Lesson Plan

Instructor: Ms. Waddell

Unit: *Anthem* by Ayn Rand

Class: World Literature (10th Grade)

Topic: Chapter XII of *Anthem,* The word ‘ego.’

Purpose: Students will understand Chapter XII, as well as the significance of the word ‘ego.’

Essential Question: What happens in Chapter XII of *Anthem,* what is the significance of the word ‘ego’?

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, X, and XI, 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 Equality’s hopes and dreams for a future of independence and individuality, as they are standing on the edge of a life change (graduation) and looking forward to a future in which they are free to be what they choose.

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, etc. (5 minutes)

2. As a class, we will read and discuss Chapter XII 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. “At first, man was enslaved by the gods. But he broke their chains. Then he was enslaved by the kings. But he broke their chains. He was enslaved by his birth, by his kin, by his race. But he broke their chains. He declared to all his brothers that a man has rights which neither god nor king nor other men can take away from him, no matter what their number, for his is the right of man, and there is no right on earth above this right. And he stood on the threshold of the freedom for which the blood of the centuries behind him had been spilled” (Rand 102). How had Equality been enslaved? (Enslaved by conformity, enslaved by his brothers, enslaved by collectivism)

   b. “But then he gave up all he had won, and fell lower than his savage beginning. What brought it to pass? What disaster took their reason away from men? What whip lashed them to their knees in shame and submission? The worship of the word “We.” (Rand 102) How does the word ‘we’ have the power to enslave humans? (Think again about Equality’s society. ‘We’ held immense power over him—it kept him from being an individual, and kept him chained to his brothers in service of the society. Equality had no choices, because he wasn’t an individual.

   c. “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. I wonder, for it is hard for me to conceive how men who knew the word “I,” could give it up and not know what they lost. But such has been the story, for I have lived in the City of the damned, and I know what horror men permitted to be brought upon them” (Rand 103). How are Equality’s brothers blind? (They cannot see themselves as individuals; they don’t see what’s really happening in their society) How are they cowards? (They’re afraid to do anything besides what they are told to do. Anything else was unknown—and things that are unknown are often feared.) Instruct students to answer the corresponding reading notes question.

d. “For the coming of that day shall I fight, I and my sons and my chosen friends. For the freedom of Man. For his rights. For his life. For his honor. And here, over the portals of my fort, I shall cut in the stone the word which is to be my beacon and my banner. The word which will not die, should we all perish in battle. The word which can never die on this earth, for it is the heart of it and the meaning and the glory. The sacred word: EGO” (Rand 104-105). Why is ‘ego’ the word that unites us all? What does ego even mean? (Latin for ‘I,’ refers to the self, relationship to oneself and one’s spirit.) Is it ironic that a word referring to the individual would unite us all? How is this possible? (The fact that we are all human beings, with differences all our own, makes us united in the purpose of individualism.) Instruct students to answer the corresponding question in their reading notes.

3. Allow students time to finish up their “Anthem: A Soundtrack” worksheet. If they aren’t finished at the end of class, they can take it home and bring it back the next day. It will be due the next day—no exceptions. (25 minutes)

Assessments: Student understanding of Chapter XII and the word ‘ego’ will be assessed using their reading notes questions. Class discussion will serve as an informal assessment.

Differentiation: Auditory learners will be accommodated by class discussion, and visual learners will be accommodated by reading notes. Existentialist intelligences will be accommodated by class discussion of ‘ego.’

(25 minutes)
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?

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___________________________________________________________________________
___________________________________________________________________________

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?

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___________________________________________________________________________
___________________________________________________________________________

Chapter III and IV

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

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___________________________________________________________________________
___________________________________________________________________________

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’?