entered a war that would not be fought as earlier wars had been. New technologies- machine guns and advanced artillery- forced troops from both sides into an elaborate system of trenches. On the western front, these trenches stretched for hundreds of miles through France and Belgium and were the bloody battlefields where the Central Powers and the Allies fought each other. Craters and barbed-wire marked the barren no man’s land between the lines of trenches. Troops lived in and fought from these muddy, rat-infested trenches for months at a time. They suffered from the ravages of the seasons as well as from diseases such as trench fever, a debilitating illness spread by lice. Surprise charges from the trenches to engage the enemy in hand-to-hand battle were met by bursts of machine-gun fire and clouds of poison gas. By the end of the war, about 8.5 million soldiers had lost their lives; millions more were missing.

Those soldiers who survived the war became a generation that felt it had been robbed of its youth. The discontented German soldiers found it difficult to settle back into mainstream civilian life, especially given the economic troubles that beset Germany after its defeat. Many returning soldiers on both sides were disillusioned by the war and by their elders, who had not prepared them for its grim realities.

Author’s Background

Erich Maria Remarque was born in Germany in 1898. His family was poor, but Remarque was a bright student with a keen interest in music, literature, and art. He decided to pursue a teaching career, but his college studies were interrupted in 1916, when he was drafted into the German army for service in World War I.

The 18-year-old Remarque was assigned to a trench unit near the western front, the region in northern France where the bloody fighting was deadlocked. He saw many of his friends killed or wounded in battle, and he himself was severely injured. After the war, Remarque had trouble finding a career. He took on odd jobs, including substitute teaching, writing advertising copy, and working as associate editor of a sports magazine. He faltered when he took his first steps as a novelist in 1920, but he surprised everyone with the publication of *All Quiet on the Western Front* in 1929. In this book, Remarque brought to life the horrors of combat and the tragic effects the war had on his generation. The novel made a deep impression on readers around the world.

**Directions: Use context clues, your prior knowledge and what you gained from the text to answer the following questions. (3 points each)**

1. In line 11, the soldiers are described as being “utterly at a loss.” Which of the following words best defines that expression?

a. vanished b. deprived

c. perplexed d. injured

2. In line 28-29, the narrator says, “We don’t want to take the world by storm.” The expression “take the world by storm” means

a. cause trouble violently b. look for happiness

c. live in anger d. achieve success quickly

**Directions: Use the Historical Background and Author’s Background information to help you answer these questions about the excerpt from All Quiet on the Western Front (3 points each).**

3. Which fact from the author’s life probably had the greatest influence on what he wrote in lines 17-19?

“But I can’t even imagine anything. All I do know is that this business about professions and studies and salaries and so on- it makes me sick, it is and always was disgusting. I don’t see anything at all, Albert.”

1. his birth into a poor family at the turn of the century
2. his decision to go to college to become a teacher
3. the artillery injury he got during the war
4. the difficult time he had finding a career after the war

4. Which of the following facts from the Historical Background material best reflects what Kropp means in lines 22-23?

“Two years of shells and bombs- a man won’t peel that off as easy as a sock.”

1. World War I was fueled by nationalism and militarism.
2. New types of weapons were used in World War I.
3. Returning soldiers had trouble adjusting to civilian life.
4. Millions of soldiers were killed or wounded in combat.

5. Which conclusion might you draw about the soldiers who fought in World War I from Albert’s statement in line 27?

“The war has ruined us for everything.”

1. They lost their enthusiasm for life.
2. They could not find work after the war.
3. They were not interested in anything but the war.
4. They enjoyed their wartime experiences.

6. What consequence of the war is the author most likely referring to in lines 28-32?

a. that the war robbed his generation of their youth

b. that some nations suffered severely from the effects of the war

c. that new technology changed warfare

d. that the war had serious economic effects on the modern world

7. What is the tone of the 1st paragraph in the Historical Background section?

a. peaceful

b. deceitful

c. dreary

d. pensive

8. Based on what you’ve read so far in “All Quiet on the Western Front” predict what will be the next logical events to happen to these soldiers.

a. They will fly away.

b. They will go home and live happy lives.

c. They have trouble fitting back into society.

d. They return home, attend colleges and begin families.

9. Within our literature pieces, which one is fiction?

a. “All Quiet on the Western Front”

b. Historical Background

c. Author’s Background

d. None of the above.

10. “All Quiet on the Western Front” does not contain acts, scenes or stage directions. Therefore it is not what genre?

a. poetry

b. non-fiction

c. mass media

d. drama.

