Lesson Plan

Instructor: Ms. Waddell

Unit: *Anthem* by Ayn Rand

Class: World Literature (10th Grade)

Topic: Chapter VIII of *Anthem* and the significance of Equality’s first sight of his reflection.

Purpose: Students will gain an understanding of Chapter VIII, and the significance of Equality’s first sight of his reflection.

Essential Question: What happens in Chapter VIII of *Anthem*, and what is important about Equality’s first sight of his reflection?

Prior Knowledge: Students will have already been introduced to the novella, and they will have already read Chapters I, II, III, IV, V, VI, and VII, 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.

Rationale: To gain a greater depth of understanding of individuality, we will explore Equality’s first sight of his own image, and what would make that so special. At their age, my students know all about a desire for individuality—the quest to find oneself. Therefore, they can identify with Equality’s awe upon first seeing his image—the face that makes his appearance different than his brothers.

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, blank sheets of printer paper

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 VIII 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 Chapter VIII.  Discuss the significance of Equality’s first sight of his reflection.  Why is this a big deal?  How do you think he feels?
      i. Don’t we consider a lot of our identity to be in our appearance?  It’s how people recognize us—it’s how we recognize ourselves.  Equality has never gotten the chance to see his own face before, and it is imaginable that he feels overwhelmed, and excited.
      ii. “We sat still and we held our breath.  For our face and our body were beautiful.  Our face was not like the faces of our brothers, for we felt no pity when looking upon it.  Our body was not like the bodies of our brothers, for our limbs were straight and thin and hard and strong.  And we thought
that we could trust this being who looked upon us from the stream, and that we had nothing to fear with this being” (Rand 80).

iii. Have students answer the corresponding reading question on their reading notes page.

3. Give students a piece of blank printer paper. Instruct students to draw a self-portrait, including the things that make them unique from others. At the bottom (or on the back) of the portrait, students will write a couple of sentences about what makes them unique from anyone else in the world. (1.5 minutes)

4. Students will hold up their portrait for the rest of the class, and tell what it is that makes them so unique. They will hand this picture in on their way out of the door. (10 minutes)

Assessments: Students will be assessed using their self-portrait of uniqueness. This portrait will demonstrate their understanding of what is so significant about seeing one’s own image. They will also be assessed using their reading notes. Class discussion will serve as an informal assessment.

Differentiation: Auditory learners will be accommodated by class discussion, and visual learners will be accommodated by the illustration activity.
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**

5. 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?

_____________________________________________________
___________________________________________________________________________
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’?