Sophomore Honors English Unit Plan: Ayn Rand’s *Anthem*

**Unit Summary:** Students will engage in pre-reading, during reading, and post-reading assignments and activities associated with the short fiction novel *Anthem* by Ayn Rand. Students will learn about dystopian societies, read the novel, and write an analytical essay.

**Unit Purpose:** The purpose of this unit is for students to develop an understanding of the dystopian society, the dystopian protagonist, and their characteristics, difficult SAT vocabulary, the MLA format, identifying and critiquing the use of figurative language, of a glossary of disparate terms developed and/or honed by Ayn Rand, and use of theme words and theme statements.

**Essential Questions:**

1. Why are dystopian societies wildly popular settings for fiction novels?
2. Why is it important to be an individual in a collectivist society?
3. Why is it paramount to use figurative language when writing?
4. Why are theme and knowing how to write proper theme statements significant to novels’ plots and our own analytical essays?

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| **Pre-Reading Assignments & Activities** | **Formative Assessments** |
| Ayn Rand Biography | For a homework grade, students will actively read Ayn Rand’s biography using the I’s &/or C’s method |
| Dystopian Characteristics Power Point Notes | For a Class Participation/Classwork grade, students will take power point notes |
| Dystopian Characteristics Film Clip Activity | For a Class Participation/Classwork grade, students will view various clips (*In Time, The Matrix, Surrogates, Children of Men, and The Hunger Games Catching Fire*) that feature specific environments and protagonists to identify and analyze the dystopian characteristics |
| Dystopian Characteristics Book Excerpt Activity | For a homework grade, students receive various excerpt from books (*The Hunger Games, Divergent, Matched, The Road, and The Testing*) and identify and analyze the dystopian characteristics |
| Ayn Rand Glossary Power Point Notes | For a class participation/classwork grade, students will take notes via power point either coined and widely used by author Ayn Rand |
| **During Reading Activities & Assignments** | **Formative & Summative Assessments** |
| Theme Power Point Notes | For a class participation/classwork grade, students will take notes on theme via power point |
| Theme Activity I | After taking notes via power point, students will receive a CP/CW grade on this theme activity. We will work on it as a class |
| Theme Activity II | For a quiz grade, students will read mini stories and write two theme words and a theme statement for each story. We will do the first one together as a class, the second one as a think/pair/share, and the last three students will complete on their own. |
| During Reading Questions | For two homework grades, students will read *Anthem* and answer the during reading questions in complete sentences |
| Prometheus & Gaea Reading | For a homework grade, students will actively read the myths of Prometheus and Gaea using the I’s &/or C’s method |
| Symbolism Notes & Activity | Students will actively read notes and complete an activity where they will label various symbols for a CP/CW grade |
| Content Quizzes | Quizzes will be short answer and multiple choice questions that focus on novel analysis and content |
| MLA Formatting Notes | Students will take power point notes for a CP/CW grade |
| Blog Post: Creating your own Dystopia | Students will be placed into small assigned groups and must create their own dystopias using the characteristics they learned about as a basis. One of the members from each of the groups will post their dystopias on my blog filkinsenglish.weebly.com. Every student in class must read at least two of the posts and provide feedback and/or praise for the group-created societies |
| **Post Reading Assignments** | **Formative & Summative Assessments** |
| Unit Exam | Unit Exam will be graded as a summative assessment and focus on novel content and novel analysis |
| Analytical Essay | Students will choose from an array of questions and write a 3-5 page analytical essay using the proper format. The analytical essay will be graded using a rubric that focuses on the assertions they make, the evidence they provide to back up their claims, and the quality of their arguments |
| *Anthem* Core Work Index Card | Students will receive a class participation/classwork grade for completing this review of the novel for unit exam and state exam purposes. |
| Vocabulary Test | Students will fill in the blank of 20 sentences using the proper derivative of the vocabulary words they were charged to study |

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| Opener Samples | Closer Samples |
| * Pop quizzes: Describe the difference between a utopia & a dystopia in your own words, describe the difference between collectivism and individualism, describe the difference between altruism & egoism, etc. | * Summary of day’s lesson * Reactions to class materials through discussions and quick writes * Status reports |

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| **BHS Literacy Objectives** |
| **Reading:** For content (both literal and inferential), to apply pre-reading, during reading, and post-reading strategies to all reading assignments, including determining purpose and pre-learning vocabulary, to research a topic, to gather information, to comprehend an argument, to determine the main idea of a passage, to understand a concept and construct meaning, and to expand one’s experience |
| **Writing:** To take notes, to explain one’s thinking, to argue a thesis and support ones thinking, to compare and contrast, to generate a response to what one has read, viewed, and heard, to convey one’s thinking in complete sentences, and to develop an expository essay with a formal structure |
| **Speaking:** To convey one’s thinking in complete sentences, to participate in class discussion and a public forum, to respond to what one has read, viewed, or heard, and to communicate in a manner that allows one to be both heard and understood |
| **Reasoning:** To identify a pattern, explain a pattern and/or make a prediction based on a pattern, to explain the logic of an argument or solution, to use analogies and/or evidence to support one’s thinking, and to explain and/or interpret relationships of space and time |

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| **Common Core Standards** | |
| College & Career Readiness Anchor Standards for **Reading** | **Key Ideas & Details:**   1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.   **Craft & Structure:**   1. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings and analyze how specific word choices shape meaning. 2. Assess how purpose shapes the content and style of a text. 3. Assess how point of view or purpose shapes the content and style of a text.   **Integration of Knowledge & Ideas:**   1. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. 2. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.   **Range of Reading & Level of Text Complexity:**   1. Read and comprehend complex literary and informational texts independently and proficiently. |
| College & Career Readiness Anchor Standards for **Writing** | **Text Types & Purposes:**   1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.   **Production & Distribution of Writing:**   1. Produce clear and coherent writing in which the development, organization, and style are appropriate for the task, purpose, and audience 2. Develop and strengthen writing as needed by planning. 3. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.   **Research to Build and Present Knowledge:**   1. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. 2. Draw evidence from literary and informational texts to support analysis and reflection.   **Range of Writing:**   1. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single siting or a day or two) for a range of tasks, purposes, and audiences. |
| College & Career Readiness Anchor Standards for **Speaking & Listening** | **Comprehension & Collaboration:**   1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively. 2. Integrate and evaluate information presented in diverse media and formats, including visually.   **Presentation of Knowledge and Ideas:**   1. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. |
| College & Career Readiness Anchor Standards for **Language** | **Conventions of Standard English:**   1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. 2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.   **Knowledge of Language:**   1. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. 2. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |