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| Unit Plan: Ayn Rand’s, Anthem | | | | | | | | | | |
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| **Stage 1 - Desired Outcome** | | | | | | | | | | |
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| **Established Goals:** | |  |  | |  |  | |  | **G** | |
| Students will be able to:   * Identify and explain the relevant themes presented in Rand’s novel * Compare and contrast Rand’s fictional society to that of a real world example of an existing or preexisting society * Understand and define the philosophical concepts expressed in Rand’s Anthem * Apply philosophical concepts to a genre of writing (narrative, essay, poem, etc.)   **R–10–11**  **Reads grade-level appropriate material with:**   * R–10–11.1 Accuracy: reading material appropriate for high school with at least 90-94% accuracy * R–10–11.2 Fluency: reading with appropriate silent and oral reading fluency rates as determined by text demands, and purpose for reading * R–10–11.3 Fluency: reading familiar text with phrasing and expression, and with attention to text features such as punctuation, italics, and dialogue   **R–10–2**  **Students identify the meaning of unfamiliar vocabulary by…**   * R–10–2.1a Using strategies to unlock meaning(e.g., knowledge of word structure including prefixes/suffixes, common roots, or word origins; or context clues; or resources including dictionaries, glossaries, or thesauruses to determine definition, pronunciation, etymology, or usage of words; or prior knowledge)   **R–10–3**  **Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings and relationships by…**   * R–10–3.1 Identifying synonyms, antonyms, homonyms/homophones, shades of meaning, analogies, idioms, or word origins, including words from dialects or other languages that have been adopted into our language/standard English   **R–10–4**  **Demonstrate initial understanding of elements of literary texts by…**   * R–10–4.1 Identifying, describing, or making logical predictions about character (such as protagonist or antagonist), setting, problem/solution, or plots/subplots, as appropriate to text; or identifying any significant changes in character, relationships, or setting over time; or identifying rising action, climax, or falling action * R–10–4.2 Paraphrasing or summarizing key ideas/plot, with major events sequenced, as appropriate to text * R–10–4.3 Generating questions before, during, and after reading to enhance/expand understanding and/or gain new information  R–10–5Analyze and interpret elements of literary texts, citing evidence where appropriate by…  * R–10–5.2 Examining characterization (e.g., stereotype, antagonist, protagonist), motivation, or interactions (including relationships), citing thoughts, words, or actions that reveal character traits, motivations, or changes over time * R–10–5.3 Making inferences about cause/effect, internal or external conflicts (e.g., person versus self, person versus person, person versus nature/society/fate), or the relationship among elements within text (e.g., describing the interaction among plot/subplots * R–10–5.5 Explaining how the author’s purpose (e.g., to entertain, inform or persuade), message or theme (which may include universal themes) is supported within the text   **R–10–16**  **Generates a personal response to what is read through a variety of means…**  R–10–16.1 Comparing stories or other texts to related personal experience, prior knowledge, or to other books  **W–10–10**  **Students use a recursive process, including pre-writing, drafting, revising, editing, and critiquing to produce final drafts of written products.**  **W–10–11**  **Demonstrates the habit of writing extensively by…**   * W–10–11.3 Generating topics for writing (Local)   EXAMPLES: Journal writing, free writes, poetry, quick writes, scientific observations, learning logs, readers’/writers’ notebook, letters and personal notes, reading response journals, sketch journals/cartooning, songs, lyrics, reflective writing, short plays   * W–10–11.4 Writing in a variety of genres   **W–10–1**  **Students demonstrate command of the structures of sentences, paragraphs, and text by…**   * W–10–1.4 Applying a format and text structure appropriate to purpose, audience, and context | | | | | | | | | | |
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| **Understandings:** | |  | | **U** | **Essential Questions:** | | | | **Q** | |
| Students will understand …  That Individuality is essential to the human being and that we are all alike in that we are different from each other.  Conflict may be necessary in order to achieve this individuality  Communism, collectivism, conformity, and obedience are important when determining one’s independence  A peaceful community is the goal for the future of society where the individual is at the center of being | | | |  | * What is individuality? * Is it better to conform in society or to remain an individual? * What is more important, society or the individual? * What came first the society or the individual? * How do people fight for their individuality? * What kind of control should governments have over individuals? * When and why is it important to assert individuality? | | | | | |
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| It may be easy for the student to lose sight of the objectives obtained from reading Rand’s novel in the fact that it is fictional, and characterization could be easily confused in the use of *we* and *I* that Rand refers to in her Collective society | | | | |
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| Students may become confused in Rand’s choice of pronouns in that the *we* suggests the individual. Students may find difficulty in differentiating amongst the political philosophies and in defining them | | | | |
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|  | | | **K** | | *Students will be able to …* | | | | | **S** |
| *Students will know . . .*  The importance and value of individuality  The extent that humans will go in acquiring individual freedom  Identify objectivism, communism, democracy, and collectivism as political philosophies  Assess their ideas and views on said philosophies and explain their findings  Demonstrate their personal attitudes toward a given argument and provide support for their belief  Apply their findings to the way they perceive the real world  Self evaluate and express through writing | | | | |  | | | | | |
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| **Stage 2 - Assessment Evidence** | | | | | | | | | | |
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| **Performance Tasks:** | |  | **T** | | **Other Evidence:** | | | | **OE** | |
| The students’ depth of knowledge will be evaluated and assessed through their critical understanding of the themes in the text.  \*students will write a formal letter from the perspective of Equality, to the World Council requesting permission to present their discovery to the Council of Scholars using modern reasoning  \*students will be challenged critically in their understanding of the knowledge presented to them in that they will be asked to compare and contrast two dissimilar societies, to support individual opinion with evidence  \*Students will be assessed on the depth of their knowledge using Bloom’s Taxonomy of Educational Objectives (knowledge, comprehension, application, analysis, synthesis, and evaluation)  \*Students will be assessed formally using the Think-Tac-Toe as they choose a path they wish to explore regarding the main text  \*Students will be asked to perform a RAFT assignment that asks the student to take on different roles of characters from the text | | | | | \* Through what other evidence (e.g. quizzes, tests, academic prompts, observations, homework, and journals) will students demonstrate achievement of the desired results?  \*Students will be assessed using homework pertaining to Rand’s Anthem; their comprehension will be evaluated through discussion questions to be answered orally and with writing exercises  \*Students will maintain a working portfolio throughout the unit that captures the essential themes based upon explicit materials, handouts, class notes, returned and graded work, and responses to journal prompting  \*Students will keep a journal that offers active engagement opportunities for the student to evaluate, discuss, and apply their rationale to guiding prompts | | | | | |
| \*rubrics are provided for the students understanding of the task at hand | | | | | How will students reflect upon on self-assess their learning?    Students will review rubrics for assessments  Students will participate in a workshop which requires reflection on progress  Students will participate in partner and group work that will require them to explain their understanding or questions about the novel in their own words. | | | | | |
| **Stage 3 - Learning Plan** | | | | | | | | | | |
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| **Learning Activities:** | |  |  | |  |  | |  | **L** | |
| What learning experiences and instruction will enable students to achieve the desired results?   * Lesson 1: How Different Are You? * Lesson 2: Introduction and Bio info concerning author Ayn Rand * Lesson 3: Covering Characterization * Lesson 4: A Glimpse into the society of Harrison Bergeron * Lesson 5: Socialization Process – Building Conformity * Lesson 6: The Unknown Citizen by W.H. Auden * Lesson 7: The ANTZ Go Marching * Lesson 8: Writing Assignment #1 Re: ANTZ * Lesson 9: Writing Assignment #2 Re: Anthem by Ayn Rand * Lesson 10: FLY SWATTING BUG ANSWERS game | | | | | | | | | | |
|  | How will the design | |  | |  |  | |  |  | |
| W = Help the students know Where the unit is going and What is expected? Help the teacher know Where the students are coming from (prior knowledge, interests)?  Students will be given a syllabus that identifies the purpose of the unit so that nothing comes as a surprise to them. The students will have access to this syllabus from the onset of the unit and it will be reviewed at the start of the lesson to address any alterations, major due dates, and expectations | | | | | | | | | | |
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| H = Hook all students, and Hold their interest?  The students will have the opportunity to learn using many approaches designed by the teacher. Lessons have been designed to differentiate instruction according to the diversity of learners considering Howard Gardner’s Multiple Intelligence Theory. Students will read from a variety of sources including trade books, text books, poetry, biographies, articles, film/media, and through their writing of expository, narrative, and journal summaries | | | | | | |  |  |  | |
| E = Equip students, help them Experience the key ideas and Explore the issue?  Students will have the opportunity to work with graphic organizers, current learning technology (e.g. visual aid, computers, music, ELMO, smartboard, etc in order to support the various learning abilities. Students will be given the advantage of collaborative learning situations provided for their learning needs | | | | | | | | | | |
| R = Provide opportunities to Rethink and Revise their understandings and work?  Students will have the opportunity to edit and revise all their work including: journals, graded written work, and homework that was handed in and then resubmitted. Students will have the opportunity to host discussion groups and class discussions periods that allow for the revisitation of many of the topics | | | | | | | | | | |
| E = Allow students to Evaluate their work and its implications?  Students are given many opportunities to evaluate their own work especially their portfolio that will represent all the work that they performed towards the unit lessons. Students will be given time to reflect as individuals while revisiting their accumulated work and while a part of cooperative learning groups. | | | | | | | |  |  | |
| T = be Tailored (personalized) to the different needs, interests, and abilities of learners?  Student’s needs are personally addressed throughout the unit in that each student falls into a category where the student excels in learning. This has been addressed in the plans to differentiate instruction; the lessons are designed to meet the needs of all the students in the classroom and as often as possible. Students will often have the opportunity to work 1:1 with the teacher throughout the unit lessons in order to assess where the students need more support in their learning. Many times the teacher will observe the ability of the student and decide where the student needs more attention. There will be time for this mostly during the writing assignments that the students will perform. | | | | | | | | | | |
| O = Be Organized to maximize initial and sustained engagement as well as effective learning?  Throughout the unit students will keep track of their own progress to maintain organization and structured learning. The journals will reflect the opportunities to learn whereas the student identifies his/her own strengths and weaknesses. The students will also be required to manage their written work, class activities and handouts, and graphic organizers to be contained in a single portfolio that the students can become familiar with to use as a resource for studying and keeping up with missed classes and work. | | | | | | | | | | |
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| **Grade/Content Area** | Grade 9 / English  Lesson 1  Ayn Rand Anthem |
| Lesson Title | *How* Different *Are You?* |
| **State Standards:** GLEs/GSEs  **National Content Standards**: | R–10–5Analyze and interpret elements of literary texts, citing evidence where appropriate by…  * R–10–5.2 Examining characterization (e.g., stereotype, antagonist, protagonist), motivation, or interactions (including relationships), citing thoughts, words, or actions that reveal character traits, motivations, or changes over time  R–10–7 **Demonstrate initial understanding of informational texts (expository and practical texts) by…**   * R–10–7.3 Organizing information to show understanding or relationships among facts, ideas, and events (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, comparing/contrasting, outlining)   **W–10–11**  **Demonstrates the habit of writing extensively by…**   * W–10–11.2 Sharing thoughts, observations, or impressions * W–10–11.3 Generating topics for writing (Local)   EXAMPLES: Journal writing, free writes, poetry, quick writes, scientific observations, learning logs, readers’/writers’ notebook, letters and personal notes, reading response journals, sketch journals/cartooning, songs, lyrics, reflective writing, short plays  NCTE:   1. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience. 2. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics). |
| **Context of the Lesson** | This lesson will begin at the beginning of the third quarter and will last for six weeks. The theme for the instructional content is the focus question of the unit “is conflict necessary?” with an emphasis on ‘individuality.’ This is the opening lesson in a series.  This lesson will cover a span of two class meetings. The group of 27 heterogeneous students will be given minimal homework on a regular basis, except when more significant assignments are due. (Projects, essays, etc.) |
| **Opportunities to Learn** | **Plans to differentiate instruction:**  **Linguistic:** teacher will read a poem from Dr. Seuss  **Spatial:** while the poem is read the teacher will display the pictures that coincide with the reading, room environments will change at lest twice as the students use the library computer lab  **Music:** the poem is read to the rhythm of music which puts emphasis on the rhythm and rhyme of the reading  **Interpersonal:** after the students determine their personality types they will divide into “individual” groups according to the results  **Intrapersonal:** self-discovery according to the personality quiz encourages individuality  **Kinesthetic:** students will have the opportunity to physically leave the classroom to work in the library to take personality quiz on the computers; students will also maneuver around the classroom forming “individual” groups amongst their peers  **Accommodations and modifications:**  N/A  **Environment factors:**  The classroom environment is setup in rows that can be easily turned 180 degrees to visit the smartboard when necessary; the aisles are wide enough to provide ample space for easy maneuverability  **Materials:**   * Seuss, Dr. The Sneetches. New York: Random, 1961 * www.youtube.com/watch?v=XMolzESn4oI * www.keirsey.com * Computers (computer lab) * Journal * Pen/paper * Laptop, to show Sneetches video, and play music * Elmo overhead projector * Whiteboard * Discussion prompts |
| **Objectives** | Students will be able:   * Identify the major themes of individuality across a variety of texts * Respond with understanding to relevant discussion questions * Work together cooperatively towards a common goal * Reflect with accuracy towards responding in their journals |
| **Instructional Procedures** | **Opening:**  The lesson will begin with the oral reading and video presentation of Dr. Seuss’s The Sneetches. Discussion will be followed and guided by prompt questions that correlate the reading emphasizing the major theme of individuality and its importance. The prompt questions will be read aloud and formally presented using Elmo. (What is individuality? Is it better to conform or to be an individual? Etc, etc.) Teacher will activate student prior knowledge using the trade book and prompt questions. All questions will be placed on the overhead and projected for all to see and spoken for all to hear  **Engagement:**  “What makes you different from everyone else?” Students will be guided through a discussion on some of the ways they are unique. The class will then relocate to the library to take the Kiersey Temperament Test. By the end of the period the students will have determined what their personality is by taking the personality quiz. Each quiz result will provide the student with a description of traits and characteristics that reflect the specific qualities of that type.  **Closure:**  Upon returning to the classroom students will share their results of the quiz with their peers. They will group accordingly as a result of the quiz. Students shall discuss and record any further differences between the members of the newly formed groups thus resulting in identifying individualism with in groups that are similar.  Students will be given a ten minute time period in which to respond in their journals to one of several journal prompts relating to either their reaction to the Dr. Seuss rhyme (discuss the society that Dr. Seuss describes), a personal response to an earlier discussion prompt concerning conformity (what is conformity and where do you see it), non-conformity, individuality, or a personal response to the results of the personality quiz.  Students will read Chapter 1 of Anthem for Homework |
| **Assessment** | Students will be informally assessed using guiding questions as discussion prompts. The teacher will monitor students’ breadth of knowledge using student participation, Kiersey temperament quiz results, group participation, and journal entry responding to one of several choice prompts. All work will be placed into student portfolios and handed to teacher at the end of every class period |

