Lesson Plan

Instructor: Ms. Waddell

Unit: *Anthem* by Ayn Rand

Class: World Literature (10th Grade)

Topic: *Anthem* Chapter I - Collectivism vs. Individuality

Purpose: Students will gain an understanding of what happens in Chapter I of *Anthem*.

Essential Question: What significant things occur in Chapter I of *Anthem*? Where do we get examples of collectivism and individuality?

Prior Knowledge: Students will have been introduced to the book that we will be reading, and they will have background knowledge of its content and historical relevance. They will also have been made familiar with vocabulary words that might have otherwise been new to them.

Rationale: Our discussion of collectivism and individuality is one that students can relate to—they get what it’s like to feel lost in a crowd, or have the desire to be something different than everyone else. And, at their age, they are very easily influenced. The powers of collectivist-type behavior in a high school are strong.

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.

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.

Materials: Bell-ringer, reading notes worksheets, copy of Anthem, copy of “Anthem” by Good Charlotte

Procedures

1. Students will enter class and complete the bell-ringer. (5 minutes)
   b. Hand out reading notes worksheets as students are working on their bell-ringer.

2. We will read Chapter I of Anthem aloud, discussing highlighted portions of my book as we do. (25 minutes)
   a. What does the word ‘anthem’ mean? What does the name Anthem tell us about this book?
      i. Point out to students that an anthem is (by definition from the Merriam-Webster Dictionary) a usually rousing popular song that typifies or is identified with a particular subculture, movement, or point of view.
      ii. How might this definition relate to the novella?
      iii. What would you consider to be the anthem of your generation?
   b. Who is Equality 7-2521? What kind of world does he live in?
      i. Draw a bubble map on the board titled ‘Anthem’, and put student responses in it.
      ii. Equality is our main character
      iii. He lives in a world in which he is not allowed to be an individual.
   c. How do we know this is a collectivist society?
      i. His name (Equality 7-2521)
      ii. Refers to himself as ‘we’ (as opposed to ‘I’)
      iii. The group activities that occur – solitude is forbidden.
      iv. The manner in which he lives (The Home of the Infants, to The Home of the Students, to The Home of the Street Sweepers).
   d. How is Equality different from his brothers?
      i. He desires more than what he has.
      ii. He thinks for himself.
      iii. He steps out on a limb for the sake of individuality.
e. Why is this considered to be bad?
   i. This is a collectivist society—the good of the community is supposed to be more important than the good of the individual.

3. Have students answer the questions that correspond to Chapter I on their reading notes worksheet. (10 minutes)

4. Listen to the Good Charlotte song “Anthem” and discuss how it relates to the novella. (10 minutes)
   a. “It’s a new day, but it all feels old. It’s a good life—that’s what I’m told. But every day, it all just feels the same.” – In Anthem, Equality 7-2521 is living the same life, day in and day out. He has the same routine, and does what he is told.
   b. “Do you really wanna be like them? Do you really wanna be another trend? Do you wanna be part of that crowd? Cause I don’t ever wanna…I don’t ever wanna be you. Don’t wanna be just like you.” We can imagine Equality 7-2521 singing this, can’t we? He isn’t happy with the life he’s been living, and he wants to step out and be different.

Assessments: Students will be assessed informally using class discussion for the day. The creative journal/essay activity, as well as discussion and reading notes, will serve as a more formal assessment.

Differentiation: Visual learners will be accommodated by the presence of the text, as well as reading notes and notes taken on the board, and auditory learners will be accommodated by reading aloud as a class. Students who are artistically inclined will be encouraged to include illustrations on their reading notes. Musical students will be accommodated by the use of the song “Anthem.”
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
1. 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?

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Chapter VII
1. Why is the World Council of Scholars angry with Equality 7-2521 for creating light?

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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’?