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# Lesson 1: Introduction & Anticipation Guide (Pre-reading)

## STANDARD: SL1 Comprehension and Collaboration

SL.9-10.1 “Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.”

RL.9-10.10 “By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed...”

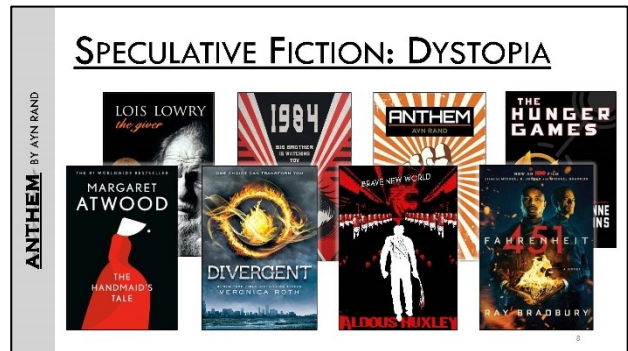
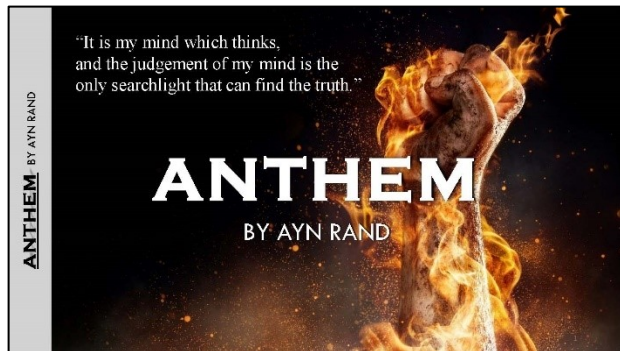
**INTO:** When it comes down to it, *Anthem* is about the meaning of life. Before considering the author’s views, answer this little question: What is the meaning of life?

OR

Do you enjoy stories about imagined futures, strange possibilities, or hypothetical science? Are such stories just for fun or do they hold deeper importance? Explain your view.


## THROUGH:

[INTRODUCTION SLIDESHOW](#) – *ANTHEM* ([PDF](#) or [PPT](#))



### AYN RAND

- 1905 — Born Alissa Rosenbaum, Saint Petersburg, Russian Empire.
- She was twelve years old at the start of the Russian Revolution. Her family lost everything and had to flee from their home.
- 1921 — Petrograd University.
- 1926 — Moves to the United States; takes the pen name *Ayn Rand*.
- Major influences: Aristotle, Aquinas, Dostoevsky, and Victor Hugo
- 1929 — Marries actor Frank O'Connor in Hollywood.
- 1932 — Sells her screenplay *Red Pawn* to Universal Studios.
- 1938 — Publishes *Anthem* in the United Kingdom.
- 1943 — Major success with *The Fountainhead*.
- Political activity (pro free-market economy and small government)
- Invents her own philosophy: Objectivism.
- 1982 — Alice O'Connor dies at age 77



### LIT. STUDY: THEME DEVELOPMENT

Some stories will state the theme (message) directly.  
For example, “The moral of this story is to always be yourself.”

More often, the author will develop the theme indirectly through several story elements (plot, character, symbol, and so on).  
It is up to you to infer (figure out) the message.

**NOTE:** Before viewing the slideshow, decide if you want students to take notes or to keep the viewing informal. All the information will be addressed in depth in later lessons.

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# SPECULATIVE FICTION:

*Anthem* is speculative fiction.

**SPECULATIVE FICTION:**

A super-genre that includes science fiction, fantasy, supernatural fiction, alternate histories, utopian fiction, dystopian fiction, and even superhero stories.

Speculative fiction asks, “What if...?”

- What if psychokinesis was real?
- What if one corporation ruled the world?
- What if sharks became as intelligent as humans?
- What if zombies were the good guys?



# SPECULATIVE FICTION: DYSTOPIA

Dystopia is the opposite of a utopia.

Dystopia: an imagined state or society in which there is incredible suffering or injustice, typically one that is totalitarian or post-apocalyptic. (Merriam-Webster)

Dystopian stories often imagine that good intentions lead to terrible consequences. Striving for utopia might result in a horrific dystopia.



# POINT OF VIEW:

The narrator and protagonist is a troubled street sweeper named Equality 7-2521.

**PROTAGONIST:** The main character with whom you are meant to connect; the character that you want to succeed.

We read his diary. He writes periodically to document a turning point in his life.

He writes oddly as he refers to himself using plural pronouns (we, our, us, etc.).



# LIT. STUDY: PROPAGANDA

To understand the historical context of the novella, we will study the ideological conflicts of the era.

Primary sources of propaganda provide insight into the fear developing between Capitalist nations and Communist nations.

**PROPAGANDA:** information of a biased (one-sided) or misleading nature, used to promote or publicize a particular political cause or point of view.

“Choose communism for terror and slavery.”  
(Dutch, 1950s)



# LIT. STUDY: CHARACTER ARC

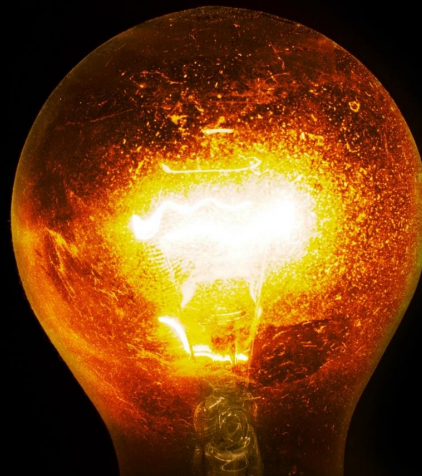
- A dynamic character changes over the course of the story.
- The personal journey is called the character arc.



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# LIT. STUDY: SYMBOLISM

- Ayn Rand uses literary symbols. She imbues specific objects, locations, and images in the story with added layers of meaning.
- Not every item in the story represents a larger idea, but several do.



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# ANTHEM

## ANTICIPATION GUIDE

NAME: \_\_\_\_\_

(CIRCLE ONE)

1) "I am not afraid to go against the crowd. I care more about preserving my individuality than fitting in."	AGREE, DISAGREE, or QUALIFY
Respond: _____ _____	

2) "An ideal society would be based on perfect equality and the sharing of all wealth and resources."	AGREE, DISAGREE, or QUALIFY
Respond: _____ _____	

3) "Teamwork makes the dream work. I love being part of a team. Collaboration and cooperation bring out the best in people."	AGREE, DISAGREE, or QUALIFY
Respond: _____ _____	

4) "Government control of safety and prosperity are more important than individual freedom."	AGREE, DISAGREE, or QUALIFY
Respond: _____ _____	

5) "At some point, I would consider changing my legal name."	AGREE, DISAGREE, or QUALIFY
Respond: _____ _____	

6) "Personal relationships (family, friendship, and romantic love) are essential to happiness."	AGREE, DISAGREE, or QUALIFY
---	-----------------------------

Respond: \_\_\_\_\_  
\_\_\_\_\_

7) "I have a responsibility to help people that who are less fortunate than myself."	AGREE, DISAGREE, or QUALIFY
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Respond: \_\_\_\_\_  
\_\_\_\_\_

