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 “Unconquered” and “The Golden One” within *Anthem*, and gain an understanding of what happens in Chapters III and IV.

Purpose: To familiarize students with the events of Chapters III and IV of *Anthem*, and the significance of “Unconquered” and “The Golden One.”

Essential Question: What happens in Chapters III and IV of *Anthem*? What is significant about the names “Unconquered” and “The Golden One”?

Prior Knowledge: Students will have already been introduced to the novella, and they will have already read Chapters I and II, discussed some of the major themes within, and discussed the significance of the names “Equality” and “Liberty.”

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.

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*, character development charts, reading notes worksheet

Procedures

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

2. As a class, we will read and discuss Chapters III and IV 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 and reading notes. (25 minutes)

   a. After reading Chapter III, direct students to take out their reading note questions and answer the question that corresponds to chapters III and IV-- What might the light that Equality discovers represent or be symbolic of? But first, discuss possible answers to this question. (Knowledge, understanding, the dawn of a new age, etc.) Make it clear that students can’t just write “It represents knowledge.” They must provide brief explanation for their answer.
b. After reading Chapter IV, discuss the significance of the names “Unconquered” and “The Golden One.” What do you think of upon hearing the word ‘unconquered’? (Dominance, winning, struggle) What about the word ‘golden’? (ideal, beautiful, untouchable, valuable) How would these names relate to the characters of Equality 7-2521 and Liberty 5-3000? Have students take out their character development charts, and under the heading “How is Equality changing?” have students write about the significance of his new name. How does the name “Unconquered” tell us that Equality is changing even further?

3. Have students get with a partner, and rename one another. (5 minutes)

4. Go around the room and have students tell their partner’s new name, and why they chose that name. (15 minutes)

Assessments: Students will be assessed informally through the partnered activity in which they rename their partner with something of significance. This activity will eventually tie into their Facebook profile character analysis activity. Further, this class discussion will contribute to their character development charts.

Differentiation: Auditory learners will be accommodated by class discussion. Kinesthetic learners will be accommodated by the partnered activity. Visual learners will be accommodated by the 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**

5. 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’?
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.

| What do you notice is peculiar about Equality 7-2521? | How is Equality 7-2521 changing? | How does Equality 7-2521 interact with others? |