

All Quiet on the Western Front Reading Schedule and Reading Circle Information

You will discuss much of *All Quiet on the Western Front* with your new group members. You will talk with your group members eight times using work that you have prepared ahead of time. **It is your responsibility to follow the reading schedule and meet written deadlines, even if you happen to be absent. You should e-mail your work to us (jdavis@gusd.net or cdavis@gusd.net) You may NOT use a Procrastinator Permit for the written assignments. Written assignments must be typed.** Consult the rubric on the back to remind you of how you will be evaluated during this time. As with *Things Fall Apart*, you must upload all of your written assignments as **one document** by 11:59pm, February 23. **Being late to upload or FAILURE to upload will result in a lowering of your grade by as much as two letter grades.**

Schedule-Dates indicate the day the your reading is completed. A **W** next to the chapter or pages indicates that you have written work due on that day. Usually these will be Mondays and Wednesdays. Please make sure you do your reading even if you have no written work due; **unannounced quizzes** of assigned sections and discussion activities may take place on these “reading only” days.

1/11 – Ch. 1 (practice Qs)	1/26 – Ch. 5 (88-97)	2/7 – Ch 7 (168-185) W
1/17 – Ch. 2 W	1/29 – Ch. 6 (99-118) W	2/9 – Ch 8
1/19 – Ch. 3	1/31 – Ch. 6 (118-136) W	2/14 – Ch 9 W
1/22 – Ch. 4 W	2/2 – Ch. 7 (137-151)	2/16 – Ch 10 (231-250)
1/24 – Ch.5 (75-88)	2/5 – Ch. 7 (151-168) W	2/21 – Ch 10 (250-269) W
		2/23 – Ch 11

Jobs-Pay attention to the job description and follow it completely.

Paul Bäumer – Paul is the main character (and narrator) of this novel. As such, this book is told in a **limited first-person point of view**; in other words, the book only reveals details that Paul experiences (not **omniscient**). As you read the assigned chapter or pages, write three Level II or Level III questions (only one may be Level III) relating to Paul. You should answer your own questions **in writing** with detail from the entire assigned section you read to demonstrate your specific understanding. The three answers must be at least **five to six sentences each**. Good questions and answers include partial quotes and page number references and address issues of **significance** in the chapter(s). You must use correctly somewhere in your questions and/or answers at least three of these terms: *tone, point of view, connotation, metaphor, and irony*. **Highlight** the terms you use.*

Other Characters – As a narrator, Paul also discusses and observes his friends, his commanders, and his family. As you read the assigned section, write three Level II or Level III questions (only one may be Level III) relating to characters other than Paul. The characters should be of significance in the section. You need to answer your questions **in detailed writing** showing your specific reading of the chapter(s). The three answers must be **at least five to six sentences each**. Good questions and answers make references to specific pages and include partial quotes from the text. You must use correctly somewhere in your questions and/or answers at least three of the following terms: *diction, foreshadowing, allusion, symbolism, and imagery*. **Highlight** the terms you use. *

History Connections – While *All Quiet on the Western Front* is a work of fiction, it reveals much about the reality of war in general, and World War I specifically. Think about three scenes within the section you read that illustrate something about this war (which you can read about in your textbook and/or online) and write three questions about these war-related issues. Write questions for each of these three scenes of Level II/III quality (only one can be Level III); be sure to cover the range of pages you read. You must answer each series of questions in **writing of five to six sentences each** demonstrating specific reading of the assigned section. Good questions and answers include specific page references and partial quotes from the text. You must use correctly somewhere in your questions and/or answers at least three of the following terms: *theme, motif, hyperbole, irony, and diction*. **Highlight** the terms you use. *

Vocabulary/Literary Devices – Find five words that are words you think your classmates may not know – words that are challenging. You must (1) write the page number where the word appears; (2) copy out the sentence in which the word appears; and (3) write the word’s part of speech and a usage-appropriate definition **in your own words** (no synonym definitions!). Also, choose **four examples of figurative language** – sections of the reading that convey strong imagery or symbolism. Copy these sentences from the book. Write one question about the effect of each literary device (four questions total). Write your own **3-4 sentence answer** for each.

* Failure to highlight the term will affect your grade.

Paul**Other characters****History Connections****Vocab/Lit**

1/11 – Ch. 1 questions only; you don't have to do answers. . .				
1/17 – Ch. 2	SAME	SAME	SAME	SAME
1/22 – Ch. 4				
1/29 – Ch 6 (99-118)				
1/31 – Ch. 6 (118-136)				
2/5 – Ch. 7 (151-168)				
2/7 – Ch. 7 (168-185)				
2/14 – Ch. 9				
2/21 – Ch 10 (250-269)				

5

Written work always complete, on time, and sometimes exceeding specifications

Written work usually demonstrates outstanding understanding of reading and of required literary terms

Group participation demonstrates active engagement with the text and with group members; attendance excellent

4

Written work nearly always complete, on time, and meeting specifications

Written work usually demonstrates above average understanding of reading and of required literary terms

Group participation demonstrates mostly active engagement with the text and with group members; attendance good to excellent

3

Written work usually complete, on time, and meeting specifications

Written work usually demonstrates average understanding of the reading and of the required literary terms

Group participation demonstrates some engagement with the text and with group members; good attendance

2

Written work partially complete, perhaps not on time or not meeting specifications

Written work demonstrates superficial understanding of the reading and misuse/misunderstanding of the required literary terms

Group participation is lacking or perhaps inconsistent; engagement not observed; absences may hinder observation

1

Written work often failed to meet specifications or was not on time

Written work demonstrates little or no understanding of reading and no effort at using/understanding the required literary terms

Group participation not observed or usually ineffective and disengaged; absences make observation difficult

As you develop your questions about *AQWF*, we want you to write about literature the way the Common Core State Standards expect your grade level to write about literature. Thus, you have required terms you must use as you complete your job.

Here is a bulleted list of some ways to think about these terms.

- Think about how Remarque writes the novel. How does the **point of view** Remarque uses in this novel contribute to its meaning? How does he use **diction** (**connotation** or **denotation**) to create meaning? Where/how does he use **foreshadowing**? What kind of **tone** does the author use?
- How does Remarque's use of various literary devices – **figurative language** (**hyperbole**, **metaphor**, **personification**, **simile**), **imagery**, **symbolism** – add to the impact of the novel?
- As he develops Paul's character and that of the others in the book, does Remarque use **irony** to create his meaning?
- Think about the other characters in the novel. How does Remarque's **characterization** of them (their **dialogue**, their actions) add to the novel's **theme**?
- Remarque has been praised for his realistic style and his depiction of the realities of war. Look at the impact of his **diction** and his use of **figurative language**. How do these affect the **mood**, **tone** and **theme** of the book? What **verb tense** does he use in the novel? How does his use of tense impact the reader?
- World War I was an extremely significant and tense time in history. How is Remarque's novel related to the **themes** and issues of this time period?