8) "I enjoy learning even when it does not result in personal gain."	AGREE, DISAGREE, or QUALIFY
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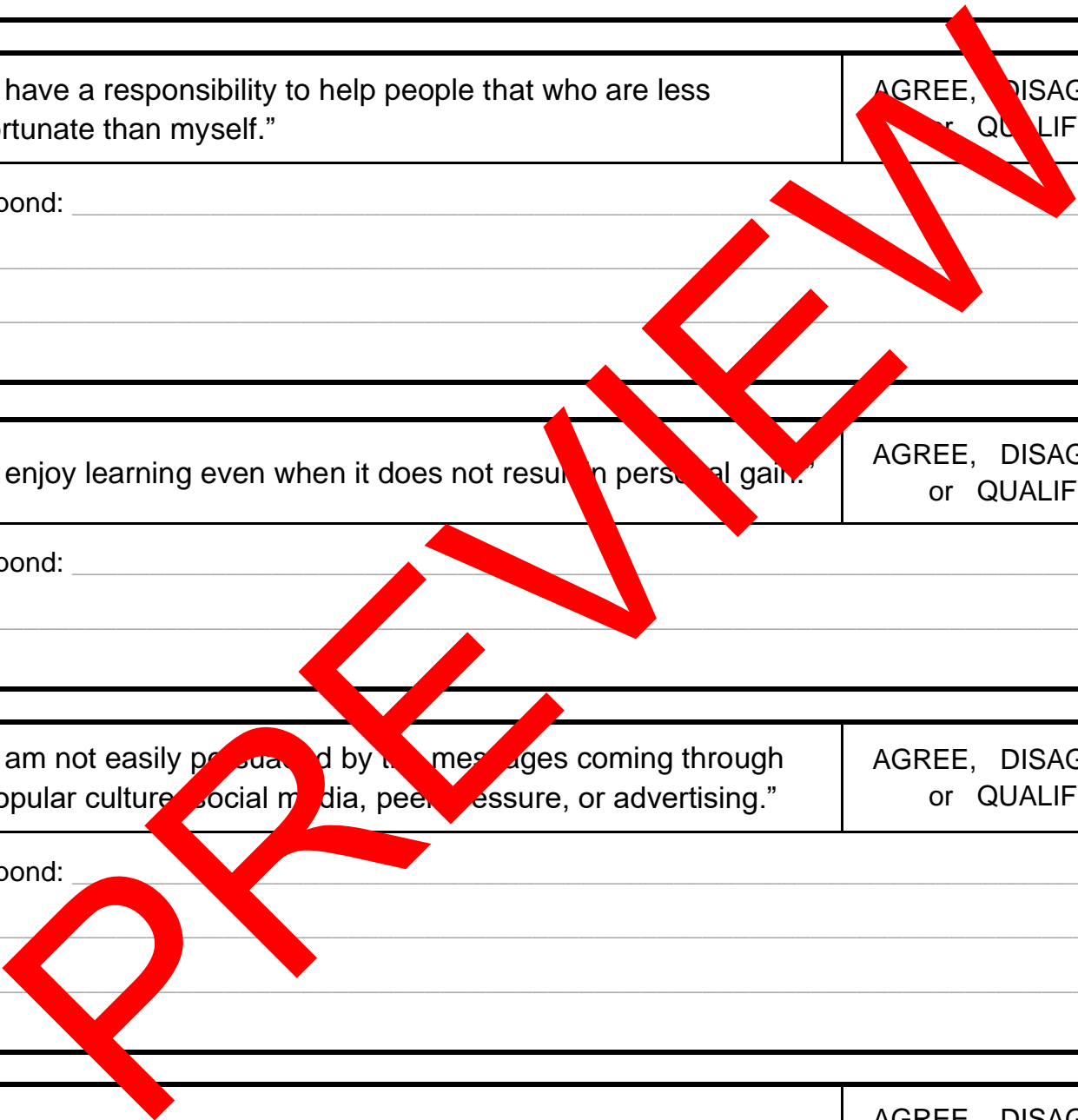
Respond: \_\_\_\_\_  
\_\_\_\_\_

9) "I am not easily persuaded by the messages coming through popular culture, social media, peer pressure, or advertising."	AGREE, DISAGREE, or QUALIFY
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Respond: \_\_\_\_\_  
\_\_\_\_\_

10) "Eventually there will be one government that rules the world."	AGREE, DISAGREE, or QUALIFY
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Respond: \_\_\_\_\_  
\_\_\_\_\_



## Lesson 2: A New Society (Pre-reading)

**STANDARD:** SL1 Comprehension and Collaboration (discussion)

SL.9-10.1 “Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.”

### **INTO:**

Humans are social beings; we tend to live together in societies. The members of a society function based on shared values, expectations, and practices. Societies can collapse and new ways of life can emerge. History shows that societies can change profoundly over time.

Think about the society in which you live. Is it ideal?

What are the biggest problems that you see in our society today? Explain.

*Create an “Ills of Society” chart as a class.*

### **THROUGH:**

For thousands of years, philosophers, social scientists, and leaders have pondered how to make a more perfect society. People are continually trying to improve society in specific ways, but there have also been momentous revolutions.

We will conduct a thought experiment by exploring original ideas to rewrite society from scratch. You hold the future in your hands. You have been given absolute authority in designing and implementing a new society. You will determine the form of the most ideal society possible. Your society can be small or global, but it should be self-sufficient.

*This task can be completed individually or in small groups.*

*If time allows, give students the chance to share their concepts with the class.*

### A New Society steps:

Big Ideas, The Plan (overview), The Specifics, Fun Stuff, and presenting to the class.

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## A NEW SOCIETY (HANDOUT)

### **ANTHEM** A NEW SOCIETY

Name: \_\_\_\_\_

You hold the future of humanity in your hands. World leaders have given you absolute authority in designing and implementing a new human existence. You will determine the form of the most ideal society possible.

#### BIG IDEAS:

What problems do you want your society to eliminate?

What profound changes might you implement with absolute control?

What principles will lay the foundation of your new society?

#### THE PLAN:

Our New Society in Brief



#### THE SPECIFICS:

##### Goals and Values

\_\_\_\_\_

\_\_\_\_\_

Lifestyle (Rural or urban? High-tech or low-tech? How do people spend their time?)

\_\_\_\_\_

\_\_\_\_\_

Economy (How do people get what they need? How is wealth distributed? What about jobs?)

\_\_\_\_\_

\_\_\_\_\_

Government (Who has control? How are decisions made? How powerful is the government? What are the limits of personal freedom? How do people settle disputes?)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Fun Stuff: (Complete on a separate page.)

- Name of the society
- Motto / slogan
- Symbols (like a flag or a great seal)
- Promotional poster (optional)
- Interesting features
- Ceremonies / events
- Popular activities



### BEYOND:

Many nations (including the United States) have resulted from revolutions attempting to create a better society. Is it possible that humans can find the perfect recipe?

Why or why not?

OR

Reflect on the new societies imagined by the groups:

- Which proposal would you want to try? Explain.
- Which plan is the most realistic? Explain.
- Speculate: How might one of the concepts go horribly wrong.

Fun clip: [Equilibrium - Fathers Speech](#) (3 minutes) Miramax Films – Imagine a society without anger, hate, or war.

Helpful clip: [“The History of Utopian Thinking”](#) (13 minutes) by Danilo Palazzo

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# ANTHEM Chapter 1

Name: \_\_\_\_\_

1. What conclusions might you form about a society that assigns names like Equality 7-2521, Union 5-3992, and International 4-8818?
2. How does Equality feel when he receives his job assignment? How should he feel?
3. Why does Equality feel so strongly about hiding the existence of the train tunnel from the very first moments of its discovery?
4. Equality states that spending time alone is “the great transgression and the root of all evil.” Why would the people of the society hold such a view?

