

Unit 01: All Quiet on the Western Front

Content Area: **Language Arts**
Course(s): **English 2CP**
Time Period: **Semester 1 & 2**
Length: **4 weeks**
Status: **Published**

Standards

Please see list of standards for more details under the anchor standards. Please note that additional standards can be applied to any unit.

LA.L.9-10	Language
LA.L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.9-10.1.A	Use parallel structure.
LA.L.9-10.1.B	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
LA.L.9-10.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
LA.L.9-10.4.A	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
LA.L.9-10.4.B	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
LA.L.9-10.4.C	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
LA.L.9-10.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.L.9-10.5.A	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
LA.L.9-10.5.B	Analyze nuances in the meaning of words with similar denotations.
LA.L.9-10.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LA.W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.9-10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
LA.RI.9-10.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific

word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

- LA.RI.9-10.7 Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
- LA.RI.9-10.10b By the end of grade 10, read and comprehend literary nonfiction at grade level text-complexity or above.
- LA.RL.9-10.1 Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
- LA.RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
- LA.RL.9-10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).
- LA.RL.9-10.10b By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.
- LA.SL.9-10 Speaking and Listening
- LA.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- LA.SL.9-10.1.A Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- LA.SL.9-10.1.B Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
- LA.SL.9-10.1.C Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- LA.SL.9-10.1.D Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.
- LA.SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
- LA.SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.
- LA.SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
- LA.SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.
- LA.SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.
- LA.9-10.W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Introduce precise claim(s), distinguish the

	claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
TECH.8.1.12.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.12.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.12.D.1	Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
	Presentation of Knowledge and Ideas
	Conventions of Standard English
	Vocabulary Acquisition and Use
	Comprehension and Collaboration

Enduring Understandings

Students will understand the following:

Nature can offer man both peace and adversity.

Novelists often provide insights about human experience through fictional means.

Reading a novel from the point of view of the antagonist helps the reader to gain a sense of empathy.

War can have long-lasting and devastating effects on soldiers.

Essential Questions

What is man's relationship with nature?

Why is fiction a useful tool to reassess the utility of war?

How does using the point of view of an enemy soldier reaffirm the universality of the war experience?

How are soldiers affected by war?

Knowledge and Skills

Students will independently read and begin to interpret the novel.

Students will read aloud and analyze selections of trench poetry.

Students will practice writing their own war poems.

Students will respond in discussion, writing, and small informal group presentation to several prompts about character, plot, theme, irony, and setting.

Students will independently write a well-developed essay on a topic discussed in the unit.

Students will use primary and secondary source materials to research WWI.

Students will interpret passages of imagery and discuss how Remarque evokes emotion to create meaning.

Additional Resources

Core Text: *All Quiet on the Western Front* - Erich Maria Remarque

Core Poem: “Channel Firing” - Thomas Hardy

Poetry

“Dulce et Decorum Est” - Wilfred Owen

“The Man He Killed” - Thomas Hardy

Non-Fiction

“In the Execution Chamber, the Moral Compass Wavers” -- Benedict Carey, *The New York Times* --

<http://query.nytimes.com/gst/fullpage.html?res=9906E0DA173EF934A35751C0A9609C8B63>

“President Woodrow Wilson Requests a Declaration of War Against Germany” -- The Learning Network, *The New York Times*

http://learning.blogs.nytimes.com/2012/04/02/april-2-1917-woodrow-wilson-asks-for-declaration-of-war-against-germany/?_r=0

Assessment

https://docs.google.com/document/d/1_w12qVbVV7OTThc9VW43HSpZm3Czh9kegRwYqjMm7fQ/edit?usp=sharing

Modifications

<https://docs.google.com/document/d/17jJtNi1cFhRgM3667P67m3pGkj1sD-XarWejIWAANIg/edit?usp=sharing>