

# SC Confederate Relic Room and Military Museum World War I Exhibit and *All Quiet on the Western Front* High School English Lesson Plan

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*This lesson plan is designed to be used in conjunction with the novel by Erich Remarque, after a visit to the SCCRRM's First World War exhibit. Pay special attention to the "Life in the Trenches" and "German Army" segments of the exhibit.*

**Subject Content:** English I, II, III and IV, 50 minute class

**Grade Level:** 9-12

**Topic:** SCRRMM WWI exhibit, *All Quiet on the Western Front*

## Objectives:

1. Students will compare and contrast ideas within and across literary and informational texts (E1/2/3/4-1.1, E1/2/3/4-2.2).
2. Students will analyze, evaluate and exemplify relationship among character, plot and theme (E1/2/3/4-1.4).
3. Students will respond to literary and informational texts by creating written works and oral presentations (E1/2/3/4-1.6).
4. Students will implement the conventions of written Standard American English (E1/2/3/4-4.4).
5. Students will generate descriptions that they will use in other modes of written works (E1/2/3/4-5.3).

## Procedure:

1. Teacher will provide students with directions for individual reader response writing time (handout or written on board):
  - Free write for 10 minutes drawing from the following questions:
    - Which artifacts did you find most interesting?
    - Which artifacts troubled you, if any?
    - How did you feel/what did you think about being "in the trench" at the museum?
    - How did seeing the artifacts affect your reading of *All Quiet on the Western Front*?
2. The teacher will place students in small groups (3-5 students). The teacher will provide each group with a handout for the group activity with the following instructions (15-20 minutes):
  - Share individual free writes on the artifacts.
  - As a group, choose one of the following prompts and prepare an answer to be presented to the rest of the class in 3 minutes and turned in at the end of class:
    - Which artifacts might a character (or characters) from *All Quiet on the Western Front* have used or encountered? In what kind of a setting and in what way? How important would this item have been to that character (or characters)?

- Choose an artifact to symbolize a character from *All Quiet on the Western Front*. Explain.
  - Use artifacts illustrate Paul's experience living at the Front versus his experience at home on leave. What artifacts might he have missed from one setting in the other? How might this have affected his stay at either setting?
  - Imagine you are an American soldier who acquired one of the German artifacts you viewed. Why did you take it? What about this item relates specifically to German nationalism? Is there anything about this item that represents the common experiences of soldiers on either side?
3. The teacher will circulate among the groups to scaffold discussions, answer questions, and keep students engaged in the class activity.
  4. The teacher will call on groups to share their answers. The teacher can open discussion to the entire class to expand on a prompt answer. The teacher can also generate a discussion with the entire class on any prompts that were not answered by the groups.
  5. The teacher instructs groups to turn in one paper per group with the answer to the prompt.

**Materials:** Paper, pen/pencil, *All Quiet on the Western Front* text, handout (instructions can also be written on the board)

**Evaluation:** Suggestions - Teacher can base grade on participation points from group prompt answer hand-ins. Individual reader response writing can also be turned in for a grade.