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5. Describe the raising of children in the collective society of *Anthem*. What life-long psychological effects might result?
6. *Anthem* illustrates a hypothetical approach to raising individuals from infancy to adulthood. Are there any similarities between this imagined approach and our real society?
7. Interpret the meaning or purpose behind the credo (belief statement) of the World Council.
8. What would be the best and worst aspects of living in the collective society?

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## Lesson 5: WE Rules! (Reading 1)

### **STANDARD:** RL Key Ideas and Details

RL.9-10.1 “Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.”

RL.9-10.3 “Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.”

### **INTO:**

What are the foundational principles of our society? How do we get along and function? Imagine that you are hosting an exchange student from another planet. What rules and expectations should they understand about society before the start of the school year?

*If students need prodding, remind them of the principles of government, expected rights, traditional morality, good citizenship, how the economy works, etc.*

Fun Clip: “[Moses Presents the Ten Commandments](#)” (3 minutes) from Paramount Films – Moses lays down the laws for the Israelites.

Helpful Clip: “[Duties and Responsibilities of Citizens](#)” (6 min.) from Pursuit of History

### **THROUGH:**

*Anthem* asks us to imagine a society based on some unusual and strictly enforced principles and expectations. Equality refers to these rules (many that he has broken) as they come up in his telling. We will formalize the list of rules based on his explanations.

Part 1: Collect Textual Evidence regarding the rules of the *Anthem* society.

*You may want to model the completion of one entry as a class.*

Part 2: Codify the Rules of *Anthem*.

Codify means to organize an official code or set of rules. In history class you might learn about Hammurabi's Code, 282 laws from ancient Babylon. You might also hear someone refer to the municipal code, the rules for their city.

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## WE RULES! (HANDOUT)

### **ANTHEM** **WE RULES!**

Name: \_\_\_\_\_

Ayn Rand's *Anthem* asks us to imagine a society based on a specific and rigid set of principles and expectations. Equality refers to these rules (many of which he has broken) as they come up in his telling of the story. We will formalize the list based on his explanations.

**PART 1: COLLECT TEXTUAL EVIDENCE** regarding the rules of the *Anthem* society.

Page #	Textual Evidence (Quote and include marks.)	Topic (E.g., employment)

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**PART 2: CODIFY THE RULES OF ANTHEM.** Codify means to organize an official code or set of rules. In history class you might learn about Hammurabi's Code, 282 laws from ancient Babylon. You might hear someone refer to the municipal code, the rules for their city.

**ONLY THE GREAT WE**

I. \_\_\_\_\_

II. \_\_\_\_\_

III. \_\_\_\_\_

IV. \_\_\_\_\_

V. \_\_\_\_\_

VI. \_\_\_\_\_

VII. \_\_\_\_\_

VIII. \_\_\_\_\_

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*If time allows, have students sort the rules in order of importance.*

### **BEYOND:**

In your view, what would be the positives of living in the society described in *Anthem*?  
What would be the negative aspects?

OR

Rand could not develop her narrative or its themes without creating this different world.  
Describe the world of *Anthem* (setting) in your own words.

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# ANTHEM

Name: \_\_\_\_\_

## Historical Context

Even though Rand's dystopian fiction takes place in the future, full comprehension requires more than imagination. You must understand the historical context in which *Anthem* was written.

### DEFINE KEY TERMS:

FREE MARKET:

CAPITAL (economic):

PROLETARIAT:

BOURGEOISIE:

USSR:

PROPAGANDA:

COLD WAR:

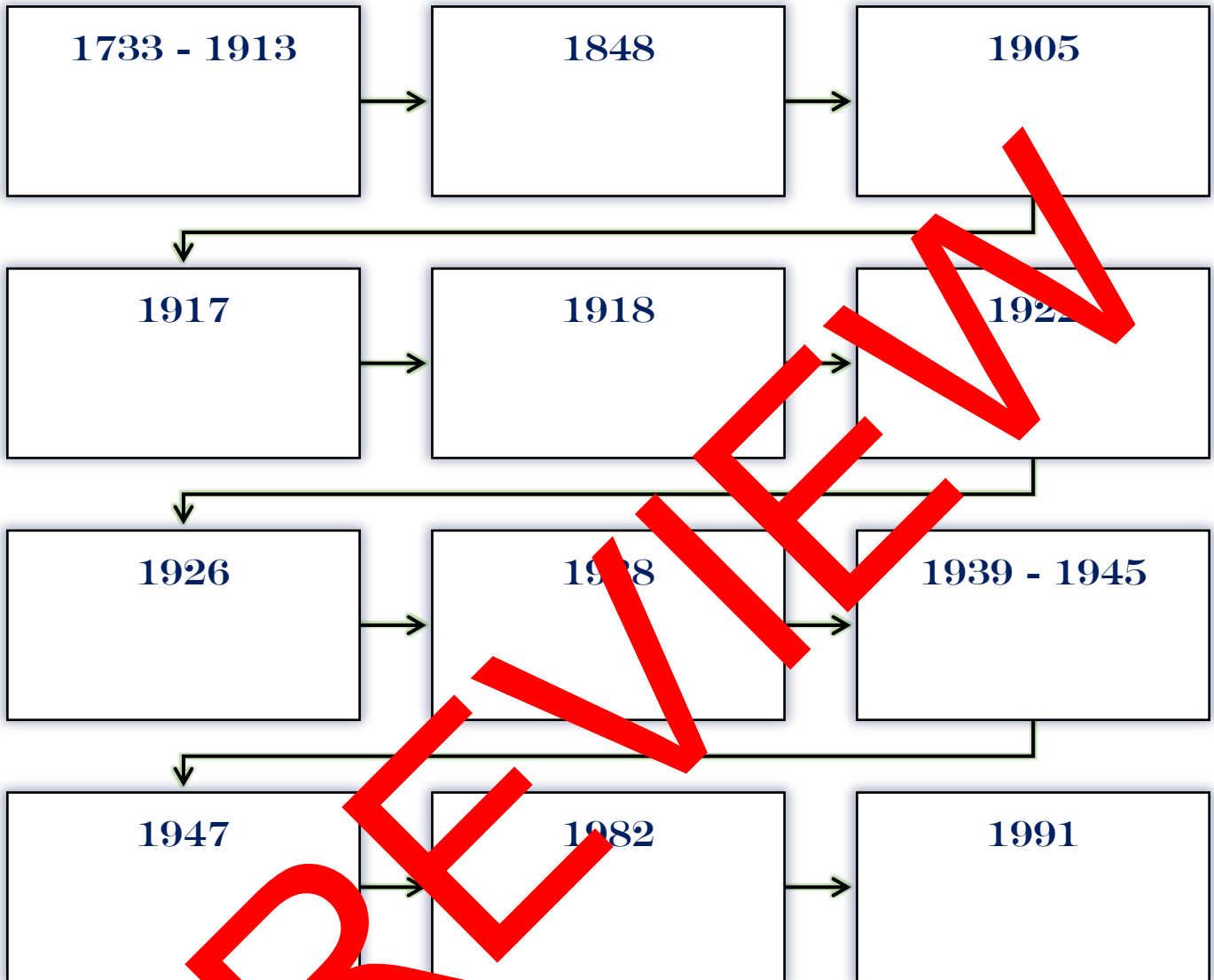
### RESPOND:

- 1) What were two major consequences of the Industrial Revolution?
- 2) What are the arguments in favor of Capitalism?
- 3) How do true Communism create social equality?
- 4) What conditions led to revolution in Russia in 1917?
- 5) How did Rand's personal experiences shape her views on Communism?



