

Facilitation Guide



All Quiet on the Western Front

Google Slides - Slides #25-30

Activity Summary:

Students will compare and contrast the storytelling methods utilized in the book "All Quiet on the Western Front," using the 2022 Netflix adaptation in addition to the 1930s version currently in the curriculum.

Why the Arts:

The arts are already embedded in this module. By updating the materials to the 2022 film (in color with actors they may recognize), students may be even more immersed in the material and understand the emotional undertones. Additionally, students who struggle with reading comprehension can participate more fully with the use of video.

Assessment:

Formative: How does the book depict the war?

Summative: How does the film reinforce or challenge the depiction from the book?

Lesson Connections: Grade 8, Module 2

Lesson 26

Connection to Module Goals/EOM Task:

The EOM task requires students to write about the psychological effects of war. Up until now they have heard about it, read about it, and wrote about it. But seeing the war play out on the screen in front of them can help students take those ideas off of the page and into a different, more vibrant medium.

Standards Alignment:

ELA:

RI.8.1 - Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

L.8.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Arts:

MA:Re7.1.8a, MA:Re9.1.8.b - Evaluate media art works and production processes with developed criteria, considering context and artistic goals.

Facilitation Guide

All Quiet on the Western Films

[Google Slides](#) – Slides #25–30



Wit & Wisdom Instructional Routines:

Buttons and Boxes

Recommended Student Materials:

Handout 25A

Brain Targeted Teaching Considerations:

BT1 – Emotional Climate:

The clips, while not gruesome, do deal heavily with death. Make sure your class knows this before pressing play. The modern adaptation is more severe than 1930.

BT2 – Physical Environment:

Other Considerations:

Teacher Background:

There are 3 versions of this movie – 1930, 1979, and 2022. While this lesson focuses on comparing/contrasting 1930 with 2022, feel free to incorporate 1979 as another perspective. [This clip](#), while it does not directly tie in to the scene in the module, gives students a good idea of what different versions and different directorial choices can look like.

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[Google Slides](#) - Slides #25-30

Steps for Implementation:

1. Set Up - Slide #26

Materials: Anchor Charts, Post-Its

Create two anchor charts for the two film adaptations of "All Quiet on the Western Front" (three if you want to include the 1979 version as well) with three sections each - acting, audio, and visual.

2. Introduction

Inform students that they will be watching clips from these films and using film analysis techniques in [Handout 25A](#), focusing on the visual, audio, and acting choices that impact the film overall.

3. Boxes and Buttons Adaptation

Using an adaptation of the Boxes and Buttons instructional strategy, students will receive 6 post its total. Three for each version of the film.

Students will watch each clip twice and must write one aspect they noticed for each category - acting, visual, and audio - and stick it on the appropriate category on the chart paper.

4. Engage - Slides #27-28

Start with the 1930 version. Watch it through twice and allow students to categorize their information by placing their sticky note on the chart in the appropriate category.

Repeat this process for the 2022 Netflix version. Watching twice, writing a detail referring to the acting, audio, and visuals and posting it on the appropriate chart.

OPTIONAL: Shot for Shot Comparison (Slide #29)

5. Discussion - Slide #30

Facilitate a conversation with your class. Since the EOM asks students to provide evidence, make sure each answer from students is backed up with information from the anchor chart. Optional questions include:

- Which film did you like better and why? What specific elements from the post its make it "better"?
- Which film was most true to the original text and why?
- Which film was more emotionally impactful and why?

6. Closing

Return to the content framing question: **How does viewing a film adaptation build my knowledge?**

Using the sentence stems provided in the module: *Studying the film adaptation expanded/changed/challenged/reinforced my knowledge of the novel because...*