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| **Grade/Content Area** | Grade 9 / English  Ayn Rand Anthem  Lesson 2 |
| Lesson Title | *“Class, meet Ms. Ayn Rand. Ms. Rand, class.”* |
| **State Standards:** GLEs/GSEs  **National Content Standards**: | R–10–7Demonstrate initial understanding of informational texts (expository and practical texts) by…  * R–10–7.1 Obtaining information from text features(e.g., table of contents, glossary, index, transition words/phrases, transitional devices, bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations) * R–10–7.2Using information from the textto answer questions, to state the main/central ideas, or to provide supporting details (Local)   **R–10–4**  **Demonstrate initial understanding of elements of literary texts by…**   * R–10–4.2 Paraphrasing or summarizing key ideas/plot, with major events sequenced, as appropriate to text (Local) * R–10–4.3 Generating questions before, during, and after reading to enhance/expand understanding and/or gain new information (Local)  R–10–5Analyze and interpret elements of literary texts, citing evidence where appropriate by…  * R–10–5.2 Describing characterization (e.g., stereotype, antagonist, protagonist), motivation, or interactions, citing thoughts, words, or actions that reveal characters’ traits, motivations, or their changes over time (Local)   NCTE:  5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.  9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles. |
| **Context of the Lesson** | This is Lesson 2 of the unit and will cover biographical information on the author as well as her political philosophy. The group of 27 heterogeneous students will be given minimal homework on a regular basis, except when more significant assignments are due. (projects, essays, etc.) |
| **Opportunities to Learn** | **Plans to differentiate instruction:**  Linguistic: students will transcribe notes from overhead, have opportunity to apply knowledge to written response(s), and organizing informational text  Spatial: content specific illustrations and visual aids will be displayed and discussed for the visual learner  Interpersonal: students perceive and make distinctions in the motivation and feelings of other people  Intrapersonal: develop a sense of self knowledge, awareness, and understanding  **Accommodations and modifications:**  **N/A**  **Environment factors:**  The classroom environment is setup in rows that can be easily turned 180 degrees to visit the smartboard when necessary; the aisles are wide enough to provide ample space for easy maneuverability in case group work is necessary  **Materials:**  Biographical information  Key terms graphic organizer  Elmo overhead projection  Overhead visuals (pictures and text)  Graphic organizer  Pen / paper  Laptop computer |
| **Objectives** | Students will be able to . . .  Understand key elements and ideas presented in the text  Make inferences using text and connect self to real-life in a global community  Students will apply their knowledge using a written response as a medium |
| **Instructional Procedures** | **Opening:**  Teacher will show students biographical information regarding the life and times of Ayn Rand.  The text will be viewed using the overhead. Only the text that is being discussed will be visible to lessen the amount of information delivered.  Students will be encouraged to transcribe notes onto a graphic organizer. Teacher will generate questions(using Bloom’s Taxonomy to motivate discussion during information presentation  Teacher will introduce Rand’s philosophy Objectivism, Capitalism, Collectivism, etc.  **Engagement:**  Students will make real life connections to these ideas  Students will be shown pictures as visual support in the understanding of the biographical information and political philosophies that are presented  **Closure:**  Brief recap of class  Students will respond to journal prompts for the remainder of the class based on one of three prompts to choose from  Students should be encouraged to write for at least ten minutes |
| **Assessment** | Teacher will assess the students through observations and performance assessment (make connections between self and world, reflect on own understanding, apply and transfer knowledge), and provide a short written response |

**Ayn Rand Bio**

* Ayn Rand was born in St. Petersburg, Russia, on February 2, 1905.
* At age six she taught herself to read
* Two years later discovered her first fictional hero in a French magazine for children, thus capturing the heroic vision which sustained her throughout her life
* At the age of nine she decided to make fiction writing her career.
* Thoroughly opposed to the mysticism and collectivism of Russian culture, she thought of herself as a European writer
* she was eyewitness to both the Kerensky Revolution, which she supported
* And the Bolshevik Revolution, which she denounced from the outset
* In order to escape the fighting, her family went to the Crimea
* The final Communist victory brought the confiscation of her father’s pharmacy and periods of near-starvation.
* When introduced to American history in her last year of high school, she immediately took America as her model of what a nation of free men could be.
* She entered the University of Petrograd to study philosophy and history
* Her one great pleasure was Western films and plays. Long an admirer of cinema, she entered the State Institute for Cinema Arts in 1924 to study screenwriting.
* In late 1925 she obtained permission to leave Soviet Russia for a visit to relatives in the United States.
* She met an actor, Frank O’Connor, whom she married in 1929; they were married until his death fifty years later.
* We the Living, was completed in 1934 but was rejected by numerous publishers, until The Macmillan Company in the United States and Cassells and Company in England published the book in 1936.
* The most autobiographical of her novels, it was based on her years under Soviet tyranny.
* She began writing The Fountainhead in 1935. In the character of the architect Howard Roark, the ideal man, man as “he could be and ought to be”
* Ayn Rand wrote and lectured on her philosophy- Objectivism “a philosophy for living on earth.”
* Ayn Rand died on March 6, 1982, in her New York City apartment

