Lesson Plan

Instructor: Ms. Waddell

Unit: *Anthem* by Ayn Rand

Class: World Literature (10th Grade)

Topic: *Anthem* Chapter I – Collectivism vs. Individuality (continued)

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. Further, students will have read Chapter I of *Anthem* and discussed some of it during class.

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.

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:** Copy of *Anthem*, copy of Pink Floyd’s “Another Brick in the Wall: Part II,” Creative Journal assignment sheet, copies of Creative Journal assignment sheet.

**Procedures**

1. We will begin class by discussing the events in Chapter I of *Anthem*, and the themes that we have discussed. (10 minutes)
   a. Opens up with Equality 7-2521 writing in a journal in the dark of a tunnel
   b. Tells about the society he is a part of
      i. Have students provide examples of how this society illustrates collectivism, and write them on the board.
   c. Why are being alone and writing forbidden in Equality’s society?
      i. Being alone doesn’t do anything to further everyone.
      ii. Writing is an exercise of freedom of thought, and this is forbidden because in Equality’s society, people must be told what to think and do.
   d. How does he begin to exercise his individuality?
i. He prefers one career path to another; he finds the tunnel and doesn’t report it; he writes down his thoughts.

2. Play the song “Another Brick in the Wall: Part II” by Pink Floyd, and discuss how it would relate to *Anthem.* (10 minutes)
   a. “We don’t need no education. We don’t need no thought control.” – Equality wants to exercise his freedom. Though he desires education, he wants it on his own terms, and he wants the ability to think his own thoughts.
   b. “All in all, you’re just another brick in the wall.” – This would imply that in the grand scheme of things, all Equality and his brothers are is just an identical piece of a whole—illustrating conformity.

3. Give students the Creative Journal assignment, and go over the instructions with them. (2 minutes)

4. Students will work on the first journal of the assignment. What they don’t finish will be homework! (28 minutes)

**Assessments:** The creative journal/essay activity will serve as an assessment of student understanding of repercussions of life without individuality—life in a collectivist society. A more informal assessment will be classroom discussion.

**Differentiation:** Auditory learners will be accommodated by class discussion. Musically inclined students will benefit from the incorporation of “Another Brick in the Wall: Part II” to the lesson. Visual learners, intrapersonal learners, and existentialist intelligences will be accommodated by the journaling activity.
Creative Journal

Imagine that your name and identity has been taken away by the government, and replaced with a number. You are removed from your home and family, and assigned a mindless job. You are told that you can only interact with those who share your job, and you are instructed to give up all the things you love that make you unique. As we read Anthem, you will complete a series of journal entries in this persona that explore what happens when individuality is replaced with commonality. Each journal entry must be AT LEAST one page (front and back), and answer the journal prompt thoroughly. After the three journal entries, you will write a short essay in which you discuss THREE consequences of a lack of individuality within Anthem. Between all three journal entries and short essay, you must include each of the vocabulary words for this unit CORRECTLY, and underline them. A rubric is attached, and lists the requirements for this assignment. The journals and essay will be written on lined notebook paper, and I will provide construction paper for you to make covers for the journals. On this cover, you must include a title! You can decorate it however you wish, and be as creative as you’d like. Get into it!

Journal #1: It has been a week since your identity was removed. What do you miss most about your old life and self? How is your new life different?

Journal #2: You have been forbidden to use the word “I,” and you must instead use the word “we” in its place. How does this make you feel? What does this change for you?

Journal #3: You have decided to escape and reclaim your individuality. Why have you decided to go off on your own? What is so awful about living this way that would cause you to risk your life and leave? Do you really have anything to lose?
# Creative Journals

