## Taxonomy Overview Guide

### Unit: All Quiet on the Western Front

<table>
<thead>
<tr>
<th>Basic Thinking ↔ Abstract Thinking</th>
<th>Knowledge</th>
<th>Comprehension</th>
<th>Application</th>
<th>Analysis</th>
<th>Creative Thinking</th>
<th>Critical Thinking</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLOT</td>
<td>Give students reading quizzes to make sure the have read and know basically what has happened.</td>
<td>Build understanding about the Western Front by creating vocabulary squares</td>
<td>Students will choose a favorite passage from the book and create a &quot;found poem.&quot;</td>
<td>Students will graphically organize the major events by creating a timeline or diagram using pictures or words.</td>
<td>Guided Imagery—have students participate in it and have class discussion on what was felt and how it relates to the novel.</td>
<td>Students will revisit the anticipation guide that they completed at the beginning of the unit, seeing whether or not their predictions were true</td>
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<tr>
<td>*reading quiz</td>
<td>*vocabulary squares activity</td>
<td>*found poem</td>
<td>*timeline activity</td>
<td>* guided imagery</td>
<td>* anticipation guide</td>
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<tr>
<td>CHARACTERS</td>
<td>List the major characters as a class</td>
<td>Students will choose at least one character to keep a character journal of, describing traits, and relating the character to people they know in their own life</td>
<td>Students form groups to Conduct a mock interview of a character on &quot;The Hot Seat,&quot; showing that they understand what the character is like</td>
<td>Create a semantic feature chart and use the list of characters you have created to compare and contrast what features/characteristics each person has</td>
<td>Paul is a deep thinker and he often describes his comrades and tells stories about them. Put students into small groups and have them make up a story about Paul to describe what he is like.</td>
<td>Students will write a multigenre paper/project on a theme of the novel.</td>
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<tr>
<td>*board discussion</td>
<td>*character journal</td>
<td>*group presentation</td>
<td>*semantic features</td>
<td>*group work</td>
<td>*multigenre paper/project</td>
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### Themes

**Give the students the KWHL worksheet and have them list what they already know and want to know about the topic of war.**

*KWHL activity

**Students will choose a topic related to identity and prejudice as it relates to war that they are interested in and research more about it.**

*individual research

**The students will fill in the "learn" section of the KWHL worksheet about how their research findings about their topic and write about how it is found in *All Quiet on the Western Front*.**

*KWHL activity

**Students will survey other students around them to see what people think "identity" and/or "self-discovery" really mean.**

*student-conducted surveys

**Each student will creatively present their research about prejudice in front of the class.**

*oral presentations

**Students will evaluate their findings about identity and prejudice and make recommendations for dealing with prejudice that they see.**

*class discussion

### Author/Writing

**Share basic biographical facts about Erich Maria Remarque and his writing career. Students will read selections from his autobiography.**

*class discussion

**Share some of Erich Maria Remarque thoughts on writing. Explain what his inspirations for this book may have been. Identify some of his distinctive writing traits in the novel *All Quiet on the Western Front*.**

*class discussion

**Expanding on Erich Maria Remarque example of writing about what we know or experience, students will create a list of things that they know well that they would like to write about.**

*writing territories

**Students will choose one topic from their list of writing territories and complete a brainstorm/clustering activity to organize everything they know about the topic.**

*brainstorming

**Students will practice writing a short vignette about their chosen topic in the style of Erich Maria Remarque (i.e., firsthand account, hyphenated adjectives, occasional fragment sentences, etc).**

*writing activity

**Included with the vignette, students will write a short paragraph evaluating what they learned about writing from Remarque and how they used that knowledge in the vignette.**

*response paragraph

### Independent Research

**Select a Topic**

**Develop a Goal**

**Develop a Plan**

**Gather Information**

**Organize Information**

**Present Your Findings**

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