**Objectivism**

Introduction to Rand’s philosophy

1. Metaphysics = objective reality = nature to be commanded must be obeyed = “wishing won’t make it so” = “facts are facts” or objective absolute

2. Epistemology = Reason = “you can’t have your cake and eat it too” = Reason is man’s only means of perceiving reality

3. Ethics = Self Interest = man is an end in himself, not a means to an end = man must exist for his own sake and not for the sake of others

4. Politics = Capitalism = “give me liberty, or give me death” = all men are created equal = a society that does not resort to physical force (against criminals and foreign invaders only)

**Capitalism**

* Originated in the United States
* Success, Progress, Achievements are unprecedented in human history
* Based on man’s right to his own life, liberty, and the pursuit of happiness

**Altruism**

* States that America and Capitalism are in itself eroding due to lack of moral base
* That man has no right to exist for his own sake
* Man only exists to serve others
* Self-sacrifice is man’s highest moral duty

**Collectivism**

* Man’s life and work belong to the state, the group, the society, the race, the nation and that the state may do to man as it wishes

Examples of collectivism:

* 1. slave labor camps of Communist Russia, where 21,000,000 (million) prisoners work on the construction of government projects
  2. gas chambers and mass slaughters of Nazi Germany upon the Jews
  3. terror / starvation of Red China
  4. hysteria of Cuba- government offers men for sale into slavery
  5. the wall of East Berlin with guards perched to shoot at those who attempt to flee including children

"In this present crisis, **government is not the solution to our problem; government is the problem**. ... From time to time we've been tempted to believe that society has become too complex to be managed by self-rule, that government by an elite group is superior to government for, by, and of the people. Well, if no one among us is capable of governing himself, then who among us has the capacity to govern someone else?" *-President Reagan*

"Let me give you my vision: a man's right to work as he will, to spend what he earns, to own property, to have the State as servant and not as master. They are the essence of a free economy and on that freedom all our other freedoms depend." *-Prime Minister Thatcher*

“Capitalism and communism stand at opposite poles. Their essential difference is this: The

Communist, seeing the rich man and his fine home, says: 'No man should have so much.' The capitalist, seeing the same thing, says: 'All men should have as much.” –[Phelps Adams](http://en.wikipedia.org/wiki/Phelps_Adams)

*Anthem*

Philosophical Concepts

Directions: Define the following terms below. Cite source of explanation.

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| **Term** | **Definition/Explanation** | **Illustration in *Antz*** |
| Collectivism |  |  |
| Individualism |  |  |
| Altruism |  |  |
| Egoism |  |  |
| Conformity |  |  |
| Obedience |  |  |
| Independence |  |  |

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| **Grade/Content Area** | Grade 9 / English  Ayn Rand Anthem  Lesson 3 |
| Lesson Title | Chapter 1 “Covering Characterization” |
| **State Standards:** GLEs/GSEs  **National Content Standards**: | **R–10–3**  **Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings and relationships by…**   * R–10–3.1 Identifying synonyms, antonyms, homonyms/homophones, shades of meaning, analogies, idioms, or word origins, including words from dialects or other languages that have been adopted into our language/standard English (State) * R–10–3.2 Selecting appropriate words or explaining the use of words in context, including connotation or denotation, shades of meanings of words/nuances, or idioms; or use of content-specific vocabulary, words with multiple meanings, precise language, or technical vocabulary (State)   **R–10–4**  **Demonstrate initial understanding of elements of literary texts by…**   * R–10–4.1 Identifying, describing, or making logical predictions about character (such as protagonist or antagonist), setting, problem/solution, or plots/subplots, as appropriate to text; or identifying any significant changes in character, relationships, or setting over time; or identifying rising action, climax, or falling action * R–10–4.2 Paraphrasing or summarizing key ideas/plot, with major events sequenced, as appropriate to text (State) * R–10–4.3   Generating questions before, during, and after reading to  enhance/expand understanding and/or gain new information(Local) R–10–5Analyze and interpret elements of literary texts, citing evidence where appropriate by…  * R–10–5.1 Explaining and supporting logical predictions or logical outcomes (e.g., drawing conclusions based on interactions between characters or evolving plot) (State) * R–10–5.2 Examining characterization (e.g., stereotype, antagonist, protagonist), motivation, or interactions (including relationships), citing thoughts, words, or actions that reveal character traits, motivations, or changes over time (State) * R–10–5.3 Making inferences about cause/effect, internal or external conflicts (e.g., person versus self, person versus person, person versus nature/society/fate), or the relationship among elements within text (e.g., describing the interaction among plot/subplots) (State)  W–10–2In response to literary or informational text, students show understanding ofplot/ideas/concepts by…  * W–10–2.1 Selecting and summarizing key ideas to set context, appropriate to audience (State) * W–10–2.3 Connecting what has been read (plot/ideas/concepts) to prior knowledge, other texts, or the broader world of ideas, by referring to and explaining relevant ideas or themes (State)   NCTE:  7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.  8. Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge. |
| **Context of Lesson** | Lesson 3 indulges into the historical/world situation at the time of Rand’s writing of Anthem in order to classify the novel as a response to real world, historical events. The students will be learning additional philosophical terms in continuance of the previous lessons concerning Rand’s philosophy; students will also begin learning pertinent vocabulary from the text itself to assist the reader’s reading comprehension |
| **Opportunities to Learn** | **Plans to differentiate instruction:**  **Linguistic:** students will be encouraged to take notes during discussions, transcribe notes projected onto the whiteboard, fill in vocabulary graphic organizer, and respond to prompts in journal  **Spatial:** the ELMO overhead project will display most content visually onto the board including: vocabulary graphic organizer, historical information, and guiding prompts – all overhead content will be given as a handout for the students  **Interpersonal:** students will have an opportunity to work in pairs in order to dissect vocabulary words and to support learning that is done collaboratively  **Intrapersonal:** students will have the opportunity to ask relevant questions based on the ideas and philosophies of Rand as portrayed in the novel in order to fully comprehend her intentions    **Accommodations and modifications:**  **N/A**  **Environment factors:**  The classroom environment is setup in rows that can be easily turned 180 degrees to visit the smartboard when necessary; the aisles are wide enough to provide ample space for easy maneuverability in case group work is necessary  **Materials:**   * ELMO projector * Laptop * Overhead material, historical information * Voacab graphic organizer * Rand, Ayn. Anthem. New York: Penguin, 2005 * Chapter 1 guiding questions * Webster’s dictionary/thesaurus |
| **Objectives** | Students will comprehend Rand’s philosophies in context of her work, Anthem  Students will only be responsible for the first five words of twenty in total up to this point of the lesson  Students will gain a breadth of knowledge containing vocabulary as read in context of the novel  Students will make global connections to the text based on historical content and apply this information to their personal responses using their journal |
| **Instructional Procedures** | **Opening:**  Class will pursue a review of previous lessons concerning key terms toward understanding the novel and Rand’s philosophy.  Teacher will make connections from Dr. Seuss to the chapter 1 of Rand’s novel; students will be guided using inferences from the text to make this connection  Teacher will present historical information using overhead and handouts that highlight important facts for the students to know and understand  Students will make connections from text-to-world and text-to-self in comprehending the content presented in the novel  **Engagement:**  Students will from pairs in order to attack specifically chosen vocabulary from the text in order to aide in reading comprehension  Students will work together with peer competing the task of defining vocabulary using the dictionary, word etymology, parts of speech, synonyms, and antonyms  **Closure:**  Students have read part 1 of chapter 1 and are prepared to discuss significant aspects of character development, plot, setting, rising action, foreshadowing, etc  Discussion will pursue in understanding chapter 1 part 1 and students will respond individually to prompts generated from the reading |
| **Assessment** | Student assessment will derive from teacher’s observation of student participation in group work, note-taking, and overall understanding of material through such observation.  Students will be assessed on their journal responses to the prompts presented to them  Students will be responsible for an assessment quiz at the end of the week based on their vocabulary words (writing application: a percentage of the weekly quizzes) |

Vocabulary Graphic Organizer

Directions: All parts of the vocabulary chart must be completed the day before the quiz and turned into the teacher.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Term** | **Part of Speech** | **Etymology** | **Definition** | **Synonym** | **Antonym** |
| **1.abyss** |  |  |  |  |  |
| **2.advocacy** |  |  |  |  |  |
| **3.approbation** |  |  |  |  |  |
| **4.atone** |  |  |  |  |  |
| **5.baseness** |  |  |  |  |  |
| **6.defile** |  |  |  |  |  |
| **7.depravity** |  |  |  |  |  |
| **8.discern** |  |  |  |  |  |
| **9.heedless** |  |  |  |  |  |
| **10.illustrious** |  |  |  |  |  |
| **11.infamous** |  |  |  |  |  |
| **12.lassitude** |  |  |  |  |  |
| **13.portal** |  |  |  |  |  |
| **14.raze** |  |  |  |  |  |
| **Term** | **Part of Speech** | **Etymology** | **Definition** | **Synonym** |  |
| **15.revere** |  |  |  |  |  |
| **16.sieve** |  |  |  |  |  |
| **17.tarry** |  |  |  |  |  |
| **18.transgression** |  |  |  |  |  |
| **19.vindictive** |  |  |  |  |  |

Historical Content / Global situation at time of writing Anthem:

* Russian Revolution
* WWI
* Lenin
* Stalin
* WWII
* Russian communism
* Bolshevik’s

Overview of Rand’s introduction:

* Ego
* Other works by author: The Fountainhead, etc.
* Individuality
* Communism
* Utopia
* Dystopian society (characteristics of, etc.)
* Similar dystopian films (I, Robot, Gattaca, Metropolis) and Novels (1984, the Giver, Animal Farm) in relation to Anthem

Synopsis:

* + When the story begins, sometime in the distant future, the hero (known only as Equality 7-2521) is a young man in his late teens or early twenties. Speaking in the first person plural *(Anthem* is his diary), he describes his society and his attitude towards it.
  + Equality 7-2521
  + Council of Scholars
  + World Council

Guiding questions and prompts:

1. **Why is this character or act condemned in Anthem?**

They are taught that the individual is nothing, mankind is everything, and that everyone must be treated with absolute equality. To choose a friend is to single out, and elevate, one man from the group. Also, choosing a friend requires individual thought, personal choices, and value judgments, all of which are forbidden. They are expected to be mindless, and thus selfless.

