Lesson Plan

Instructor: Ms. Waddell

Unit: *Anthem* by Ayn Rand

Class: World Literature (10th Grade)

Topic: Chapter IX of *Anthem* and the characters of Equality 7-2521 and Liberty 5-3000.

Purpose: Students will gain an understanding of Chapter IX, as well as a deeper understanding of the characters of Equality 7-2521 and Liberty 5-3000.

Essential Question: What happens in Chapter IX of *Anthem*, and what do we know about the characters of Equality 7-2521 and Liberty 5-3000?

Prior Knowledge: Students will have already been introduced to the novella, and they will have already read Chapters I, II, III, IV, V, VI, VII, and VIII, discussed some of the major themes within, discussed the significance of the names “Equality” and “Liberty” and “Unconquered” and “The Golden One,” and discussed why members of Equality’s society are forbidden from seeing their own image. They will also be familiar with the characters of Equality and Liberty, primarily with the ways in which Equality is changing.

Rationale: We spend our entire lives figuring out who we are, and trying to embrace it. In exploring the characters of Equality 7-2521 and Liberty 5-3000, hopefully my students will come to not only understand those characters more, but to understand what comprises their own character, as well.

Goals:

Goal 1: The learner will react to and reflect upon print and non-print text and personal experiences by examining situations from both subjective and objective perspectives.

Goal 3: The learner will defend argumentative positions on literary or nonliterary issues.

Goal 4: The learner will critically interpret and evaluate experiences, literature, language, and ideas.

Goal 5: The learner will demonstrate understanding of selected world literature through interpretation and analysis.

Goal 6: The learner will apply conventions of grammar and language usage.

Objectives:
1.02 Respond reflectively (through small group discussion, class discussion, journal entry, essay, letter, dialogue) to written and visual texts by:

- relating personal knowledge to textual information or class discussion.
- showing an awareness of one’s own culture as well as the cultures of others.
- exhibiting an awareness of culture in which text is set or in which text was written.
- explaining how culture affects personal responses.
- demonstrating an understanding of media’s impact on personal responses and cultural analyses.

1.03 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print expressive texts appropriate to grade level and course literary focus, by:

- selecting, monitoring, and modifying as necessary reading strategies appropriate to readers’ purpose.
- identifying and analyzing text components (such as organizational structures, story elements, organizational features) and evaluating their impact on the text.
- providing textual evidence to support understanding of and reader’s response to text.
- demonstrating comprehension of main idea and supporting details.
- summarizing key events and/or points from text.
- making inferences, predicting, and drawing conclusions based on text.
- identifying and analyzing personal, social, historical or cultural influences, contexts, or biases.
- making connections between works, self and related topics.
- analyzing and evaluating the effects of author’s craft and style.
- analyzing and evaluating the connections or relationships between and among ideas, concepts, characters and/or experiences.
- identifying and analyzing elements of expressive environment found in text in light of purpose, audience, and context.

3.03 Respond to issues in literature in such a way that:

- requires gathering of information to prove a particular point.
• effectively uses reason and evidence to prove a given point.
• emphasizes culturally significant events.

4.02 Analyze thematic connections among literary works by:
• showing an understanding of cultural context.
• using specific references from texts to show how a theme is universal.
• examining how elements such as irony and symbolism impact theme.

5.01 Read and analyze selected works of world literature by:
• using effective strategies for preparation, engagement, and reflection.
• building on prior knowledge of the characteristics of literary genres, including fiction, non-fiction, drama, and poetry, and exploring how those characteristics apply to literature of world cultures.
• analyzing literary devices such as allusion, symbolism, figurative language, flashback, dramatic irony, situational irony, and imagery and explaining their effect on the work of world literature.
• analyzing the importance of tone and mood.
• analyzing archetypal characters, themes, and settings in world literature.
• making comparisons and connections between historical and contemporary issues.
• understanding the importance of cultural and historical impact on literary texts.

6.01 Demonstrate an understanding of conventional written and spoken expression by:
• employing varying sentence structures (e.g., inversion, introductory phrases) and sentence types (e.g., simple, compound, complex, compound-complex).
• analyzing authors’ choice of words, sentence structure, and use of language.
• using word recognition strategies to understand vocabulary and exact word choice (Greek, Latin roots and affixes, analogies, idioms, denotation, connotation).
• using vocabulary strategies such as context clues, resources, and structural analysis (roots, prefixes, etc.) to determine meaning of words and phrases.
• examining textual and classroom language for elements such as idioms, denotation, and connotation to apply effectively in own writing/speaking.

• using correct form/format for essays, business letters, research papers, bibliographies.

• using language effectively to create mood and tone.

6.02 Edit for:

• subject-verb agreement, tense choice, pronoun usage, clear antecedents, correct case, and complete sentences.

• appropriate and correct mechanics (commas, italics, underlining, semicolon, colon, apostrophe, quotation marks).

• parallel structure.

• clichés trite expressions.

• spelling.

Materials: Teacher copy of *Anthem*, student copies of *Anthem*, reading notes sheet, Facebook character analysis sheet, copies of Facebook character analysis sheet

**Procedures**

1. Students will enter class and get their books and binders from the shelf as I take attendance, take care of admit slips, hand out the Facebook character analysis profiles, etc. (5 minutes)

2. As a class, we will read and discuss Chapter IX of *Anthem*. I will call on students to read different passages. As we go through, I will direct students to fill in portions of their character development charts and reading notes. (20 minutes)
   a. Stop in the middle of page 83 and discuss why Liberty 5-3000 (The Golden One) finds Equality (Unconquered) to be so much better than his brothers. Why was this forbidden in their society? (Because it showed preference and favoritism) Why was preference in general forbidden?
      i. Preference means that everyone is not on equal ground.
   b. Have students answer the corresponding question on their reading notes sheet.
   c. At the end of Chapter IX, ask students what word they think Equality was searching for, but couldn’t find. (The word is ‘I’) Leave the discussion of this chapter there, and tell students that they’ll find out what word it as they continue to read.
3. Put a Facebook character analysis sheet on the projector, and as a class, fill in the sheet for Liberty 5-3000. Have students raise their hands to volunteer information to go on the sheet. (5 minutes)

4. Students will be divided into groups of four to five, in which each group will complete ONE assigned piece of the character analysis profile for Equality 7-2521. (5 minutes)

5. We will reconvene as a class, and each group will share their piece of the profile with the class as I record it on a new sheet on the projector. Each person will be responsible for filling in their own sheet as we go, and they will turn it in to me on their way out. (15 minutes)

Assessments: Students will be assessed using their Facebook character analysis activity, as well as their reading notes for Chapter IX.

Differentiation: Auditory learners will be accommodated by class discussion. Visual learners will be accommodated by the Facebook character analysis activity.

Name:_____________________________ Class Period:__________________________

Reading Notes

Anthem by Ayn Rand

Chapter I

1. What evidence do we have so far that this book takes place in a collectivist society?

___________________________________________________________________________

___________________________________________________________________________

Chapter II

1. Why does Equality think that his brothers aren’t happy? What does fear have to do with our happiness?
Chapters III and IV

6. What might the light that Equality discovers represent or be symbolic of?


Chapters V and VI

1. Why might Equality 7-2521 have been forbidden from seeing his image?

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________


Chapter VII

1. Why is the World Council of Scholars angry with Equality 7-2521 for creating light?

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

2. Collective 0-0009 says, “What is not thought by all men cannot be true” (Rand 73). Why does he say this? Do you agree?

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

Chapter VIII

1. Why is Equality’s first sight of his reflection such a big deal? How do you think he feels upon seeing his own image?

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
Chapter IX

1. Why does Liberty 5-3000 think that Equality is better than his brothers? Why is this considered evil in their society?

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

Chapter X

1. Why is Equality 7-2521 too excited to sleep?

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

Chapter XI

1. Why was the word ‘I’ forbidden in Equality’s society?

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

Chapter XII

1. Equality says, “But I still wonder how it was possible, in those graceless years of transition, long ago, that men did not see whither they were going, and went on, in blindness and cowardice, to their fate” (Rand 103). How are Equality’s former brothers blind? What makes them cowards?

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

2. Why is the word that unites us all ‘ego’?

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

Facebook Character Analysis
Like the Facebook profile of Liberty 5-3000 that we completed in class together, we will be completing a profile for Equality 7-2521. I will divide you into groups of 4-5. Each group will be responsible for creating ONE aspect of Equality’s Facebook profile. Then, we will come back together as a class, and each group will share with the rest of the class their part of Equality’s profile. As other groups share, fill in the rest of Equality’s Facebook profile. The rubric below outlines expectations for this assignment.

**Facebook Character Analysis**

<table>
<thead>
<tr>
<th>Teacher Name: Ms. Waddell</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Name:______________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Connection to the Text</td>
<td>Demonstrates a very clear connection to the text and to the character of Equality 7-2521.</td>
<td>Demonstrates mostly clear connection to the text and to the character of Equality 7-2521.</td>
<td>Demonstrates vague connection to the text and to the character of Equality 7-2521.</td>
<td>Demonstrates no real connection to the text and to the character of Equality 7-2521.</td>
</tr>
<tr>
<td>Uses School Appropriate Language and Topics</td>
<td>All aspects of the student's work are free of words or topics that are school inappropriate.</td>
<td>Most aspects of the student's work are free of words or topics that are school appropriate.</td>
<td>The student's work has several instances of words or topics that are inappropriate for school.</td>
<td>The student's work is completely inappropriate for a school environment.</td>
</tr>
<tr>
<td>Completion of Profile</td>
<td>Student has filled in each section of the profile with many examples provided.</td>
<td>Student has filled in each section of the profile, but these sections contain less examples.</td>
<td>Student has filled in most of the sections, and they contain few examples.</td>
<td>Student hasn’t filled in any of the sections.</td>
</tr>
</tbody>
</table>
Facebook

Personal Information:
- Hometown:
- Religion:
- Languages:
- Race:
- Birthday:
- Interested in:
- Employer:
- Political Party:

Movies

Music

Quotes

Groups