**Teacher Name:** Ms. Waddell

**Student Name:** ________________________

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<thead>
<tr>
<th>CATEGORY</th>
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<tbody>
<tr>
<td><strong>Focus on Assigned Topic</strong></td>
<td>The entire journal is related to the assigned topic and allows the reader to understand much more about the topic.</td>
<td>Most of the journal is related to the assigned topic. The story wanders off at one point, but the reader can still learn something about the topic.</td>
<td>Some of the journal is related to the assigned topic, but a reader does not learn much about the topic.</td>
<td>No attempt has been made to relate the journal to the assigned topic.</td>
</tr>
<tr>
<td><strong>Neatness</strong></td>
<td>The final draft of the journal is readable, clean, neat and attractive. It is free of erasures and crossed-out words. It looks like the author took great pride in it.</td>
<td>The final draft of the journal is readable, neat and attractive. It may have one or two erasures, but they are not distracting. It looks like the author took some pride in it.</td>
<td>The final draft of the journal is readable and some of the pages are attractive. It looks like parts of it might have been done in a hurry.</td>
<td>The final draft is not neat or attractive. It looks like the student just wanted to get it done and didn't care what it looked like.</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>The journal is very well organized. One idea or scene follows another in a logical sequence with clear transitions.</td>
<td>The journal is pretty well organized. One idea or scene may seem out of place. Clear transitions are used.</td>
<td>The journal is a little hard to follow. The transitions are sometimes not clear.</td>
<td>Ideas and scenes seem to be randomly arranged.</td>
</tr>
<tr>
<td><strong>Spelling and Punctuation</strong></td>
<td>There are no spelling or punctuation errors in the final draft. Character and place names that the author invented are spelled consistently throughout.</td>
<td>There is one spelling or punctuation error in the final draft.</td>
<td>There are 2-3 spelling and punctuation errors in the final draft.</td>
<td>The final draft has more than 3 spelling and punctuation errors.</td>
</tr>
<tr>
<td><strong>Creativity</strong></td>
<td>The journal contains many creative details and/or descriptions that contribute to the reader's enjoyment. The author has really used his imagination.</td>
<td>The journal contains a few creative details and/or descriptions that contribute to the reader's enjoyment. The author has used his imagination.</td>
<td>The journal contains a few creative details and/or descriptions, but they distract from the story. The author has tried to use his imagination.</td>
<td>There is little evidence of creativity in the journal. The author does not seem to have used much imagination.</td>
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<tr>
<td><strong>Understanding of Individuality</strong></td>
<td>The student demonstrates a clear understanding of the consequences of a lack of individuality in society. They use a large amount of detail that supports their understanding.</td>
<td>The student demonstrates a somewhat clear understanding of the consequences of a lack of individuality in society. They use an average amount of detail that supports their understanding.</td>
<td>The student demonstrates a vague understanding of the consequences of a lack of individuality in society. They use a minimal amount of detail that supports their understanding.</td>
<td>The student demonstrates no understanding of the consequences of a lack of individuality in society.</td>
</tr>
<tr>
<td>Title</td>
<td>Title is creative, sparks interest and is related to the journal and topic.</td>
<td>Title is related to the journal and topic.</td>
<td>Title is present, but does not appear to be related to the journal and topic.</td>
<td>No title.</td>
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<tr>
<td>Use of Vocabulary Words</td>
<td>Student uses at least 15 of the required vocabulary words correctly, and underlines them in the story.</td>
<td>Student uses 10-14 of the required vocabulary words correctly, and underlines at least most of them in the story.</td>
<td>Student uses 5-9 of the required vocabulary words correctly, but doesn't underline them.</td>
<td>Student uses less than 5 of the required vocabulary words correctly, and doesn't underline them.</td>
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**Short Essay**

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**Teacher Name:** Ms. Waddell

**Student Name:** __________________________

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<tr>
<td><strong>Organization</strong></td>
<td>Information is very organized with well-constructed paragraphs.</td>
<td>Information is somewhat organized with well-constructed paragraphs.</td>
<td>Information is organized, but paragraphs are not well-constructed.</td>
<td>The information appears to be disorganized.</td>
</tr>
<tr>
<td><strong>Mechanics</strong></td>
<td>No grammatical, spelling or punctuation errors.</td>
<td>Almost no grammatical, spelling or punctuation errors</td>
<td>A few grammatical spelling, or punctuation errors.</td>
<td>Many grammatical, spelling, or punctuation errors.</td>
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<tr>
<td><strong>Quality of Information</strong></td>
<td>Information clearly relates to the main topic. It includes several supporting details and/or examples.</td>
<td>Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.</td>
<td>Information clearly relates to the main topic. No details and/or examples are given.</td>
<td>Information has little or nothing to do with the main topic.</td>
</tr>
<tr>
<td><strong>Paragraph Construction</strong></td>
<td>All paragraphs include introductory sentence, explanations or details, and concluding sentence.</td>
<td>Most paragraphs include introductory sentence, explanations or details, and concluding sentence.</td>
<td>Paragraphs included related information but were typically not constructed well.</td>
<td>Paragraphing structure was not clear and sentences were not typically related within the paragraphs.</td>
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