11. Reread the Author’s Background. Which answer puts the events in chronological order?

a. Erich Maria Remarque was born in Germany in 1898. He was drafted into the army in 1916. After war he had trouble finding a career so he took on odd jobs.

b. Erich Maria Remarque wrote “All Quiet on the Western Front.” He then took odd jobs and then was drafted into the war.

c. Erich Maria Remarque was born in 1898. He was assigned to the trench unit and then decided to pursue a teaching career.

d. Erich Maria Remarque saw many friends killed or wounded. His college studies were interrupted in 1816 by the army draft. However, he became a very bright student.

**Written Response: Write a well developed paragraph to answer each question (4 points each– use the rubric below for #12-13). Write your answers on the answer sheet provided.**

|  |  |
| --- | --- |
| 4 | Response demonstrates a *complete and thorough* understanding of the selection, and uses relevant details. |
| 3 | Response demonstrates an *adequate* understanding of the selection, and uses relevant details. |
| 2 | Response demonstrates a *limited* understanding of how the selection citing irrelevant details as support. |
| 1 | Response *does not demonstrate understanding* of the selection, and/or does not use details as support. |
| 0 | No response. |

12. Reread lines 6-7. What does the narrator most likely mean when he says, “What we’ll want is a private income, and then we’ll be able to live by ourselves in a wood”? Cite one fact from the Historical Background material and one fact from the Author’s Background material to support your interpretation of this statement.

13. In line 20, the narrator states “All at once everything seems to me confused and hopeless.” Using details from the text, why does he feel this way?

**Extended Response: Write two or three well developed paragraphs to answer the question (12 points total – use the rubric below for #14). Write your answers on the answer sheet provided.**

|  |  |
| --- | --- |
| 12 | Response identifies appropriate examples, and demonstrates a *complete and thorough* understanding of question. |
| 8 | Response identifies appropriate examples, and demonstrates an *adequate* understanding of question. |
| 4 | Response identifies an example, and demonstrates a *limited* understanding of the question. |
| 2 | Response *attempts* to identify an example from the unit, but the response indicates *serious misconceptions*. |
| 0 | No response. |

14. How does understanding different forms of literature and various reading strategies help readers comprehend the text? Cite three specific examples from our unit.

NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DATE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ PERIOD: \_\_\_\_\_\_\_\_\_\_\_\_

Student Answer Sheet: Written Response

**Please respond to each of the Written and Extended Response questions on this answer sheet.**

**Write legibly.**

12. Reread lines 6-7. What does the narrator most likely mean when he says, “What we’ll want is a private income, and then we’ll be able to live by ourselves in a wood”? Cite one fact from the Historical Background material and one fact from the Author’s Background material to support your interpretation of this statement.

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14. How does understanding different forms of literature and various reading strategies help readers comprehend the text? Cite three specific examples from our unit.

|  |  |  |
| --- | --- | --- |
| Number: (Point Value) | Skill (GLE) | Answer: |
| 1. (3) | Monitoring Comprehension  (2.3c) | C |
| 2. (3) | Drawing Conclusions  (2.3c ) | D |
| 3. (3) | Author’s Purpose  (2.4e) | D |
| 4. (3) | Author’s Perspective  (4.2c) | C |
| 5. (3) | Drawing Conclusions  (2.3c) | A |
| 6. (3) | Monitoring Comprehension (2.3c) | A |
| 7. (3) | Author’s Purpose  (2.4e) | C |
| 8. (3) | Inference (2.4i) | C |
| 9. (3) | Elements of Genre (2.4bL) | A |
| 10. (3) | Elements of Genre (2.4bL) | D |
| 11 (3) | Organizational Patterns – Sequencing (2.4bL/t) | A |
| 12. (4)  Give drop down box of 0, 1, 2, 3, 4 | Drawing Conclusions (2.3c) | Possible Response: The narrator expresses a desire to withdraw form the world. He wants a private income because he cannot imagine holding a job (lines 17-19), and he wants to flee form his life (line 30). He has lost his enthusiasm for the future. The HB notes that German soldiers, like this fictional narrator, found it difficult to adjust to civilian life after WWI. The AB notes that Remarque, like other veterans, had trouble settling into a career after he served; in a sense, he fulfills the narrator’s words |
| 13. (4)  Give drop down box of 0, 1, 2, 3, 4 | Make connections (4.1c) | Possible Response: The narrator feels confused and hopeless because of the experience of war. They have grown up far too quickly, not experiencing youth or fun. They cannot forget the experience – and that’s if they even live through it. |
| 14. (12)  Give drop down box of 0, 2, 4, 8, 12 | Reading Strategies(2.3c) |  |
|  |  |  |