1. **Should it be condemned? Explain why or why not?**

(Personal response required).

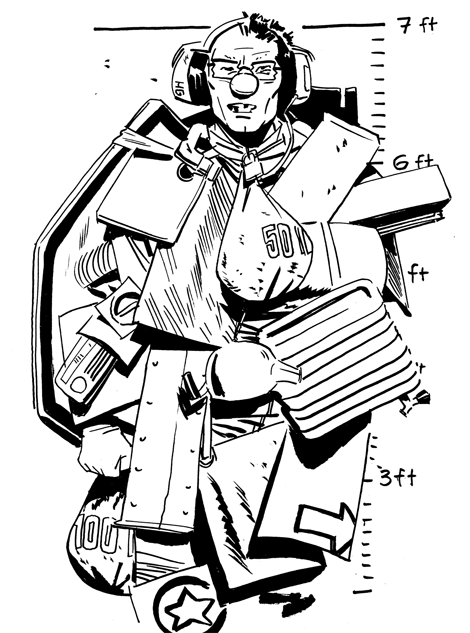
1. Clearly, Ayn Rand intended Equality to stand out from his “brothers.” Explain how she accomplishes this by contrasting Equality’s physical qualities and character traits to those of his fellow men.
2. Why does the Council of Vocations assign Equality 7-2521 the job of street sweeper? Is it due to error, incompetence, or a more sinister motivation? Explain.
3. When does this novel take place—in the past, the present, or the future? How do you know?
   1. How would your teachers react if you had Equality’s “curse”?
   2. Why do Equality’s teachers disapprove of his quick mind?
4. At this point in the novel, does Equality accept the moral teachings of his society? If so, why doesn’t he feel shame or remorse when he knows that he’s committing a crime? Find textual evidence to support your answer.
5. Would you want to be friends with someone like Equality 7-2521? Why or why not?

|  |  |
| --- | --- |
| **Grade/Content Area** | Grade 9 / English  Lesson 4  Ayn Rand Anthem |
| Lesson Title | A Glimpse into the Society of “Harrison Bergeron” |
| **State Standards:** GLEs/GSEs  **National Content Standards**: | **R–10–4**  **Demonstrate initial understanding of elements of literary texts by…**  R–10–4.1 Identifying, describing, or making logical predictions about character (such as protagonist or antagonist), setting, problem/solution, or plots/subplots, as appropriate to text; or identifying any significant changes in character, relationships, or setting over time; or identifying rising action, climax, or falling action (State)  R–10–4.2 Paraphrasing or summarizing key ideas/plot, with major events sequenced, as appropriate to text (State)  R–10–4.3 Generating questions before, during, and after reading to enhance/expand understanding and/or gain new information(Local)  **R–10–4**  **Demonstrate initial understanding of elements of literary texts by…**  R–10–4.4 Identifying the characteristics of a variety of types/genres of literary text (e.g., **literary texts:** poetry, plays, fairytales, fantasy, fables, realistic fiction, folktales, historical fiction, mysteries, science fiction, legends, myths, short stories, epics, novels, dramatic presentations, comedies, tragedies, satires, parodies, memoirs, epistles) (Local) R–10–5Analyze and interpret elements of literary texts, citing evidence where appropriate by… R–10–5.1 Explaining and supporting logical predictions or logical outcomes (e.g., drawing conclusions based on interactions between characters or evolving plot) (State)  R–10–5.2 Examining characterization (e.g., stereotype, antagonist, protagonist), motivation, or interactions (including relationships), citing thoughts, words, or actions that reveal character traits, motivations, or changes over time (State)  R–10–5.3 Making inferences about cause/effect, internal or external conflicts (e.g., person versus self, person versus person, person versus nature/society/fate), or the relationship among elements within text (e.g., describing the interaction among plot/subplots) (State)  **R–10–5**  **Analyze and interpret elements of literary texts, citing evidence where appropriate by…**  R–10–5.5 Explaining how the author’s purpose (e.g., to entertain, inform or persuade), message or theme (which may include universal themes) is supported within the text (State)  **W–10–7**  **In informational writing, students effectively convey purpose by…**  W-10-7.5 Using precise and descriptive language that clarifies and supports intent (State)  W–10–7.3 Writing with a sense of audience, when appropriate (State)  W–10–7.4 Establishing an authoritative voice (State)  **W–10–6**  **In informational writing, students organize ideas/concepts by…**  W–10–6.4a Drawing a conclusion by synthesizing information (State)  NCTE:  6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.  12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information). |
| **Context of the Lesson** | Lesson 4 introduces an outside source that emphasizes similar themes studied in Rand’s Anthem. Kurt Vonnegut’s “Harrison Bergeron” touches upon ideas such as totalitarianism and collectivism in this short story and provide support in understanding Rand’s novel. |
| **Opportunities to Learn** | **Plans to differentiate instruction:**  **Linguistic:** students will read the short story as part of an in-class reading assignment; the short story will be read aloud and study questions will require written responses  **Logical/Mathematical:** critical thinking in the service of inferencing, generalization, and hypothesis testing  **Spatial:** a film adaptation will be shown in class using the laptop and Youtube.com; short story will be displayed on the overhead while the teacher models a read-aloud/think-aloud as an example of inferencing a text  **Musical:** rhythm and sound are a part of the video adaptation  **Intrapersonal:** film and story call upon readers to become aware of their inner moods, intentions, motivations with the capacity to self-understand when called to do so by the text  **Accommodations and modifications:**  **N/A**  **Environment factors:**  The classroom environment is setup in rows that can be easily turned 180 degrees to visit the smartboard when necessary; the aisles are wide enough to provide ample space for easy maneuverability in case group work is necessary  **Materials:**   * <http://www.youtube.com/watch?v=lVGC9Ch5tOI&feature=related> * Vonnegut, Kurt. *The Magazine of Fantasy and Science Fiction*. “Harrison Bergeron.” 1961 * ELMO * Laptop computer * Study questions for short story * Movie review directions for essay project |
| **Objectives** | Students will be able to . . .  Understand the philosophies of collectivism and totalitarianism as studied in the basis of fiction  Make connections across multiple texts using inferencing techniques  Examine the role of characterization through textual development  Explain and apply the knowledge gained form the text in the form of persuasive response |
| **Instructional Procedures** | **Opening:**  The teacher will model a think-aloud/read-aloud for the students addressing the content of the short story. Teacher will demonstrate how to make inferences while reading along the text  Students will read the short story by Kurt Vonnegut aloud during class stopping at intervals in order to process information fully  **Engagement:**  Teacher will present study questions, one at a time using the ELMO, to be discussed informally as a class. Study questions are designed according to Bloom’s Taxonomy ranging in their answers from concrete to the abstract.  Teacher will show the film adaptation starring Sean Astin as “Harrison”  **Closure:**  Students will be presented with guiding questions to answer in writing in response to the short story  Students will be given the “movie review” assignment based on the film *Harrison Bergeron* |
| **Assessment** | Students will be assessed on the movie review assignment using the scoring rubric identified below  Students will be observed in class through reader’s oral response based upon guiding and study questions |

*ANTHEM*

*Pre-Reading*

*Harrison Bergeron*



**Writing Assignment: Movie Review**

**Directions**: Compose a movie review of the animated film *Harrison Bergeron*. Within the review, include a plot summary, analysis of one or more major characters, the movie’s inclusion of philosophical concepts\*, how these concepts affected the movie and of course your overall impression of the film.

[](http://images.google.com/imgres?imgurl=http://www.nassaulibrary.org/hewlett/movie-camera.gif&imgrefurl=http://www.nassaulibrary.org/hewlett/olamj07.html&h=507&w=346&sz=7&hl=en&start=2&usg=__D7aju4HGErSiArJooTtJ52dIeBE=&tbnid=rWLQXdnPn9s6KM:&tbnh=131&tbnw=89&prev=/images?q=movie+camera&gbv=2&hl=en&s)

**Step One**: Watch the movie closely. Note philosophical concepts, key characters, and impressions. Write a quick review with each segment we watch.

**Step Two**: Read real movie reviews (provided by teacher) written by professional critic. Outline each review’s layout.

[](http://images.google.com/imgres?imgurl=http://www.independent.co.uk/multimedia/archive/00021/essayBIG_21447t.jpg&imgrefurl=http://www.independent.co.uk/student/essay-writing-tips-395609.html&h=396&w=294&sz=13&hl=en&start=4&usg=__5x3OsDYL3c3KBcFlsB4jXYBK-Jg=&tbnid=5DSVExzKyculJM:&tbnh=124&tbnw=92&prev=/images?q=essay&gbv=2&hl=en&s)

**Step Three**: Draft a review. **Highlight** your thesis (opinion about the movie), *italicize the summary*, and underline philosophical response.

**Step Four**: Participate in peer revision. Revise as needed.

**Step Five**: Review learner outcome rubric 1.01 with teacher, checking content of review aligns with criteria. Revise draft as needed.