USSR Propaganda

**TIMELINE** (Enter the correct event in each space.)



- Creation of the USSR
- Ayn Rand dies
- Karl Marx and Friedrich Engels publish *The Communist Manifesto*
- Alissa Rosenbaum born in Russia
- Russian Revolution
- The Cold War Era Begins

- Ayn Rand publishes *Anthem*
- USSR collapses
- The Industrial Revolution
- Czar Nicholas II and his family are killed
- World War II (USA and USSR combine forces and defeat Nazi Germany)
- Ayn Rand moves to America

## Lesson 10: Cold War Cartoon Conflict (Reading 2)

**STANDARD:** RI.6 Craft and Structure (determine purpose)

RI.9-10.6 “Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.”

### INTO:

Is your mind free to think for itself? Nowadays, messages overwhelm our senses at every turn. The purposes of these messages range from benevolent to benign to insidious.

Who wants to control *your* thoughts? Think about your life in school, at home, at work, or online. Who directs messages at you? What do “they” want?

### THROUGH:

Make no mistake, many people are trying to control your thoughts and beliefs. It may be as simple as your parents trying to influence who you hang out with or as insidious as a multi-national corporation convincing you to adopt a self-destructive habit.

In the 20<sup>th</sup> century, opposing “isms” (capitalism, communism, and fascism) fought for the hearts and minds of nations and people. Institutions / organizations relied on propaganda, the spreading of one-sided messages. Propaganda takes the form of articles, posters, slogans, etc. that propagate (spread) a message without concern for fairness or truth.

Despite the easily recognized bias, history shows that [propaganda techniques](#) work, especially on people who do not stop to think critically.

Propaganda techniques are used by advertisers, politicians, agencies, and companies.

- Bandwagon
- Testimonial
- Plain folks
- Transfer
- Fear

- The straw man
- False dichotomy
- Charged words
- Ad hominem
- Name-calling

- The slippery slope
- Circular reasoning
- Red Herring
- Generalities
- ...

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## “Make Mine Freedom”

[www.youtube.com/watch?v=NxsNU7ZZAIU](http://www.youtube.com/watch?v=NxsNU7ZZAIU)  
(10 minutes)

CONTENT WARNING:  
SEXIST IMAGERY AND PORTRAYALS



1. Explain the **analogy** of the salesman and the bottle of magic liquid.
2. Describe the embodiment (physical form) of the **communist government** and how it handles the concerns of the common people.
3. How do the animators use familiar **music and images**?

## “Capitalist Sharks”

[www.youtube.com/watch?v=efOQwfMwJd0](http://www.youtube.com/watch?v=efOQwfMwJd0)  
(10 minutes)

CONTENT WARNING:  
NAZI IMAGERY AND SCENES OF WAR



1. What is the significance of **the worker** and the hammer? How is he portrayed differently than the other cartoon characters?
2. What **evidence** is shown that the USSR will prevail (win in the end)?
3. What does the cartoon say about **capitalist propaganda** (newspapers)?



## “The Millionaire”

[www.youtube.com/watch?v=MhFxnrxXI\\_4](http://www.youtube.com/watch?v=MhFxnrxXI_4)  
(10 minutes)

CONTENT WARNING:  
ALCOHOL AND TOBACCO USE



1. How does the cartoon connect **wealthy people and war**?
2. According to the cartoon, what is one negative result of **individualism**?
3. Why is it important that “The Millionaire” be a **cartoon** and not a person?

## “The Profit Motive”

[www.youtube.com/watch?v=...BVff0&t](http://www.youtube.com/watch?v=...BVff0&t)  
(9 minutes)

CONTENT WARNING:  
SEXUAL STEWARDSHIP



1. How does Fuddy's **self-interest** end up helping others?
2. How did the **free market** ruin the evil plans of the Sudso and Fudso corporations?
3. What might be the (unmentioned) **negative impacts** of the Fudso Corp. and Soap City?

## Lesson 13: Equality's Evolution (Reading 3)

**STANDARD:** RL3 Main Ideas and Details (complex characters)

RL.9-10.3 “Analyze how complex characters (e.g., multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.”

### INTO:

Main characters often take a personal journey that changes their views and/or personality. Sometimes the journey changes their identity completely. (A name change can signify this.) This journey is known as a character arc.

- Brainstorm a list of characters that change (**dynamic characters**).
- Brainstorm a list of characters that remain the same (**static characters**).
- Choose one changing character and explain their personal journey (**character arc**).

<b><u>DYNAMIC CHARACTERS</u></b> (CHANGING)	<b><u>STATIC CHARACTERS</u></b> (REMAIN THE SAME)
<i>Elizabeth Swann</i>	<i>Jack Sparrow</i>
<i>Luke Skywalker</i>	<i>Mary Poppins</i>
<i>Scout Finch</i>	<i>James Bond</i>
<i>Eleven</i>	<i>Mulan</i>
<i>Sarah Connor</i>	<i>Wonder Woman</i>
<i>Ebenezer Scrooge</i>	<i>Sherlock Holmes</i>
<i>Dorothy Gale</i>	<i>Romeo Montague</i>
<i>Elsa</i>	<i>Ursula</i>
<i>Neville Longbottom</i>	<i>Yoda</i>
<i>Walter White</i>	<i>Atticus Finch</i>

Fun clip: “[Anakin & Luke's Reflective Character Arcs](#)” (9 minutes) from Cinema Stuff  
CONTENT WARNING: *Star Wars* violence

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# ANTHEM EQUALITY'S EVOLUTION

Name: \_\_\_\_\_

Equality changes profoundly over the course of *Anthem*; this makes him a **dynamic character**. Like real people, dynamic characters' views and desires change over time. (Any characters who do not really change are called **static characters**.) Summarize Equality's **character arc** (personal journey) using the table below.

## Equality 7-2521

## The Unconquered

## Prometheus

INTERNAL CONFLICTS:

MOTIVATIONS / DESIRES:

KEY EXCERPT:

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INTERNAL CONFLICTS:

MOTIVATIONS / DESIRES:

KEY EXCERPT:

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INTERNAL CONFLICTS:

MOTIVATIONS / DESIRES:

KEY EXCERPT:

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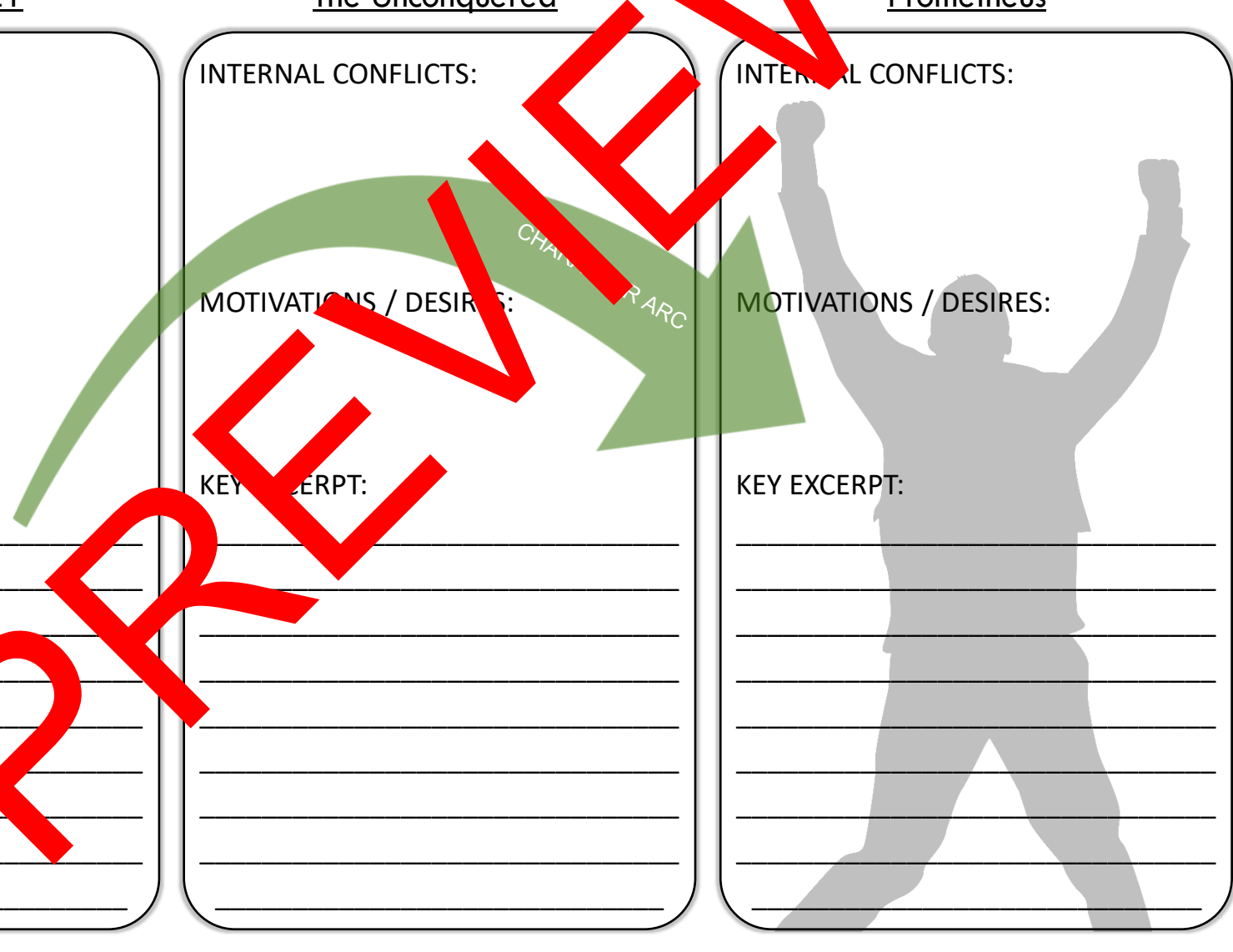
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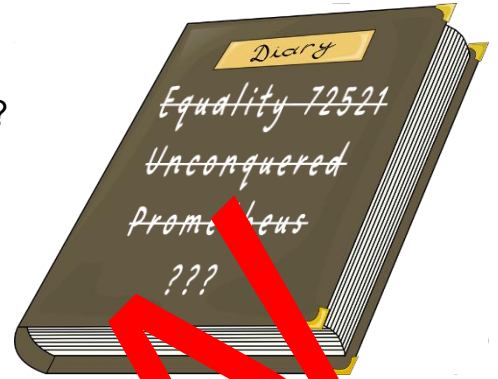
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# PROMETHEUS 2.0: THE FINAL ENTRY

What does the future hold for the one called Prometheus?  
After all, he is still a young man, and we can assume that his  
personal journey will continue. Will he change his name again?  
Will he change his beliefs? Will his plans come to fruition?

Write a journal entry in the name of Prometheus. Imagine that  
he writes decades after the final entry of *Anthem*. Try your  
best to imitate the point of view and style of the original. Be  
sure to write about his internal conflicts and motivations.



PREVIEW

## Lesson 14: Excerpt Experts: Language Style (Reading 3)

**STANDARD:** RL4 Craft and Structure (word choice)

RL.9-10.4 “Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how it sets a formal or informal tone).”

### INTO:

Today we will be talking about style. Answer these two questions by focusing on music, fashion, interior design, dance, graphics, or any topic that applies to you.

- a) How would you describe your personal style? Explain your answer.
- b) What styles do you like? Explain your answer.

We know how to describe a fashion designer’s style or a musician’s style, but what do we mean by an author’s style? What details make up an author’s style of language?

Thought experiment: Imagine that two authors write the same story in separate rooms. They have agreed upon the characters, setting, plot, and point of view in advance. The authors follow the plan, but the descriptions, sentences, and word choices are different. The differences reflect the authors’ language styles.

Helpful link: “[Author’s Style Tutorial](#)” (10+ minutes) from HRW.com

Fun clip: “[Word Choice - Friends - Adoption Letter](#)” (3 minutes) from NBC

### THROUGH:

Style of language features prominently in Ayn Rand’s *Anthem*. She chooses her words carefully to set a tone and create emotional and intellectual responses. The specific language style choices accumulate and build to create the overall effect.

#### Excerpt experts:

1. Review the list of language style elements (on handout) as a class.
2. Analyze one [practice excerpt](#) as a class.
3. Analyze separate excerpts in small groups.
4. Share analysis.

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# ANTHEM

NAME: \_\_\_\_\_

## RAND'S LANGUAGE STYLE

Analyze Ayn Rand's style of language in *Anthem*. Focus on one specific passage and refer to the list of terms below. You will not find examples of every element in one excerpt, but make sure to discuss the most prominent style elements.



### ELEMENTS OF LANGUAGE STYLE:

- **DIALOGUE:** The form of quoted speech and the extent to which it is included.
- **FIGURATIVE LANGUAGE:** Expressions or descriptions that are not literally accurate. Includes idiom, simile, metaphor, hyperbole, analogy, and personification.
- **IMAGERY / SENSORY DETAILS:** Descriptions that support imagining with the senses; words that describe sight, smell, sound, taste, or touch.
- **WORD CONNOTATIONS:** The thoughts or feelings connected to specific words. Examples: Pappy feels different than Father. Dred feels different than apprehension.
- **tone:** The speaker's attitude toward a subject. Think attitude words. Writing can create a tone that is formal, bossy, solemn, joyful, silly, stern, respectful, and on and on.
- **MOOD:** The feeling that that author instills in the reader.
- **SENTENCE STYLE:** Sentences can be rambling and complex or simple and plain. Parallel construction is when sentence parts follow the same pattern more than once.
- **SYNTAX:** The way the author chooses to structure sentences, clauses, and phrases. (Ask Your about unusual syntax you should.)
- **SOUND DEVICES:** Mainly for works that are intended to be read aloud. Sound devices include rhythm, repetition, rhyme, alliteration, onomatopoeia, and assonance.
- **ALLUSIONS AND REFERENCES:** Mentioning well-known ideas, texts, or examples. Allusions tend to be subtle hints rather than direct mentions.

