Lesson Plan

Instructor: Ms. Waddell

Unit: *Anthem* by Ayn Rand

Class: World Literature (10th Grade)

Topic: Introduction to *Anthem*

Purpose: Students will understand the background information for the novella *Anthem*, as well as gain a basic grasp of the thematic issues central to the work that we will explore while reading.

Essential Question: Who is Ayn Rand and why was she writing *Anthem*? What do collectivism, individuality, conformity, and equality mean, and what do they have to do with the book?

Prior Knowledge: Students will have completed other works of World literature, including short stories and folk tales.

Rationale: Students have to understand the background of this book in order to understand what happens throughout the text at a deeper level. Further, they need an introduction to the themes within the text in order to understand and participate in class discussions throughout the unit.

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 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.

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.
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.

4.05 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print critical 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 critical environment found in text in light of purpose, audience, and context.

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.
Materials: PowerPoint with background on *Anthem* and examples of collectivism, individuality, conformity, and equality, exit slip assignment, bell-ringer, clip from *Dead Poets Society.*

Procedures

1. Students will enter class and complete the bell-ringer. (5 minutes)

2. Go over the portion of the PowerPoint concerning background information on *Anthem*. Do so in detail. (10 minutes)
   a. Who is Ayn Rand?
   b. What’s going on while she’s writing *Anthem*?
   c. How does culture affect literature?
      i. Point out to students that the culture Ayn Rand was born into affected her writing of the book *Anthem*.
   d. How is a piece of literature influenced by the history of the time it was written?
      i. Talk about how Ayn Rand’s hatred for collectivism in Russia inspired her to write the novella.

3. Have students call out things they associate with individuality, and write them on the board. Use this as segue into the section of the PowerPoint concerning themes within *Anthem*. (5 minutes)

4. Go over the portion of the PowerPoint concerning themes within *Anthem*. Do so in detail. (10 minutes)
   a. What is collectivism? Where do we see it in our society? How will it relate to *Anthem*?
   b. What is individuality? How do we see it everyday? How will it relate to *Anthem*?
   c. What is conformity? Where do we see it in our society? How will it relate to *Anthem*?
   d. What is equality? Can equality ever actually exist? How does it relate to *Anthem*? What does the name Equality 7-2521 tell us before we even start reading the book? Are people in collectivist societies truly equal?

5. Demonstration of conformity and individualism – activity (10 minutes)
   a. Have students stand by their desk, and order each of them to follow your instructions as you model each action for them.
      i. Put your hands on top of your head.
      ii. Put your right foot in your chair.
      iii. Stand up straight.
   b. Talk about how this would demonstrate conformity, pointing out to students that they all did as they were told, and didn’t look or act any differently from their classmates.
   c. Instruct students to resume their positions, and select one student to pose any way they would like. Discuss how this would be an example of individuality, pointing out that the student you selected expressed
him/herself in a way that they chose, demonstrating their ability to act and appear as an individual.

d. Show students a clip from *Dead Poets Society* in which the ideas of conformity and individualism are illustrated.

6. Have students complete their exit slip. (5 minutes)
   a. Exit slip: Write at least three things that you know about *Anthem* already, three things you want to know, and what individuality means to you.

**Assessments:** Students will be assessed using their exit slip. They will be assessed informally using the demonstration activity of individuality and conformity, as well as through class discussion that day. The knowledge they acquire in this lesson will be developed and refined as we read *Anthem*, and they will be assessed on it throughout the unit.

**Differentiation:** PowerPoint and visuals will be used for visual learners, as well as the movie clip of *Dead Poets Society*. Auditory learners will be accommodated by class discussion. Students will also be asked to take notes. Kinesthetic learners will be accommodated by the activity that demonstrates individuality and conformity.