[](http://images.google.com/imgres?imgurl=http://www.fotosearch.com/comp/ICL/ICL160/laptop-computer_~TEC_010C.jpg&imgrefurl=http://www.fotosearch.com/ICL160/tec_010c/&h=284&w=300&sz=24&hl=en&start=20&usg=__dBqEJjAxLjPm9ApUKqsyLGcMx1Y=&tbnid=YBndgivFFD2DYM:&tbnh=110&tbnw=116&prev=/images?q=computer+clip+art&gbv=2&hl=en&s)

**Step Six**: Publish final draft. Upload into e-portfolio.

Student\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Title of Assignment\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Score\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_ \_\_ \_\_\_

**Learner Outcome Number: 1.01 Title: The student is able to organize and convey information in written form.** (GSE –W- 10-6, 7& 8)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **CRITERIA** | **4-EXEMPLARY** | **3-PROFICIENT** | **2-DEVELOPING** | **1-BEGINNING** | **SCORE** |
| Organization | --Thesis drives the structure of the paper  --Includes relevant facts, and cites, if needed, using proper format  --Uses varying transition words or phrases.  --Develops a conclusion by synthesizing information from a wide variety of sources | -- Thesis drives the structure of the paper  --Includes relevant facts, and cites, if needed, using proper format  --Uses transition words or phrases  -- Develops a conclusion by synthesizing information from multiple sources | -- Thesis drives the structure of the paper  --Includes few relevant facts. Attempts to cite when needed  --Uses few transition words or phrases  --Develops a weak conclusion, failing to synthesize information from multiple sources | --Little structure is provided by thesis  --Rarely includes relevant facts. Does not cite when needed  --Attempts to use appropriate transition words or phrases  --Fails to draw a conclusion |  |
| Conveyance of purpose | --Chooses and maintains a controlling idea/thesis  --Commands an authoritative voice.  --Uses precise language and specific details to convince audience  --Leaves audience with comprehensive understanding of new information that supports intent | --Chooses and maintains a controlling idea/thesis  --Maintains authoritative voice  --Uses language and details to convince audience  --Leaves audience with clear understanding of new information | --Chooses, but struggles to maintain a controlling idea/thesis.  --Attempts to develop authoritative voice  --Uses vague or extraneous language and makes generalizations  --Leaves incomplete understanding of information | --Controlling idea/thesis is either vague or not present  --Voice lacks authority  --Uses conversational/slang language  --Leaves audience confused |  |
| Elaboration | --Includes necessary information relevant to thesis, and excludes extraneous information  --Includes abundant details or examples to clarify information.  --Explanation provides insight and inspiration to reader  --Comments on the significance of the information provided | --Includes a sufficient amount of information to prove thesis, and excludes extraneous information  --Includes enough details or examples to clarify information  --Explanation is thorough  --Comments on the significance of the information provided | --Includes some information relevant to thesis, and excludes most extraneous information.  --Includes some detail for appropriate depth of information.  --Explanation is incomplete  --Does not comment on the significance of the information provided | --Includes little information relevant to thesis. Includes extraneous info.  --Includes little to no detail  --Paper is fragmented, causing confusion in explanation  --Does not comment on the significance of the information provided |  |

*Anthem*

English

*Anthem*

Pre-Reading

**Day#1: Read the short story “Harrison Bergeron” by Kurt Vonnegut. Answer the following questions 1-14 in complete sentences:**

1. What has guaranteed equality in the story?

2. How old is Harrison?

3. What has happened to Harrison and why?

4. How has the government made George and Hazel equal? What does George have to wear? And what does this do?

5. What does Hazel say she would do if she were Handicap General?

6. What is the name of the Handicap General?

7. What is the consequence for taking lessening the weight of the handicap bag?

8. What reason does George give for not trying to cheat?

* Because of this reason, what can we infer about George’s opinion of the current laws?

9. Why wasn’t the news bulletin clear at first to the George and Hazel and other viewers?

10. Why did the ballerina apologize about her voice?

11. What is the news bulletin?

12. Describe Harrison Bergeron with all of his handicaps?

13. What does Harrison declare on television?

14. What happens to Harrison? Be specific.

**Day#2: Critical Thinking and Reflection**

I. Critical Thinking: Are people equal in 2081? Create a chart that lists the reasons yes and the reasons no. Support points with citations from the story.

|  |  |
| --- | --- |
| **Grade/Content Area** | Grade 9 / English  Lesson 5  Ayn Rand Anthem |
| Lesson Title | Socialization Process – Building Conformity |
| **State Standards:** GLEs/GSEs  **National Content Standards**: | **R–10–4**  **Demonstrate initial understanding of elements of literary texts by…**  R–10–4.1 Identifying, describing, or making logical predictions about character (such as protagonist or antagonist), setting, problem/solution, or plots/subplots, as appropriate to text; or identifying any significant changes in character, relationships, or setting over time; or identifying rising action, climax, or falling action (State)  R–10–4.2 Paraphrasing or summarizing key ideas/plot, with major events sequenced, as appropriate to text (State)  R–10–4.3 Generating questions before, during, and after reading to enhance/expand understanding and/or gain new information(Local) R–10–5Analyze and interpret elements of literary texts, citing evidence where appropriate by… R–10–5.2 Examining characterization (e.g., stereotype, antagonist, protagonist), motivation, or interactions (including relationships), citing thoughts, words, or actions that reveal character traits, motivations, or changes over time (State)  R–10–5.3 Making inferences about cause/effect, internal or external conflicts (e.g., person versus self, person versus person, person versus nature/society/fate), or the relationship among elements within text (e.g., describing the interaction among plot/subplots) (State)  **R–10–16**  **Generates a personal response to what is read through a variety of means…**  R–10–16.1 Comparing stories or other texts to related personal experience, prior knowledge, or to other books (Local)  **R–10–13**  **Uses Comprehension strategies (flexibly and as needed) before, during, and after reading literary and informational text.** (Local)  **R–10–14**  **Demonstrates the habit of reading widely and extensively\* by…**  R–10–14.1 Reading with frequency, including in-school, out-of-school, and summer reading (Local)  R–10–14.3 Reading multiple texts for depth of understanding an author, subject, theme, or genre (Local)  **W–10–11**  **Demonstrates the habit of writing extensively by…**   * W–10–11.3 Generating topics for writing (Local)   EXAMPLES: Journal writing, free writes, poetry, quick writes, scientific observations, learning logs, readers’/writers’ notebook, letters and personal notes, reading response journals, sketch journals/cartooning, songs, lyrics, reflective writing, short plays  NCTE:  11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.  3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics). |
| **Context of the Lesson** | Lesson 5 of the unit will focus on learning the socialization process of the characters in Anthem, building conformity around this process, and discussing dystopian society, characteristics, and types of dystopian control |
| **Opportunities to Learn** | **Plans to differentiate instruction:**  **Linguistic:** students will have opportunity to respond in writing using their journals; also benefit from using mnemonics for character development  **Logical/Mathematical:** indirect characterization will be performed using a graphic organizer that asks the students to use a process of categorizing and classifying literary data  **Spatial:** students that have the capacity to learn visually will respond to overhead notes provided by the teacher, also the graphic organizer will support this intelligence through categorizing and organization of facts  **Intrapersonal:** students will have the opportunity to research the novel with a partner using the method of collaborative learning to identify and cite evidence  **Interpersonal:** gain knowledge through one’s awareness of inner moods, intentions, motivation; and the capacity for self-discipline  **Accommodations and modifications:**  **N/A**  **Environment factors:**  The classroom environment is setup in rows that can be easily turned 180 degrees to visit the smartboard when necessary; the aisles are wide enough to provide ample space for easy maneuverability in case group work is necessary  **Materials:**   * ELMO overhead projector * Overhead notes * <http://www.readwritethink.org/> * Rand, Ayn. Anthem. Penguin. New York, 2005 * Graphic Organizer – indirect characterization |
| **Objectives** | Students will be able to. . .  Identify the protagonist and antagonist from the reading recall certain qualities and aspects about the characters  Make observations based on their reading and collect and display information using a graphic organizer  Cite evidence based upon their reading following appropriate MLA guidelines  Explain and analyze cited text |
| **Instructional Procedures** | **Opening:**  Teacher and students will begin by discussing a part of the first chapter that deals in character development, pot, setting, and rising action  Teacher will display several important in-text references that begin to describe the socialization process as it builds around the theme of conformity and individuality  Teacher will guide the class into a formal discussion based upon these references from the text  **Engagement:**  Teacher will hand out graphic organizer “Defining Characterization”  and display it using the overhead  Teacher will scaffold the process of filling out the data under the acronym STEAL beginning with locating textual references from the novel  Students may work with a partner or choose to work individually if they choose  **Closure:**  Teacher will then discuss the characteristics of the dystopian society as well as the dystopia presented in Rand’s novel  Students will also discuss the dystopian protagonist and compare these traits to EQUALITY and LIBERTY  Students will continue with reading chapter 1 |
| **Assessment** | Performance opportunities will be established for student assessment using the graphic organizer explanations  Teacher observation of attitude, behavior and effort on assigned task |

**Defining Characterization**

**Characterization** is the process by which the writer reveals the personality of a character. Characterization is revealed through **direct characterization** and **indirect characterization**.

**Direct Characterization** *tells* the audience what the personality of the character is.

Example: “The patient boy and quiet girl were both well mannered and did not disobey their mother.”

Explanation: The author is directly telling the audience the personality of these two children. The boy is “patient” and the girl is “quiet.”

**Indirect Characterization** *shows* things that reveal the personality of a character. There are five different methods of indirect characterization:

|  |  |
| --- | --- |
| **S**peech | What does the character say? How does the character speak? |
| **T**houghts | What is revealed through the character’s private thoughts and feelings? |
| **E**ffect on others toward the character. | What is revealed through the character’s effect on other people? How do other characters feel or behave in reaction to the character? |
| **A**ctions | What does the character do? How does the character behave? |
| **L**ooks | What does the character look like? How does the character dress? |

Examples of Indirect Characterization from *Anthem*

**Character: Equality 7-2521**

|  |  |  |
| --- | --- | --- |
| **Type of Indirect Characterization** | **Examples from text**  **Cite lines and**  **page #s** | **Explanation** |
| **S**peech |  |  |
| **T**houghts |  |  |
| **E**ffect on others |  |  |
| **A**ctions |  |  |
| **L**ooks |  |  |

Examples of Indirect Characterization from *Anthem*

**Character: Liberty 5-3000**

|  |  |  |
| --- | --- | --- |
| **Type of Indirect Characterization** | **Examples from text**  **Cite lines and**  **page #s** | **Explanation** |
| **S**peech |  |  |
| **T**houghts |  |  |
| **E**ffect on others |  |  |
| **A**ctions |  |  |
| **L**ooks |  |  |

Dystopias: Definition and Characteristics

**Utopia:** A place, state, or condition that is ideally perfect in respect of politics, laws, customs, and conditions

**Dystopia:** A futuristic, imagined universe in which oppressive societal control and the illusion of a perfect society are maintained through corporate, bureaucratic, technological, moral, or totalitarian control. Dystopias, through an exaggerated worst-case scenario, make a criticism about a current trend, societal norm, or political system