In *Anthem*: Subtle connections to The Garden of Eden = Allusion  
Directly using names from Greek Mythology = Reference

**EXCERPT: CHAPTER 12, PAGES 101-2**

**STYLE ANALYSIS**

These are the things before me. And as I stand here at the door of glory, I look behind me for the last time. I look upon the history of men, which I have learned from the books, and I wonder. It was a long story, and the spirit which moved it was the spirit of man's freedom. But what is freedom? Freedom from what? There is nothing to take a man's freedom away from him, save other men. To be free, a man must be free of his brothers. That is freedom. That and nothing else.

At first, man was enslaved by the gods. But he broke their chains. Then he was enslaved by the kings. But he broke their chains. He was enslaved by his birth, by his kin, by his race. But he broke their chains. He declared to his brothers that a man has a right which neither god nor king nor other men can take away from him, no matter what their number, for his is the right of man, and there is no right on earth above this right. And he stood on the threshold of the freedom for which the blood of the centuries behind him had been spilled.

**DRAFT**

## Lesson 15: Propaganda Gallery (Reading 3)

**STANDARD:** RI.6 Craft and Structure (rhetoric)

RI.9-10.6 “Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.”

### INTO:

Persuasion is not necessarily negative. When someone offers valid logical or ethical reasons, you should consider their view. Perhaps you should even change your mind.

However, some methods of persuasion are invalid or deceptive. What examples of “nonsense persuasion” can you recall? (Hint: Commercials are full of examples.)

### THROUGH:

When an individual or agency uses “nonsense persuasion” to support a particular cause or point of view it is called propaganda. It propagates (spreads) the idea without any concern for fairness or truth.

NOTE: A reasonable argument that considers different points of view is NOT propaganda.

Helpful link: “[Logical Fallacies](#)” (21 slides) from HRW.com

Helpful link: “[Valid and Fallacious Reasoning](#)” (15 slides) from Ms. Beaulieu

### Propaganda Gallery Activity:

1. Analyze the first example as a class.
2. Break into small groups or partners to analyze examples (1 image per group).
3. Groups present. (If possible, project each image as students present.)

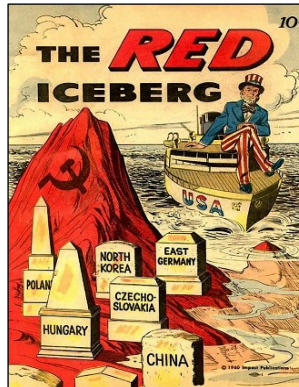
### Presentation: Organizing Ideas

- Audience
- Purpose / message
- Main points (logical, ethical, or emotional)
- Persuasive techniques / [fallacious reasoning](#)
- Graphic design (everything from color to position to size to fonts)

[RETURN TO MENU](#)



## PROPAGANDA GALLERY (PRINT / DISPLAY)



Additional sources:

- [“Soviet Propaganda” from PBS News](#)
- [“Communist Propaganda” from HuffPost](#)
- [“A Visual Guide to the Cold War”](#)
- [“Soviet Propaganda” from The Guardian](#)
- [“Anti-Communist Propaganda” from Gizmodo](#)
- [“Cold War Propaganda Gallery” from Boston University](#)

### BEYOND:

What are some of the key themes found in this propaganda?

What rhetorical (persuasive) methods are used by the authors?

OR

Why did both sides in the Cold War try to control the hearts and minds of the people? What motivated this avalanche of propaganda? (If you are in power, why care what people think?)

[RETURN TO MENU](#)

## Lesson 17: Hall of Allusions (Follow-up)

NOTE: Lesson requires research access.

**STANDARD:** RL9 Integration of Knowledge and Ideas (source material)

RL.9-10.9 “Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible...)”

**INTO:**            [ALLUSIONS CHALLENGE!](#) (12 SLIDES, [PDF](#) OR [PPTX](#))

Number your page 1-12.

OR

How does Rand turn Plato’s “Allegory of the Cave” on its head? Think about...

- The effect of the cave vs. the effect of the tunnel.
- How the prisoners learn the truth vs. how Equality learns the truth.
- How the prisoners react vs. how the Council reacts.

**THROUGH:**

You may note an author making references to a well-known event, history, or text.

These references are called allusions. Allusions create connections in the mind of the reader to ideas that are already understood. Of course, if the reader has no knowledge of the source material, the added meaning is lost.

**Allusion:** a reference to a well-known person, place, event, literary work, or cultural concept, often without explicit explanation or description. Allusions create a deeper meaning and add context.

Shades of meaning: Allusion suggests a subtle, implied connection.

Reference suggests a more direct and explicit connection.

Study ONE allusion from *Anthem* and be prepared to explain your findings:

- 1) **Choose** one allusion from the list.
- 2) **Research** the source material or subject.
- 3) **Find** key quotes in the novella.
- 4) **Explain** the meaning added through the connection.

[RETURN TO MENU](#)

ALLUSIONS CHALLENGE!

1. When it comes to holiday cheer,  
I can be a real **Scrooge**.

Translation:

“Miserable, ungenerous person”

Source: *A Christmas Carol* by Charles Dickens

2

ALLUSIONS CHALLENGE!

2. With the play opening in just a  
week, we decided to **Frankenstein** the  
new set using what we already had.

Translation:

“Cobble together from random parts”

Source: *Frankenstein* by Mary Shelley

3

ALLUSIONS CHALLENGE!

3. I earned an “A” in Language Arts,  
but spelling is my **Achilles' heel**.

Translation:

“One and only weakness”

Source: Greek myth; Achilles' mother dipped him in a magic river.  
Only the spot by which he was held never touched the water.

4

ALLUSIONS CHALLENGE!

11. I turned to my most trusted friend  
and asked, “**Et tu, Brute?**”

Translation:

“I trusted you, and you betrayed me.”

Source: *Julius Caesar* by William Shakespeare

12

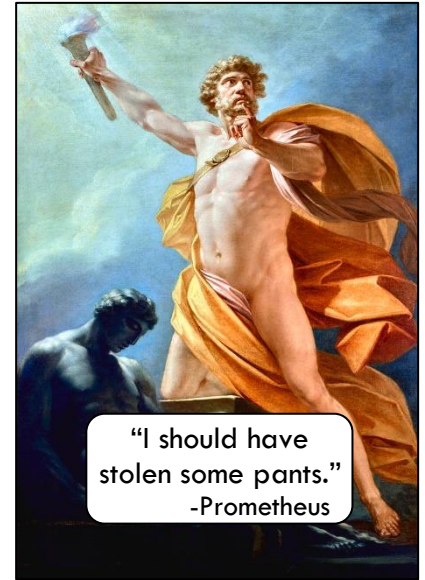
# ANTHEM

## ALLUSIONS

NAME: \_\_\_\_\_

You may note an author making references to a well-known event, history, or text. These references are called **allusions**.

**Allusions** create connections in the mind of the reader to ideas that are already understood. Of course, the meaning is lost if the reader has no knowledge of the source material.



**Allusion:** a reference to a well-known person, place, event, literary work, or cultural concept, often without explicit explanation or description. Allusions create a deeper meaning and add context.

SHADES OF MEANING: Allusion suggests a subtle, implied connection.

Reference suggests a more direct, explicit connection.

