Lesson Plan

Instructor: Ms. Waddell

Unit: *Anthem* by Ayn Rand

Class: World Literature (10th Grade)

Topic: Wrap-Up: Character Development Charts and Reading Notes

Purpose: Students will understand the developments that Equality 7-2521 undergoes in *Anthem*.

Essential Question: How does Equality change from the beginning of *Anthem* to the end?

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, XI, and XII. They 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: My students are situated in a time of change—and they will be for the rest of their lives. Understanding how we change and grow as humans is something that is universal, and helps us realize that through all these changes, we are not alone. Instead, we are unitied by them.

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, character development chart

**Procedures**

1. Instruct students to take out their Character Development Charts. As a class, we will go over the chart itself. Use student responses to shape the discussion. (15 minutes)
   a. What is so peculiar about Equality 7-2521?
   b. How did we see Equality 7-2521 changing?
   c. How did Equality 7-2521 interact with Liberty 5-3000 (The Golden One) throughout the book?

2. Instruct students to complete the questions at the bottom of their character development chart. They can write their responses on the back of that sheet to save paper. They are allowed to raise their hand and ask questions while completing this section of the worksheet. (25 minutes)

3. Instruct students to take out their reading notes, look over them and make sure they are grammatically correct and free of any errors, and turn them in (along with the character development chart). (10 minutes)

**Assessments:** Students will be assessed using their character development charts. Class discussion will be used as an informal assessment.

**Differentiation:** Visual learners will be accommodated by the character development charts. Auditory learners will be accommodated by class discussion.
### 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? You shouldn’t be able to answer these questions with less than a paragraph. The rubric attached demonstrates the qualities of great answers to these questions.

| What do you notice is peculiar about Equality 7-2521? | How is Equality 7-2521 changing? | How does Equality 7-2521 interact with others? |
### Character Development Chart and Questions

**Teacher Name:** Ms. Waddell

**Student Name:** ________________________________

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4 - Above Standards</th>
<th>3 - Meets Standards</th>
<th>2 - Approaching Standards</th>
<th>1 - Below Standards</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence and</td>
<td>All of the evidence and examples are specific, relevant and explanations are given</td>
<td>Most of the evidence and examples are specific, relevant and explanations are given</td>
<td>At least one of the pieces of evidence and examples is relevant and has an explanation showing how that piece of evidence supports the author's position.</td>
<td>Evidence and examples are NOT relevant AND/OR are not explained.</td>
<td></td>
</tr>
<tr>
<td>Examples</td>
<td>that show how each piece of evidence supports the author's position.</td>
<td>that show how each piece of evidence supports the author's position.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar &amp;</td>
<td>Author makes no errors in grammar or spelling that distract the reader from the</td>
<td>Author makes 1-2 errors in grammar or spelling that distract the reader from the</td>
<td>Author makes 3-4 errors in grammar or spelling that distract the reader from the content.</td>
<td>Author makes more than 4 errors in grammar or spelling that distract the reader from the content.</td>
<td></td>
</tr>
<tr>
<td>Spelling</td>
<td>content.</td>
<td>content.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Capitalization &amp;</td>
<td>Author makes no errors in capitalization or punctuation, so the essay is</td>
<td>Author makes 1-2 errors in capitalization or punctuation, but the essay is still</td>
<td>Author makes a few errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow.</td>
<td>Author makes several errors in capitalization and/or punctuation that catch the</td>
<td></td>
</tr>
<tr>
<td>Punctuation</td>
<td>exceptionally</td>
<td>easy to read.</td>
<td></td>
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### 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?

   1. 
   2. 
   3. 

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

   1. 
   2. 

#### Chapter II

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

   1. 
   2. 

#### Chapters III and IV

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

   1. 
   2. 

#### 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?

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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?

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