**Characteristics of a dystopian society:**

* Propaganda is used to control the citizens of a society
* Information, independent thought, and freedom are restricted
* A figurehead or concept is worshipped by the citizens of the society
* Citizens are perceived to be under constant surveillance
* Citizens have a fear of the outside world
* Citizens live in a dehumanized state
* The natural world is banished and distrusted
* Citizens conform to uniform expectations. Individuality and dissent are bad.
* The society is an illusion of a perfect utopian world

**Types of dystopian control:**

* Corporate control
* Bureaucratic control
* Technological control
* Philosophical/religious control

**The dystopian protagonist:**

* Often feels trapped and is struggling to escape
* Questions the existing social and political systems
* Believes or feels that something is terribly wrong with the society in which he/she lives
* Helps the audience recognize the negative aspects of the dystopian world through his/her perspective

**Socialization Process – Building Conformity**

“It is a sin to write this.” (p. 11)

-the power of the written word

-establish a permanent reality base

“We know well that there is no transgression blacker than to do or think alone.” (p. 11)

-individual thought

-individual needs

“Our name is Equality 7-2521, as it is written in the iron bracelet which all men wear on their left wrists with their names upon it.” (p. 13)

-individual/personal name

-identity

“We are six feet tall, and this is a burden, for there are not many men who are six feet tall. . . . Teachers and the Leaders pointed to us and frowned and said: ‘There is evil in your bones, Equality 7-2521’.” (p. 13)

-individual physical differences

-identity

“We were born with a curse . . . . We tried to forget our lessons, but we always remembered. We tried to understand what the Teachers taught, but we always understood it before the Teachers had spoken.” (p. 17)

-the power of the intellect

-conformity in education

|  |  |
| --- | --- |
| **Grade/Content Area** | Grade 9 / English  Lesson 6  Ayn Rand Anthem |
| Lesson Title | “The Unknown Citizen” by W.H. Auden |
| **State Standards:** GLEs/GSEs  **National Content Standards**: | **R–10–11**  **Reads grade-level appropriate material with:**  R–10–11.1 Accuracy: reading material appropriate for high school with at least 90-94% accuracy (Local)  **R–10–4**  **Demonstrate initial understanding of elements of literary texts by…**  R–10–4.1 Identifying, describing, or making logical predictions about character (such as protagonist or antagonist), setting, problem/solution, or plots/subplots, as appropriate to text; or identifying any significant changes in character, relationships, or setting over time; or identifying rising action, climax, or falling action (State) R–10–5Analyze and interpret elements of literary texts, citing evidence where appropriate by… R–10–5.1 Explaining and supporting logical predictions or logical outcomes (e.g., drawing conclusions based on interactions between characters or evolving plot) (State)  R–10–5.2 Examining characterization (e.g., stereotype, antagonist, protagonist), motivation, or interactions (including relationships), citing thoughts, words, or actions that reveal character traits, motivations, or changes over time (State)  R–10–5.3 Making inferences about cause/effect, internal or external conflicts (e.g., person versus self, person versus person, person versus nature/society/fate), or the relationship among elements within text (e.g., describing the interaction among plot/subplots) (State)  **W–10–11**  **Demonstrates the habit of writing extensively by…**  W–10–11.1 Writing with frequency, including in-school, out-of-school, and during the summer (Local)  W–10–2.3 Connecting what has been read (plot/ideas/concepts) to prior knowledge, other texts, or the broader world of ideas, by referring to and explaining relevant ideas or themes (State)  **W–10–3**  **In response to literary or informational text, students make and support analytical judgments about text by…**   * W–10–3.2 Making inferences about the relationship(s) among content, events, characters, setting, theme, or author’s craft (State)   NCTE:  2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.  1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works. |
| **Context of the Lesson** | Lesson 6 will be devoted to comparing and contrasting three characters, two of which are the fictional (*Unknown Citizen” and EQUALITY* the other is the student, or a person they know). They will read a poem of which they will perform a brief analysis in order to compare the societies and portrayals of the characters across both texts; eventually comparing themselves to both. |
| **Opportunities to Learn** | **Plans to differentiate instruction:**  **Linguistic:** students will read a poem that includes some rhyme scheme, and play on words; the students will hear a read-aloud/think aloud of the poem by Audet  **Logical/Mathematical:** students will work with a Venn Diagram categorizing informational facts and statistical information  **Spatial:** read-aloud/think aloud will be projected for the visual learner as well as a graphic organizer to help organize the information  **Kinesthetic:** the students will have the opportunity to move about the room to work with multiple partners in order to share their answers  **Musical:** teacher will play light background music while the students move about the room and work with their peers  **Interpersonal:** collaborative learning encourages students to work together towards achievement and the ability to perceive and make distinctions in the moods, intentions, and feelings of other people  **Accommodations and modifications:**  **N/A**  **Environment factors:**  The classroom environment is setup in rows that can be easily turned 180 degrees to visit the smartboard when necessary; the aisles are wide enough to provide ample space for easy maneuverability in case group work is necessary  **Materials:**   * Auden, W.H. *The Unknown Citizen*. Random. New York, 1940 * ELMO projector * Graphic organizer – Venn Diagram * Laptop * Music CD |
| **Objectives** | Students will be able to . . .  Demonstrate understanding across multiple texts by connecting similar themes and ideas  Make inferences by generating questions during and after reading  Analyze information and apply it to written journal prompts |
| **Instructional Procedures** | **Opening:**  The teacher will introduce the class to a new source of text that relates to the theme of Anthem. Teacher will perform a read-aloud/think-aloud for the students in order to support reading comprehension. Teacher will model for the students how to go about generating questions during this example of the read-aloud and how to draw upon context clues and make inferences that draw upon prior knowledge. Teacher will model several examples using the overhead to demonstrate while gradually releasing responsibility to the individual who will, in turn, complete this task independently.  **Engagement:**  Students will then receive a Venn Diagram that they are to fill in with a partner. After the students have paired up the teacher will demonstrate how to go about filling in the organizer (students are familiar with this already and only a quick review is necessary) that will aid the students in understanding the similarities and differences in their portrayal of society across texts.  Students will have the opportunity to work with several classmates as they share their findings with one another  **Closure:**  Students will come back to their original seats after it appears that they have concluded their task of filling in the diagram.  Teacher will recap the poem, the society, and the diagram that the students were responsible to complete. Students will have several prompts to choose from to respond to in their journals. |
| **Assessment** | Students will be assessed on the information gathered to complete the Venn Diagram. Students will be observed while working with their peers as well as during discussion of the texts. The journal prompts will serve to further address the students’ knowledge based upon the content of their responses |

Journal Prompts

1. In *The Unknown Citizen* the protagonist is said to have “everything necessary to the modern Man,/A phonograph, a radio, a car and a Frigidaire. What can a person do with these items? Why might they be significant in understanding the society of *The Unknown Citizen*?

2. Answer the questions that the poem asks? Although they are meant to be rhetorical they may be answered in a matter of opinion. Use textual references when appropriate to support your claim.

3. Describe the type of society in the poem. Decide if it is an example of Capitalism, Collectivism, or Communism. Use textual references to support your claim. How is the society portrayed: as utopian, or dystopian? Cite specific examples that make you feel this way.

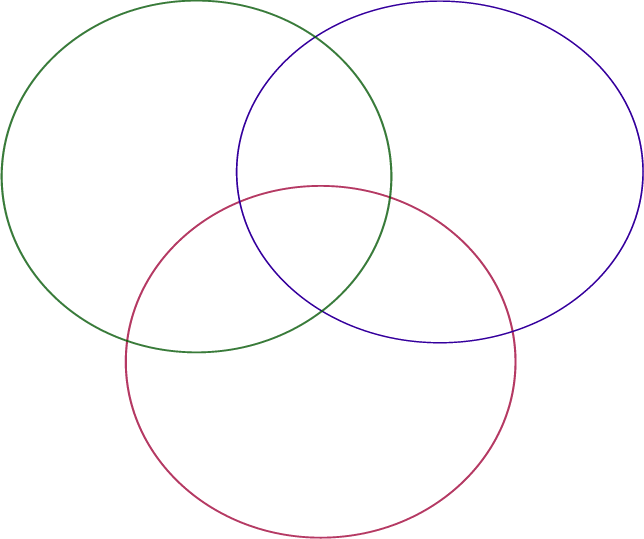
4. Would you or would you not consider living in this society? Explain your reasoning and site from the text to support your decision

Venn Diagram

Anthem

The Unknown Citizen

Student:



