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 Equality 7-2521’s inability to see his own image, and understand what happens in Chapters V and VI.

**Purpose:** To familiarize students with the events of Chapters V and VI of *Anthem*, and the significance of Equality’s inability to see his own image.

**Essential Question:** What happens in Chapters V and VI of *Anthem*, and why might Equality 7-2521 (and his brothers) have been forbidden from seeing their own image?

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

**Rationale:** In a society so concerned with appearance and physical beauty, students will be able to contribute much to a discussion about why seeing one’s own image would hinder the greater purpose in a collectivist society. Furthermore, they can relate to Equality’s oppression, as many high school students feel oppressed, themselves—be it by parents, teachers, or their peers. A discussion that centers around individuality is one that students can readily relate to.

**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, copy of the song “Reflection” by Christina Aguilera, assignment sheets for creative journal activity

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 V and VI 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. (20 minutes)

   a. Stop after the first paragraph of page 61, and discuss what the following means: “For our gift is greater than our transgression” (Rand 61). What does Equality mean? A transgression is a sin or violation. Why is Equality’s creation of light a transgression in this society? Why would the gift of light make his transgression forgivable? Why does it do just the opposite?

   b. Stop after the end of Chapter V and discuss why people in Equality’s society have been forbidden from seeing their own image. Is this a part of a collectivist society, in which the individual is hated but the group is revered? If so, then why might seeing one’s own reflection be a bad thing? (Each person looks different—some are considered more attractive than others. Would this contribute to equality if some people were considered to look better than others? Does knowing what you look like cause you to compare yourself to others, and then rank yourself?) Have students take out their reading notes and answer the question that corresponds to Chapters V and VI.
c. Stop in the middle of page 65. Discuss the fact that Equality didn’t know what the “drops of red twinkling on the stones” (Rand 65) were. (It was his blood. Why might Equality not have known what this was? Why might he have never seen his own blood before?)

d. Stop at the end of the first paragraph on page 67. Discuss why the Palace of Correction is so poorly guarded and protected. (Because no one has ever tried to defy it before) Why hasn’t anyone ever tried to escape or defy the council before?

e. Instruct students to take out their character development chart. Talk about how Equality is changing—he is bolder than ever before, but he is still concerned with using his gifts to better the lives of his brothers. Have students record their thoughts under the section “How is Equality 7-2521 changing?”

3. Listen to the Christina Aguilera song “Reflection,” and discuss how it relates to Anthem. (7 minutes)

   a. “Look at me, you may think you see who I really am. But you’ll never know me. Every day, it’s as if I play a part.” This is exactly what Equality does in his society—he plays a part. His part is for the good of society as a whole, but he wishes to live life for his own purposes.

4. Students will complete their second journal prompt for their creative journaling assignment. Students will be allowed more time the next day if they aren’t finished at the end of class. (18 minutes)

Assessments: Students will be assessed using their reading notes answers and their character development charts. Further, their completion of their second journal prompt is part of a larger assessment that looks at their understanding of individualism vs. collectivism.

Differentiation: Auditory learners will be accommodated by class discussion. Visual learners will be accommodated by the reading notes. Linguistically gifted students and intrapersonal learners will be accommodated by the journal prompt, as will those with existential intelligences. Musically inclined students will be accommodated by the discussion of the song “Reflection.”
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?

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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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___________________________________________________________________________
___________________________________________________________________________

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?

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___________________________________________________________________________
___________________________________________________________________________
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?
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   __________________________________________________________
   __________________________________________________________

Chapter IX

1. Why does Liberty 5-3000 think that Equality is better than his brothers? Why is this considered evil in their society?
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   __________________________________________________________
   __________________________________________________________

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.

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