-----

### 1) ANTHEM ALLUSION SOURCES: (choose one)      **Starting point:**

- |   |                           |
|---|---------------------------|
| <input type="checkbox"/> Plato's Allegory of the Cave | ➤ The tunnel              |
| <input type="checkbox"/> Moses and Mt. Sinai          | ➤ The top of the mountain |
| <input type="checkbox"/> The Garden of Eden           | ➤ The Uncharted Forest    |
| <input type="checkbox"/> Prometheus                   | ➤ The light box           |
| <input type="checkbox"/> Gaia                         | ➤ Liberty 5-3000          |
| <input type="checkbox"/> Joan of Arc                  | ➤ The St. of Pyre         |
| <input type="checkbox"/> The Dark Ages                | ➤ The City of Men         |
| <input type="checkbox"/> The Bolshevik Revolution     | ➤ The Great Rebirth       |
| <input type="checkbox"/> Soviet Politburo / Comintern | ➤ The World Council       |
| <input type="checkbox"/> The Tower of Babel           | ➤ The Forbidden Word      |

## Lesson 18: Going Deep: Symbol and Motif (Follow-up)

**STANDARD:** RL2 Key Ideas and Details (theme development)

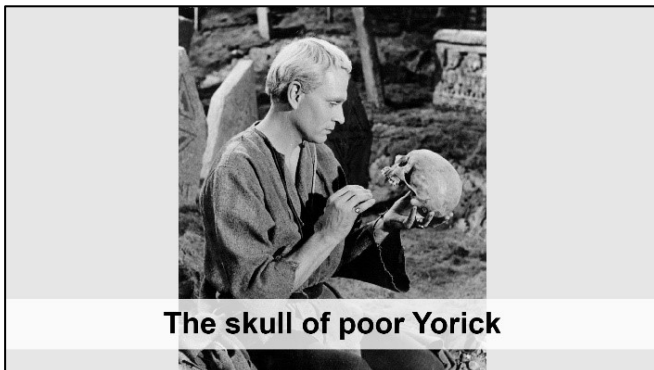
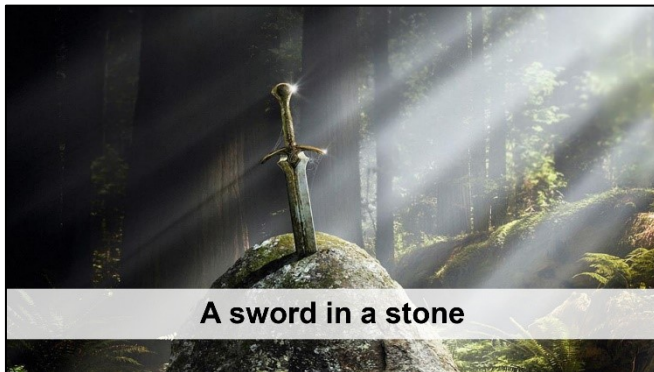
RL.9-10.2 “Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.”

**INTO:** Symbols and Famous Titles Challenge!

Each slide will display a symbol from a famous title. Be first to call out the title and you win. For super-secret-mega-bonus points, identify larger meaning(s) behind the symbol.

**[SYMBOLS AND FAMOUS TITLES](#)** (SLIDES in [PPTX](#) or [PDF](#))

CONTENT WARNING: Slide 21 may upset some viewers.



Ayn Rand uses symbolism extensively in *Anthem* — but not in her title.

Which people, objects, places, or events in *Anthem* might have deeper layers meaning?

Brainstorm a list of possible symbols; feel free to include minor details.

*Create a comprehensive list of (possible) symbols as a class.*

**[RETURN TO MENU](#)**

## THROUGH:

Use textual evidence to explain the meaning attached to ONE symbol or motif in *Anthem*.

A **symbol** is an object, person, place, or event that has a deeper meaning beyond itself. For example, the white whale in *Moby Dick* is more than an ill-tempered aquatic mammal. The whale represents fate, obsession, and Captain Ahab.

A **motif** is a recurring (shown more than once) element the author uses for intended effect. It might be a line of dialogue, a description, a comparison, an image, or an idea.


## SYMBOL AND MOTIF (HANDOUT)

**ANTHEM** NAME: \_\_\_\_\_

**SYMBOL & MOTIF**

A **symbol** is an object, person, place, or event that has a deeper meaning or meanings. For example, the whale in *Moby Dick* is more than just an ill-tempered aquatic mammal; it represents destiny and obsession.

A **motif** is a recurring (shown more than once) element that the author uses to add meaning. It might be a line of dialogue, a description, a comparison, an image, or an idea. For example, dreams and dreaming is a motif in *The Things They Carried*. A motif adds meaning but does not represent something other than itself.



Use textual evidence to explain the meanings attached to ONE symbol or motif in *Anthem*.

**1) ELEMENT SELECTION:**

SYMBOL	MOTIF
<input type="checkbox"/> Tunnel	<input type="checkbox"/> Names / forbidden words
<input type="checkbox"/> Light box / electricity	<input type="checkbox"/> Pain / suffering
<input type="checkbox"/> The Uncharted Forest	<input type="checkbox"/> Singing
<input type="checkbox"/> The Saint of the Pyre	<input type="checkbox"/> Physical beauty
<input type="checkbox"/> The mountain	<input type="checkbox"/> Vibrant color vs. colorlessness
<input type="checkbox"/> Sky	<input type="checkbox"/> Darkness and light

**2) SEARCH TERMS:**

Find evidence using a [searchable copy of Anthem](#) and the Google chrome "FIND" feature. (<https://www.gutenberg.org/cache/epub/1250/pg1250-images.html>)

What words and phrases might you seek in connection to your symbol / motif? (E.g., for the color motif, think about The Golden One as compared the Council of Scholars.)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**3) TEXTUAL EVIDENCE:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Analysis: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Analysis: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Analysis: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**4) CONCLUSIONS:**

**CONNECTED ELEMENTS:** What other elements in *Anthem* relate to this symbol or motif? (This includes characters, point of view, plot events, conflict, settings, and other motifs.)

\_\_\_\_\_

\_\_\_\_\_

**MEANING / PURPOSE:**

What does the **SYMBOL** represent? OR Why does Rand give the **MOTIF** such emphasis?

\_\_\_\_\_

\_\_\_\_\_

Share conclusions as a class.

## BEYOND:

Choose one of the symbols or motifs explained by your colleagues (not your symbol / motif). Explain how it connects to one of the main messages of *Anthem*.

[RETURN TO MENU](#)

# ANTHEM

NAME: \_\_\_\_\_

## THEME DEVELOPMENT

A literary work's message about life is called the theme. As a complete thought, a theme is always expressed as a complete sentence. The message may be stated directly or developed gradually by several elements.

Analyze Ayn Rand's development of a theme in *Anthem*. Start by choosing a theme subject from the novel and thinking about how elements of the novel relate to it.



## THEME SUBJECTS:

- Beauty
- Individuality
- Hierarchy
- Suffering
- Learning / discovery
- Nature
- Achievement
- Equality
- Fitting in
- Control
- Creation
- Freedom
- Science
- Friendship
- Employment
- Security
- Personal growth
- Intelligence
- Purpose
- Language / words
- Romance / love
- Religion
- Charity / altruism
- Collectivism
- Government / rules
- Happiness
- Other: \_\_\_\_\_

## SELECTED SUBJECT ( \_\_\_\_\_ )

ELEMENT	EXPLANATION
<p><b>KEY CHARACTER:</b></p> <p>Which character best relates to _____?</p> <p>(Choose someone other than Equality if possible.)</p>	<hr/> <hr/> <hr/> <hr/> <hr/>
<p><b>KEY POINT OF VIEW</b></p> <p>on _____.</p> <p>A character's? The narrator's? The reader's? The author's?</p>	<hr/> <hr/> <hr/> <hr/> <hr/>



**KEY QUOTE:**

This need not be dialogue (a character speaking). Any words from the book are fair game.