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| **Grade/Content Area** | | Grade 9 / English  Lesson 7  Ayn Rand Anthem |
| Lesson Title | “The *ANTZ* Go Marching” |
| **State Standards:** GLEs/GSEs  **National Content Standards**: | W–10–2In response to literary or informational text, students show understanding ofplot/ideas/concepts by… W–10–2.1 Selecting and summarizing key ideas to set context, appropriate to audience (State)  W–10–2.3 Connecting what has been read (plot/ideas/concepts) to prior knowledge, other texts, or the broader world of ideas, by referring to and explaining relevant ideas or themes (State)  **W–10–3**  **In response to literary or informational text, students make and support analytical judgments about text by…**  W–10–3.1a Establishing an interpretive claim/assertion in the form of a thesis (purpose), when responding to a given prompt (State)  W–10–3.2 Making inferences about the relationship(s) among content, events, characters, setting, theme, or author’s craft (State)  EXAMPLES: Making links to author’s choice of words, style, bias, literary techniques, or point of view**;** making links to characteristics of literary forms or genres  **R–10–16**  **Generates a personal response to what is read through a variety of means…**  R–10–16.1 Comparing stories or other texts to related personal experience, prior knowledge, or to other books (Local)  R–10–16.2 Providing relevant details to support the connections made or judgments (interpretive, analytical, evaluative, or reflective) (Local) R–10–7 **Demonstrate initial understanding of informational texts (expository and practical texts) by…**  R–10–7.3 Organizing information to show understanding or relationships among facts, ideas, and events (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, comparing/contrasting, outlining) (State) R–10–8Analyze and interpret informational text, citing evidence as appropriate by… R–10–8.1 Explaining connections about information *within* a text, *across* texts, or to related ideas (State)  EXAMPLE: Students are asked to compare information presented in two textual excerpts.  R–10–8.2 Synthesizing and evaluating information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas) (State) R–10–8 Analyze and interpret informational text, citing evidence as appropriate by…  R–10–8.4 Distinguishing fact from opinion, and evaluating possible bias/propaganda or conflicting information within or across texts (State)  NCTE:  4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.  6.. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts. |
| **Context of the Lesson** | Lesson 7 will provide the students with an opportunity to watch the film *ANTZ.* This film intends to present a similar dystopian society that they have been studying in Anthem so that they will make text-to-text connections as well as connections to the world they live. |
| **Opportunities to Learn** | **Plans to differentiate instruction:**  **Linguistic:** students will be encouraged to take notes during the film using a source of guiding questions to emphasize important aspects  **Spatial:** students will view a film that projects main themes and ideas that are under investigation  **Musical:** students who are inclined to learn with the support of music will have the opportunity to listen to the soundtrack while the film plays  **Intrapersonal:** students will act on the basis of self-knowledge concerning the themes presented in the film and will be given the opportunity to express this knowledge and personal understanding  **Accommodations and modifications:**  **N/A**  **Environment factors:**  The classroom environment is setup in rows that can be easily turned 180 degrees to visit the smartboard when necessary; the aisles are wide enough to provide ample space for easy maneuverability in case group work is necessary  **Materials:**   * Graphic organizer: *Foldables*(not included) * *ANTZ.* Dirs. Eric Darnell and Tim Johnson. Perf. Woody Allen, Sharon Stone, Sylvester Stallone, and Gene Hackman. DreamWorks, 1998. Film. * ELMO * Journals |
| **Objectives** | Students will be able to…  Identify the characteristics of three societies using film, text, and real world sources.  Compare and contrast the characteristics using a *folding* graphic organizer  Analyze and synthesize the information learned using journal entries to respond to prompts |
| **Instructional Procedures** | **Opening:**  The students will watch a film that portrays the similarities of the main text.  Students will take notes during the film citing evidence of understanding across multiple texts.  **Engagement:**  After the showing of the film the students will work with a group using the *foldable* graphic organizer. This organizer is used for gathering information on multiple sources so that the most important of which can be collected onto one source for studying purposes.  Students will work as a unit towards completing the design  **Closure:**  Students will work independently in response to the daily journal prompt that the teacher will display on the overhead.  Students are encouraged to copy the prompt into their journal before they begin. |
| **Assessment** | Assessment will take place on multiple levels. Students will be assessed according to their group work production. Teacher will assess the students independently through constant observation of the student and also from their journal prompts |

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| **Grade/Content Area** | Grade 9 / English  Lesson 8  Ayn Rand Anthem |
| Lesson Title | Writing Assignment for *ANTZ* and vocabulary review |
| **State Standards:** GLEs/GSEs  **National Content Standards**: | **W–10–4**  **In written narratives, students organize and relate a**  **story line/plot/series of events by…**  *W–10–4.1 Creating a clear and coherent (logically consistent) story line (Local)*  *W–10–4.2 Establishing context, character motivation, problem/conflict/challenge, and resolution, significance of setting, and maintaining point of view (Local)*  **W–10–4**  **In written narratives, students organize and relate a**  **story line/plot/series of events by…**  W–10–4.3 Using a variety of effective transitional devices (e.g., ellipses; time transitions: such as flashback or foreshadowing; white space; or words/phrases) to enhance meaning (Local)  W–10–4.4 Using a variety of effective literary devices (i.e., flashback or foreshadowing, figurative language imagery) to enhance meaning (Local)  W–10–4.5 Establishing and maintaining theme (Local)  **W–10–5**  **Students demonstrate use of narrative strategies to engage the reader by…**  W–10–5.1 Creating images, using relevant and descriptive details and sensory language to advance the plot/story line (Local)  W–10–5.2 Using dialogue to advance plot/story line (Local)  W–10–5.3 Developing characters through description, dialogue, actions, and relationships with other characters, when appropriate (Local)  **W–10–5**  **Students demonstrate use of narrative strategies to engage the reader by…**  W–10–5.4 Using voice appropriate to purpose (Local)  W–10–5.5 Maintaining focus (Local)  W–10–5.6 Selecting and elaborating important ideas; and excluding extraneous details (Local)  **R–10–11**  **Reads grade-level appropriate material with:**  R–10–11.1 Accuracy: reading material appropriate for high school with at least 90-94% accuracy (Local)  **R–10–2**  **Students identify the meaning of unfamiliar vocabulary by…**  R–10–2.1a Using strategies to unlock meaning(e.g., knowledge of word structure including prefixes/suffixes, common roots, or word origins; or context clues; or resources including dictionaries, glossaries, or thesauruses to determine definition, pronunciation, etymology, or usage of words; or prior knowledge) (State)  NCTE:  7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.  8. Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge. |
| **Context of the Lesson** | Students will be evaluated using a unit vocabulary quiz with words taken directly from the main text, supporting text, and from the film they have watched thus far.  Students will be given a writing assignment based on the film ANTZ and the text Anthem. The writing assignment will call upon the students to display their comprehension of the plot, themes, and characters from the text |
| **Opportunities to Learn** | **Plans to differentiate instruction:**  **Linguistic:** students will be asked to write a formal paper using the choices given to them on the RAFT. Students will also be given a vocabulary review and summary that will enable them to express their comprehension of the text  **Logical:** students will be given a multiple choice review in which the students can use process of elimination to get to the correct answer  **Spatial:** the RAFT assignment will help the learner to organize information during the writing process in order to support visual learning  **Kinesthetic:** students will have the option to present their work to the class  **Interpersonal:** students will have the opportunity to take on the role of one of the characters from the novel to express their comprehensive skills  **Accommodations and modifications:**  **N/A**  **Environment factors:**  The classroom environment is setup in rows that can be easily turned 180 degrees to visit the smartboard when necessary; the aisles are wide enough to provide ample space for easy maneuverability in case group work is necessary  **Materials:**   * ELMO * Vocab. Review sheet with summary * RAFT assignment graphic organizer * Examples of student work |
| **Objectives** | The student will demonstrate knowledge based on vocabulary words they have been studying. The review will ask them to draw upon this knowledge in order to show the concept of this knowledge. A summary that compares the film and the text will provide an opportunity for the student to extend their thinking and connect their comprehension by examining a topic.  The RAFT assignment asks the students to further their thinking using a role-playing theme in which the students are asked to write from the perspective of one of the characters. |
| **Instructional Procedures** | **Opening:**  The teacher will conduct a brief review of the vocabulary words that the students have been studying thus far. A review sheet will then be handed out for the students to complete independently. A summary asks the students to compare two texts in the form of a paragraph.  **Engagement:**  Teacher will review in-class the results of the vocabulary and ask some of the students to give a summary of their written paragraph. The teacher will then assign the RAFT assignment and go over the directions, time-table for drafts, final, and revision will be discussed.  Teacher will model for the students an example using the RAFT and show the students several examples of exemplary work and average work to be displayed on the overhead.  **Closure:**  Teacher will close out the class by answering any questions that the students might have regarding the assignment. Teacher will guide the students using the discussion method that provides teacher with the understanding that the student also understands the expectations. |
| **Assessment** | Students will be assessed informally using the vocabulary review sheet. The students will receive a grade based on their one paragraph summary that they wrote in-class. The students will be formally assessed using a rubric (not included in unit) that they can earn up to 40 points based upon the criteria. |

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

English

A. Vocabulary

1. After a fierce battle, the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, fearless knight \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ off the dragon’s head and hung it from the rafters.

a. tenacious…hewed b. superfluous…supplanted

c. credible…hampered d. diligent…taunted

2. A student who is \_\_\_\_\_\_\_\_\_\_\_\_\_\_ with his studies will overwhelmingly do better than one who \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ his learning with all night partying day before an exam.

a. doleful…hews b. sardonic…supplants

c. diligent…hampers d. lucid…taunts

3. When the 1929 stock market crashed, many wealthy traders found themselves as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ as the pauper living on the streets.

a. prim b. impoverished

c. incessant d. tenacious

4. The \_\_\_\_\_\_\_\_\_\_\_\_\_\_, morbid memory, of the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ sight that I witnessed as a car collided with a petroleum tractor trailer truck, will never be forgotten

a. credible…sardonic b. doleful…ghastly

c. incessant…prim d. tenacious…superfluous

5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ instructions by the teacher were immediately muddled when the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ hum of a migraine escalates into a jackhammer in my head.

a. Lucid…incessant b. Intricate…impoverished

c. Superfluous…ghastly d. Prim…sardonic

6. The school bully title was \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ by a new kid in town, who could \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ even the most intimidating rival.

a. atoned…defray b. hampered…hew

c. hampered…supplanted d. supplanted…taunt

7. The newscaster had to publicly \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ for his overly \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of the President or the network was going to fire him for being unpatriotic.

a. defray…prim b. atone…sardonic

c. hew…ghastly d. taunt…doleful

8. The scientist’s explanation of the human circulatory system did not seem \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ until one observed the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ pattern of blood vessels through a microscope.

a. credible…intricate b. ghastly…posthumous

c. lucid…superfluous d. doleful…incessant

9. My brother is in a state of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, because he is a prisoner to his obsessive compulsion to keep his room \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and proper at all times.

a. credibility…intricate b. bondage…prim

c. diligence…ghastly d. tenacity…impoverished

10. Nothing can \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the lives of a lost one, but out of respect, the President awards \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ medals to fallen soldiers.

a. defray…posthumous b. atone…doleful

c. hew…prim d. supplant…tenacious

11. “To try to describe the heroic deeds of this woman would be \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and we’d be here for days, so I’ve put together a short video chronicling her contribution to society,” explained the presenter.

a. ghastly b. incessant

c. sardonic d. superfluous

B. *ANTZ* viewing check

10 points

1. In a well-organized paragraph, synthesize three comparisons you’ve discerned from *Anthem* and *Antz* thus far. (Setting? Characters? Philosophies? Rights or lack of? , etc.)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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***Anthem***

Chapters 1-8

**RAFT**

Directions: Choose from the list of activities to display your comprehension of the plot, characters and theme of this novel, thus far. The objective of the assignment is to assume a **role**, consider the **audience**, write in a particular **format** and examine a **topic** from that chosen perspective.

