Lesson Plan

**Instructor:** Ms. Waddell

**Unit:** *Anthem* by Ayn Rand

**Class:** World Literature (10th Grade)

**Topic:** Unit Test Part I

**Purpose:** Students will be able to read and comprehend *Anthem*.

**Essential Question:** What are our vocabulary words and what do they mean? What themes are central to the book? How do our characters (Equality 7-2521 and Liberty 5-3000) develop and interact across the story?

**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 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. They will have also had a class review session to prepare for this test.

**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:** Unit test (parts I and II), peppermints

**Procedures**

1. Students will enter class, and I will take attendance, take care of admit slips, etc. (5 minutes)
2. Give students parts I and II of the unit test, read them directions for each section, and then allow them to work for the remainder of class. (45 minutes)
   - Halfway through the test, walk around the room and offer students a piece of peppermint.

**Assessments:** Students will be assessed using the unit test.

**Differentiation:** The test does not include any multiple choice or true/false questions. I don’t want students to guess on this test—I want to know what they know. There are fill-in-the-blank portions (vocabulary), identification sections, short answer sections, and a quote explanation section in which students choose two of three quotes to explain. This test is designed so that if students have paid attention in class, and contributed to discussion, they should have no problem passing.
This test is built to assess how well you understood *Anthem* as we read the novella, as well as how well students learned the vocabulary from the unit. The first part of the test will be a fill-in-the-blank portion that goes over the vocabulary words we used. It will be a narrative, and students will be asked to plug in the correct vocabulary word in each blank.

**Part I: Vocabulary (20 points altogether, 2 points per question)**

*Fill in the blanks below with the correct vocabulary word.*

<table>
<thead>
<tr>
<th>Alliance</th>
<th>Solitude</th>
<th>Vindicate</th>
<th>Endeavor</th>
<th>Edict</th>
</tr>
</thead>
<tbody>
<tr>
<td>Atone</td>
<td>Defile</td>
<td>Summit</td>
<td>Mandate</td>
<td>Abyss</td>
</tr>
</tbody>
</table>

1. During World War II, France formed a(n) ____________ with Britain.

2. When Tom hiked to the ____________ of Mt. Everest, he could see everything for miles around.

3. Because the unreasonable King did not wish for anyone to wear green, he issued a(n) ____________ that forbid clothing of that color from being made or worn.

4. Shelly ____________ her tardiness for class by saying that she had to walk from one end of campus to another.

5. The dog ____________ my brand new pair of shoes when he peed in them.

6. To attempt to run a marathon is an ambitious ______________.

7. While some people prefer to surround themselves with others, Lisa preferred ______________.

8. To ____________ her malicious ways, Jennifer apologized to everyone she had been rude to.

9. Because the principal was tired of students dressing inappropriately, he issued a(n) ____________ that all students must wear a uniform.

10. To some, both the ocean and sky could be considered a(n) ________________.

**Part II: Identification (30 points altogether, 3 points per question)**
After each character, place, or idea listed from *Anthem*, write a brief description of who or what it is, and its significance.

1. Equality 7-2521:

2. Liberty 5-3000:

3. The Transgressor of the Unspeakable Word:

4. Uncharted Forest:

5. International 4-8818

6. World Council of Scholars:

7. Home of Students:

8. Prometheus:

9. Palace of Corrective Detention:

10. Collectivism:

**Part III: Short Answer (30 points altogether, 10 points each)**
Answer these questions, using as much detail as you can put into them. The best answers are ones that are thorough, and include references to the book.

1. What does Equality 7-2521 rename Liberty 5-3000? What is the significance of this name?

2. Why is the word ‘I’ the Unspeakable Word in *Anthem*? Why is everyone ordered to use the word ‘we,’ rather than the word ‘I’?

3. What is light symbolic of within *Anthem*? Why is Equality 7-2521’s discovery of light so important?

**Part IV: Quote Explanation (20 points altogether, 10 points each)**

Choose two of the quotes below, and describe their meaning and significance IN DETAIL. Give examples from the book and class discussions to support what you say.

1. “It is a sin to write this. It is a sin to think words no others think and to put them down upon a paper no others are to see. It is base and evil. It is as if we were speaking alone to no ears but our own. And we know well that there is no transgression blacker than to do or think alone” (Rand 17).
2. “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).

3. “It was when I read the first of the books I found in my house that I saw the word “I.” And when I understood this word, the book fell from my hands, and I wept, I who had never known tears. I wept in deliverance and in pity for all mankind” (Rand 98).