Instructor: Ms. Waddell

Unit: *Anthem* by Ayn Rand

Class: World Literature (10th Grade)

Topic: Chapter XI of *Anthem*: Individuality, Equality, and Conformity

Purpose: Students will gain an understanding of chapter XI, as well as themes that are heavily present within *Anthem* (individuality, equality, and conformity)

Essential Question: What happens in Chapter XI of *Anthem*, and how do we see the themes of individuality, equality, and conformity in *Anthem*?

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, VIII, IX, and X, 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: Students will be able to readily identify with the themes of individuality, equality, and conformity within this book. These are themes that are heavily present in their own lives—especially as high school students feeling lost in a big world.

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, copies of “*Anthem: The Soundtrack*” assignment 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, pass out “*Anthem: The Soundtrack*” assignment sheets, etc. (5 minutes)

2. As a class, we will read and discuss Chapter XI 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. What is the word that Equality has just discovered? (I!)

   b. “Neither am I the means to any end others may wish to accomplish. I am not a tool for their use. I am not a servant of their needs. I am not a bandage for their wounds. I am not a sacrifice on their altars. I am a man. This miracle of me is mine to own and keep, and mine to guard, and mine to use, and mine to kneel before!” (Rand 95) – Notice how many times he uses “I” and “mine.”

   c. “I owe nothing to my brothers, nor do I gather debts from them. I ask none to live for me, nor do I live for any others. I covet no man’s soul, nor is my soul theirs to covet” (Rand 96). What is Equality saying here? If you had to put it into laymen’s terms, what would you say?
i. In laymen’s terms, he might be saying, “I am my own person. I stand on my own, loving who I am. I live for me.”

d. “I am done with the monster of “We,” the word of serfdom, of plunder, of misery, falsehood, and shame. And now I see the face of god, and I raise this god over the earth, this god whom men have sought since men came into being, this god who will grant them joy and peace and pride. This god, this one word: I” (Rand 97).

Why is Equality comparing the word ‘I’ to a god? Why was this word forbidden in his society?

i. ‘I’ is comparable to a god because it brings with it power—power to stand apart from others.

ii. ‘I’ was forbidden in Equality’s society because it had to do with the individual, not the group.

e. Instruct students to answer the corresponding question in their reading notes.

3. Instruct students to take out the sheet you handed them at the beginning of class—the “Anthem: A Soundtrack” worksheet. Read the instructions to students, and give them some examples of songs that might be included, such as “Another Brick in the Wall: Part II” by Pink Floyd, or “Anthem” by Good Charlotte (both songs that have been discussed in class.) Allow students time to work on this soundtrack in class, and assure them that if they don’t finish, they will have class time later. (20 minutes)

4. Ask students to provide some examples from what they have on their worksheets so far. (5 minutes)

5. Have students hand in their third creative journal entry on the way out the door (if they didn’t finish yesterday).

Assessments: Students will be assessed using their soundtracks to Anthem as a judge of how well they are grasping the central themes present in Anthem. Their reading notes will address their understanding of significant things within Chapter XI.

Differentiation: Musical intelligences will be accommodated by the chance to incorporate music into their understanding of themes within Anthem. Auditory learners will be accommodated by class discussion.
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?

___________________________________________________________________________
___________________________________________________________________________

2. How is Equality 7-2521 different from his brothers? Why might this be bad?

___________________________________________________________________________
___________________________________________________________________________
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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?

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

Chapter 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’?
Character Development Chart

In class, as we read and discuss changes that characters in *Anthem* undergo, we will complete this chart. At the end of the unit, you will answer the following questions: How has Equality 7-2521 changed throughout the course of the story? How has he remained the same? What events helped Equality 7-2521’s character develop? The rubric attached demonstrates the qualities of great answers to these questions.

<table>
<thead>
<tr>
<th>What do you notice is peculiar about Equality 7-2521?</th>
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<th>How is Equality 7-2521 changing?</th>
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<th>How does Equality 7-2521 interact with others?</th>
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**Anthem: The Soundtrack**

You will be selecting ten different songs that you would put on a soundtrack if *Anthem* were a movie. These songs must relate to the themes of individuality, equality, and conformity within *Anthem* as we have discussed them in class. After each song, you must write AT LEAST three sentences, describing why you chose the song you did, and what theme of *Anthem* it relates to.

For example, I might put the song “Another Brick in the Wall: Part II” by Pink Floyd on my soundtrack. As an explanation, I would say something like this: This song would be a great choice for a soundtrack of *Anthem* because it talks about conformity. A part of the lyrics says, “We don’t need no education. We don’t need no thought control.” I imagine that Equality 7-2521 would appreciate this, because he does not wish for his thoughts or actions to be controlled by others. As a “bonus track” on the CD, you will write what song you would choose for your own life (pertaining to individuality, equality, and conformity), and what that song means to you. The rubric attached demonstrates what will constitute an A on this assignment.

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**Anthem: The Soundtrack**

1. ______________________________ by __________________

   **Explanation:**
   
   ________________________________________________________________
   
   ________________________________________________________________
   
   ________________________________________________________________

2. ______________________________ by __________________

   **Explanation:**
   
   ________________________________________________________________
   
   ________________________________________________________________
   
   ________________________________________________________________

3. ______________________________ by __________________

   **Explanation:**
   
   ________________________________________________________________
   
   ________________________________________________________________
   
   ________________________________________________________________

4. ______________________________ by __________________
BONUS TRACK:

______________________________________________________________________________

Explanation:___________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

Soundtrack to Anthem

Teacher Name: **Ms. Waddell**

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<thead>
<tr>
<th>CATEGORY</th>
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<tr>
<td><strong>Appropriateness of Song Selection</strong></td>
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<td>Student uses songs that are entirely school appropriate.</td>
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<td>Student uses songs that are mostly school appropriate, but may include an instance of inappropriateness.</td>
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<td>Student uses two to three songs that have elements that could be considered inappropriate for a school setting.</td>
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<tr>
<td>Student uses more than three songs that have elements that could be considered inappropriate for a school setting.</td>
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<td><strong>Relevance of Song Selection</strong></td>
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<td>All the songs on the soundtrack clearly and strongly relate to themes of individuality, equality, and conformity within Anthem.</td>
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<td>Most of the songs on the soundtrack (except one or two) relate well to themes of individuality, equality, and conformity within Anthem.</td>
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<td>Some of the songs on the soundtrack relate to themes of individuality, equality, and conformity within Anthem, but several songs do not.</td>
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<td>Few to none of the songs on the soundtrack relate to themes of individuality, equality, and conformity within Anthem.</td>
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<td><strong>Description of Song Selection</strong></td>
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<td>Student includes at least three sentences that clearly describe the relevance of the song to themes within Anthem, and the sentences they provide create a strong connection to those themes.</td>
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<td>Student includes two sentences that describe the relevance of the song to themes within Anthem, and the sentences they provide create a connection to those themes.</td>
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<td>Student includes one sentence that describes the relevance of the song to themes within Anthem, or the sentences they provide present a vague connection.</td>
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<td>Student doesn't include a description of the relevance of the song to themes within Anthem, or the sentences they provide do not present a clear connection.</td>
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