Lesson Plan

Instructor: Ms. Waddell

Unit: *Anthem* by Ayn Rand

Class: World Literature (10th Grade)

Topic: Chapter VII of *Anthem* and the significance of “What is not thought by all men cannot be true” (Rand 73).

Purpose: To familiarize students with the events in Chapter VII of *Anthem*, and the significance of the quote, “What is not thought by all men cannot be true” (Rand 73).

Essential Question: What happens in Chapter VII of *Anthem*, and what is important about the quote “What is not thought by all men cannot be true” (Rand 73)?

Prior Knowledge: Students will have already been introduced to the novella, and they will have already read Chapters I, II, III, IV, V, and VI, discussed some of the major themes within, discussed the significance of the names “Equality” and “Liberty” and “Unconquered” and “The Golden One,” and discussed why members of Equality’s society are forbidden from seeing their own image. Their discussions of themes within *Anthem* will contribute to their ability to discuss the quote above.

Rationale: Students live in a world where their opinions are often not valued—much like Equality. They are told so many times that they are wrong, and that their thoughts cannot be valid because they haven’t lived enough life, or because no one else agrees with them. Therefore, they can identify with Equality, because he too is undervalued and scolded for daring to think outside of the box. However, as we will discuss in class, some of history’s greatest minds have pushed themselves to think differently than their peers in order to achieve things that enable us to live the lives we live now.

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*, reading notes sheet, character development chart, creative journal assignment sheet

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 Chapter VII 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 at the end of page 72, and discuss with students why the Council would be angry with Equality for creating light and bringing it to them. What is the real issue?

      i. “Yes,” said Collective 0-0009, “we have much to say to a wretch who have broken all the laws and boast of their infamy! How dared you think that your mind held greater wisdom than the minds of your brothers? And if the councils had decreed that you should be a Street Sweeper, how dared you think that you could be of greater use to men than sweeping the streets?” (71-72).
ii. Have students answer the corresponding question on their reading notes page.

b. Stop at the end of page 73 to discuss what is meant by, “What is not thought by all men cannot be true.” Is this true? Why might the Council say this?
   i. This is a collectivist society, in which all things are supposed to be shared.
   ii. “What is not done collectively cannot be good” (73).
   iii. Have students answer the corresponding reading question on their reading notes page.

c. Continue reading until the end of the chapter. Then, discuss with students how Equality is still evolving. Has he gotten bolder? If so, how? If not, why? How does his leaving the community demonstrate that he is changing even more? Have students put their thoughts on their character development chart, under “How is Equality 7-2521 changing?” Discuss also his interaction with the Council. How is this different than his interactions with The Golden One? Have students put their thoughts under the section “How does Equality 7-2521 interact with others?”

3. Brainstorm with the class about different historical figures who didn’t think as many others did, relating it to the quote “What is not thought by all men cannot be true.” Write some of these figures on the board. (10 minutes)
   a. Martin Luther King, Jr. (civil rights)
   b. Benjamin Franklin (electricity)

4. Students will be given time to complete their second journal prompt for their creative journaling assignment if they didn’t finish the day before. Students who are finished will be instructed to read a book silently. (15 minutes).

5. Have students hand in their second creative journal on their way out of the door.

Assessments: Students will be assessed using their answers to the reading note questions that correspond to this discussion, as well as their character development charts. Class discussion will serve as an informal assessment.

Differentiation: Visual learners will be accommodated by the brainstorming activity, as well as by the completion of reading notes. Auditory learners will be accommodated by class discussion, as will existentialist intelligences.
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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___________________________________________________________________________

Chapters III and IV

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

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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?

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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?

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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?

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___________________________________________________________________________

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? |