Lesson Plan

Instructor: Ms. Waddell

Unit: *Anthem* by Ayn Rand

Class: World Literature (10th Grade)

Topic: Students will be able to discuss the significance of the names “Equality” and “Liberty” within *Anthem*, and gain an understanding of what happens in Chapter II.

Purpose: To familiarize students with the events of Chapter II of *Anthem*, and the characters of Equality 7-2521 and Liberty 5-3000.

Essential Question: What happens in Chapter II of *Anthem*? What is significant about the names “Equality” and “Liberty”?

Prior Knowledge: Students will have already been introduced to the novella, and they will have already read Chapter I and discussed some of the major themes within.

Rationale: Being able to discuss the significance of a word is something that students can apply to their future. Many of them will grow into adults with children, and from time to time, it may be necessary to explain why a certain word is inappropriate (or less appropriate) than others to use. So, this skill will be highly applicable to their future—even if they don’t go on to a university to major in English, in which case they will take delight in such small things as word and name choice.

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:** Copies of *Anthem*, character development chart, copies of character development chart
Procedures

1. Students will enter class and get their books and binders from the shelf as I take attendance, take care of admit slips, pass out character development charts, etc. (5 minutes)

2. As a class, we will read and discuss Chapter II 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. (25 minutes)
   a. Discuss with students a few things that we have already found to be peculiar about Equality 7-2521
      i. His preference of careers
      ii. His desire for solitude
      iii. His boldness
   b. At page 39, stop for students to record some information about Equality’s first interaction with Liberty 5-3000. How does he interact with her in this portion of the book? (He is shy, and timid. He stands still, and does not approach her.)
   c. P. 44 – “Your eyes,” they said, “They are not like the eyes of any among men.” This is evidence of Equality’s peculiarity. Have students record this quote on their character development chart under the section “What do you notice is peculiar about Equality 7-2521?”
   d. At page 45, stop students to record some information about Equality’s second interaction with Liberty 5-3000. How do they interact here? (He is bolder. He actually speaks to her, and tells her that he renamed her.)
   e. At page 44, stop to discuss why Equality feels relieved upon finding out that Liberty is too young to be sent to the Palace of Mating.
   f. At page 46, instruct students to take out their reading notes and talk about the question designated for Chapter II– Why does Equality think that his brothers aren’t happy? What does fear have to do with our happiness? Have students answer this question on their own sheets.

3. Have students take out a sheet of paper and write about what they think of upon hearing the words ‘equality’ and ‘liberty.’ (5 minutes)

4. Have students call out examples of what they wrote, and write them on the board. (2 minutes)

5. Have a discussion with students about the significance of the names “Equality” and “Liberty.” Why would Rand have chosen these names? Is everyone in this society really ‘equal’? Does anyone have liberty? (7 minutes)

6. Have students hand in their first creative journal if they didn’t finish it yesterday.
7. At the bottom of the sheet of paper concerning the words ‘equality’ and ‘liberty,’ have students write one reason they think Rand chose to use the names “Equality” and “Liberty.” Use these as an exit slip. (5 minutes)

**Assessments:** This contributes to our earlier discussions on themes in *Anthem*, as well as to future activities concerning character analysis and development. The chart will be one form of assessment that will be collected at the end of the unit. The exit slip will serve as an informal assessment of their understanding of the significance of the names ‘Equality’ and ‘Liberty.’

**Differentiation:** Visual learners will be accommodated by the chart. Auditory learners will be accommodated by discussion. Artistically inclined students will be encouraged to draw illustrations to accompany their character development chart.
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?

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

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

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

Chapter II

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

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

Chapters III and IV

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

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

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?
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’?
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? The rubric attached demonstrates the qualities of great answers to these questions.

<table>
<thead>
<tr>
<th>What do you notice is peculiar about Equality 7-2521?</th>
<th>How is Equality 7-2521 changing?</th>
<th>How does Equality 7-2521 interact with others?</th>
</tr>
</thead>
<tbody>
<tr>
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