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| **Role**  *Who are you?* | **Audience**  *To whom is this written?* | **Format**  *What form will it take?* | **Topic**  *What is your topic?* |
| Equality 7-2521 | Council of Scholars | Proposal  1 page minimum  Oral presentation | Inform them about the discovery and persuade them to change vocation status |
| Council of Scholars | World Council | Report  1 page minimum  Oral presentation | Declare Equality’s crimes, account of meeting and inquisition of punishment |
| Liberty 5-3000 | readers | Book Chapter  3 page minimum | Rewrite the experience between Equality and Liberty from her perspective |
| Evil Ones | Survivors of the Great Rebirth | Journal/diary entry  3 separate entries | Describe the details of the last days of the civil war |
| Equality’s teachers | Council of Vocations | Observation log  3 separate entries  1 page reflection | Compare Equality’s behavior as a student to others in his age group and comment from their perspective |

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| **Grade/Content Area** | Grade 9 / English  Lesson 9  Ayn Rand Anthem |
| Lesson Title | Final Written Assessment Re: ANTHEM |
| **State Standards:** GLEs/GSEs  **National Content Standards**: | **W–10–14**  **In reflective writing, students explore and share thoughts, observations, and impressions by…**  W–10–14.1 Engaging the reader by establishing context (purpose) (State)  W–10–14.2 Analyzing a condition or situation of significance (e.g., reflecting on a personal learning or personal growth), or developing a commonplace, concrete occasion as the basis for the reflection (State)  W–10–14.3 Using an organizational structure that allows for a progression of ideas to develop (State)  **W–10–14**  **In reflective writing, students explore and share thoughts, observations, and impressions by…**  W–10–14.4 Using a range of elaboration techniques (i.e., questioning, comparing, connecting, interpreting, analyzing, or describing) to establish a focus (State)  W–10–14.5 Providing closure - leaving the reader with something to think about (State)  **W–10–6**  **In informational writing, students organize ideas/concepts by …**   * W–10–6.1 Using a text structure appropriate to focus/controlling idea or thesis (e.g., purpose, audience, context) (State)   EXAMPLES (of text structures): sequence (in procedures), chronology, proposition/support, compare/contrast, problem/solution, cause/effect, investigation, deductive/inductive reasoning  **W–10–6**  **In informational writing, students organize ideas/concepts by…**  W–10–6.3 Using transitional words or phrases appropriate to text structure (State)  W–10–6.4a Drawing a conclusion by synthesizing information (State)  EXAMPLES: in reports and persuasive – something discovered/new insights or stating the significance; in procedures – conclusion advances readers’ knowledge  W–10–6.4b Synthesizing information from multiple research studies, including primary sources (Local)  W–10–6.5 Listing and citing sources using standard format (Local)  NCTE:  11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities  9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles. |
| **Context of the Lesson** | This Lesson serves as a final written assessment in regards to their knowledge about the main text of the unit. This lesson will call upon to the students to analyze, synthesize, research, and evaluate their interpretation of the text. |
| **Opportunities to Learn** | **Plans to differentiate instruction:**  **Linguistic:** students will be called upon to express their knowledge of a topic through writing using the Think-Tac-Toe assignment  **Spatial:** Think-Tac-Toe is meant to appeal to the student in the way that it is set up. Students must follow certain procedures to complete the task at hand  **Intrapersonal:** students will assess their own knowledge of the text by examining their own thoughts, ideas, and awareness of the text. Students will have the opportunity to reflect what they know and examine this knowledge closely based upon their personal relationship with the text    **Accommodations and modifications:**  **N/A**  **Environment factors:**  The classroom environment is setup in rows that can be easily turned 180 degrees to visit the smartboard when necessary; the aisles are wide enough to provide ample space for easy maneuverability in case group work is necessary  **Materials:**   * ELMO * Think-Tac-Toe assignment * Examples of student work |
| **Objectives** | The students will be called upon to assess their knowledge on a given topic through formal writing. The task requires the student to decide on a path to take that the student will take to demonstrate this knowledge. Students will be given a rubric that will guide them through the writing process as a final assessment. |
| **Instructional Procedures** | **Opening:**  The teacher will begin by introducing the final writing assignment called a Think-Tac-Toe  The teacher will use the overhead to present the assignment guidelines, directions, and rubric of the task in order to fully explain the assignment expectations  **Engagement:**  Teacher will model for students a hypothetical path that the task calls for and show them exemplary and average examples from former students  **Closure:**  Teacher will discuss in further detail the assignment at hand. At this time the students can ask questions that they might have pertaining to the task. The students will be asked to spend some time thinking about the path they might opt to take and focus their questions around what they have chosen |
| **Assessment** | Students will be formally assessed using the rubric outlined designed specifically for this task. The overall project is based on 200 possible points. |

**Directions**: As a final assessment to *Anthem*, you must choose a path of activities and prompts to respond to and create. The path in which you choose must cross through the middle, because the essay prompt is mandatory for all. Boxes and prompts indicated with an **H** are mandated for honors option students. In its entirety, this project’s value totals 200 points total. For grading purposes, see the attached rubrics.

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| 1. Design a brochure promoting the society in *Anthem* as the ideal place to live. | 2. Create a city map, flag and a “constitutional” document for the society in *Anthem*. **H** | 3. Construct a board game for the book. Board, rules and game pieces must be hand crafted. |
| 4. Produce a five song CD soundtrack to *Anthem*. | $$$Essay Prompt$$$  The essay response will serve both as a final assessment and contest submission. | 5. Write a letter to the author, Ayn Rand about *Anthem* and personal connection you made to it. |
| 6. Compare *Anthem* to another piece of literature or film that also addresses the anti-utopian theme. **H** | 7. Compose a novel review for *The Barker* explaining to your peers (other teens) the benefits of reading this novel. | 8. Pretend you are applying for a job to direct a movie version of *Anthem*. Write a proposal to the producer of your ideas and overall vision for the movie. |

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| **Grade/Content Area** | Grade 9 / English  Lesson 10  Ayn Rand Anthem |
| Lesson Title | “Fly Swat” review of Anthem |
| **State Standards:** GLEs/GSEs  **National Content Standards**: | **OC–10–1**  **In oral communication, students demonstrate interactive listening by …**  OC–10–1.1 Following verbal instructions, to perform specific tasks, to answer questions, or to solve problems (Local)  OC–10–1.2 Summarizing, paraphrasing, questioning, or contributing to information presented (Local)  OC–10–1.4 Participating in large and small group discussions showing respect for a range of individual ideas (Local)  OC–10–1.5 Reaching consensus to solve a problem, make a decision, or achieve a goal (Local)  **OC–10–2**  **In oral communication, students make oral presentations by…**  OC–10–2.5 Using a variety of strategies of address (e.g., eye contact, speaking rate, volume, articulation, enunciation, pronunciation, inflection, voice modulation, intonation, rhythm, and gesture) to communicate ideas effectively (Local)  NCTE:  12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).  3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics). |
| **Context of the Lesson** | Students will have the opportunity to work in groups and communicate orally to the class and teacher. Students will participate in a review game call “Fly Swat” where one student from each of the groups takes turns in identifying the answer that best describes the question asked. If the student guesses correctly they must support their answer with information from the text, notes, projects, etc in order to complete the round. |
| **Opportunities to Learn** | **Plans to differentiate instruction:**  **Linguistic:** students will be able to voice their answers in front of their group and their class to receive full credit. An explanation of why they chose the particular answer they did must be voiced as well  **Logical:** students can use the process of elimination to answer the questions provided and I order to identify why they chose the answer they did  **Spatial:** students will be able to see the answers spread out across the whiteboard so that they can easily choose from the following provided for them. The answer key that is provided will be in large print marked by bright colors so they may be easily identified  **Kinesthetic:** students and groups will have the opportunity to stand and actively participate in the game using a fly swatter to control the game.  **Musical:** the teacher will provide music to coincide with the game that will serve the need of classroom management and volume of the students’ voices  **Interpersonal:** students will work in collaboration with four other students in order to achieve a common goal of answering and responding correctly to earn full credit  **Accommodations and modifications:**  **N/A**  **Environment factors:**  The classroom environment is setup in rows that can be easily turned 180 degrees to visit the smartboard when necessary; the aisles are wide enough to provide ample space for easy maneuverability in case group work is necessary  **Materials:**   * Fly swatters (5) * Answer Bugs * Questions * ELMO * Laptop * CD |
| **Objectives** | The students will be able to…  Recall information and identify answers to earn points for their group  Summarize the who, what, when, where, and why of the main text  Cite evidence based on their oral response if applicable  Connect their knowledge of the text by interpreting their answers |
| **Instructional Procedures** | **Opening:**  Teacher will put the rules of the game on the overhead and clarify any misunderstandings that the students might have  Teacher will use a system that randomizes groups that the students will participate in  Once the students are in groups the teacher will model how the game is played and what purpose it serves for them  **Engagement:**  Teacher will ask for a volunteer to stick the answer choices on the board for everyone to see  The teacher will play the part of the game show host and read the questions aloud for everyone to hear  The questions will also be displayed on the overhead for the students to see during the game  When a question is asked, the students who represent their groups will be in possession of the fly swatter. The student who answers first by swatting the answer bug must support their choice using evidence from the text, notes, and graphic organizers from throughout the unit. Students may consult with their groups and have 30 seconds to do so.  **Closure:**  After the game is played the teacher will review further areas of student weakness that require further explanation |
| **Assessment** | The students will be assesses according to their participation and efforts beyond answering questions during their turn. Based on teacher observations a decision will be made to focus on areas where the students showed weakness and gaps in their knowledge. |