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**KEY PLOT MOMENT:**

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---

**KEY DESCRIPTION:**

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**SYMBOL OR MOTIF**

- Tunnel
- Light box / electricity
- The Uncharted Forest
- The Saint of the Forest
- The mountain
- Sky
- Color vs colorlessness
- Darkness and light
- Other \_\_\_\_\_

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**Theme Statement:**  
(Complete sentence)

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**Inference:** How clear does the author make this message? (Circle one.)

Hidden

1

Subtle

2

Clear

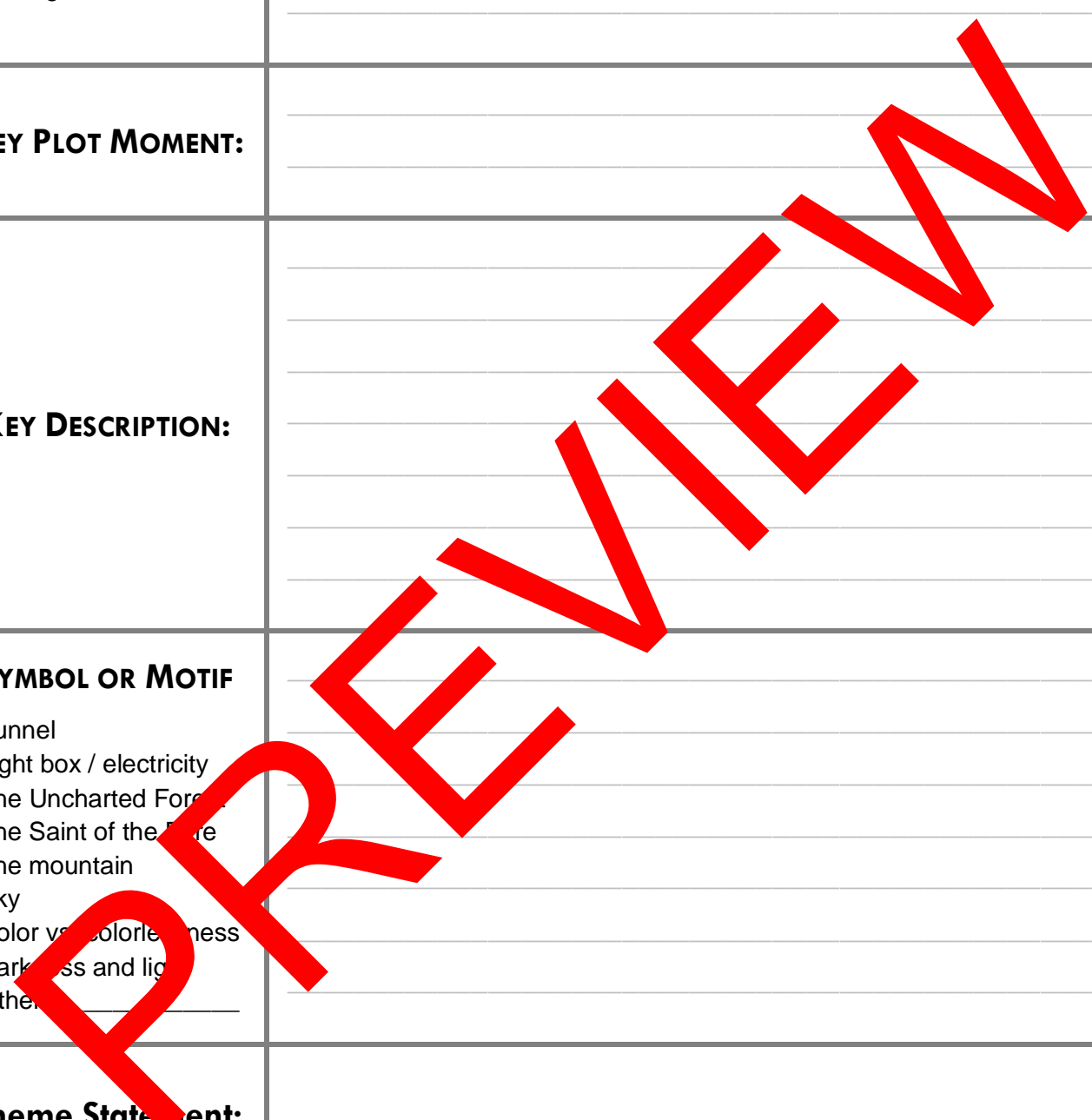
3

Obvious

4

Overstated

5



# ANTHEM

## PROJECTS & ASSIGNMENTS

1.	<a href="#"><u>Anthem II: The World Council Strikes Back</u></a>	2
2.	<a href="#"><u>Symbols, Motifs, and Allusions (presentation)</u></a>	4
3.	<a href="#"><u>A Speech to Free the City (public speaking)</u></a>	6
4.	<a href="#"><u>Theme Development (essay)</u></a>	8
5.	<a href="#"><u>Anthem KARAOKE!</u></a>	10
6.	<a href="#"><u>Novel Topics Research Project</u></a>	12
7.	<a href="#"><u>Propaganda Exposed! (poster gallery)</u></a>	14
8.	<a href="#"><u>Propaganda Battle: Prometheus vs. The World</u></a>	16
9.	<a href="#"><u>A Home of the Actors Production (performance)</u></a>	18
10.	<a href="#"><u>Read-N-Share: Dystopia Stories</u></a>	20
11.	<a href="#"><u>In a World Where... (You make a movie trailer.)</u></a>	22
12.	<a href="#"><u>Creative Writing: Speculative Fiction</u></a>	24
13.	<a href="#"><u>Rand's Style of Language (essay)</u></a>	26
14.	<a href="#"><u>Adaptation for the Stage or Screen (performance)</u></a>	28
15.	<a href="#"><u>Theme Reflection (personal essay)</u></a>	30
16.	<a href="#"><u>Personality Quiz / Theme Debate</u></a>	32
17.	<a href="#"><u>Judging a Cover by Its Book (art challenge)</u></a>	34
18.	<a href="#"><u>Literary Analysis: Character Development</u></a>	36
19.	<a href="#"><u>Utopias Research Project</u></a>	38

# ANTHEM II:

Name: \_\_\_\_\_

## THE WORLD COUNCIL STRIKES BACK

W3 Write Narratives: Cohesive Elements and Devices  
RL4 Craft and Structure: Elements of Language Style

Alright, maybe the World Council doesn't strike back and maybe Equality doesn't achieve "maximum voltage," but imagine that you have been hired by the Ayn Rand Institute (a real thing) to write a sequel for *Anthem*. You could start the story immediately after the last chapter, skip ahead generations into the future, or even write a prequel.

You will be graded on how well you **plan the narrative elements** and write a sample chapter that **imitates aspects of Rand's style**.



### STEP 1: BRAINSTORM IDEAS

1. Equality's teenage daughter, Persephone, has been caught imprisoned by the World Council.	2.	3.
4.	5.	6.

### STEP 2: PLAN THE NARRATIVE (Choose an idea and explain the...)

**Setting** (time, place, and situation)

---

**Point of View** (Who tells the tale? Is it a continuation of Equality's journal or something new?)

# ANTHEM

Name: \_\_\_\_\_

## Symbols, Motifs, and Allusions

RL2 Key Ideas and Details: Theme Development  
W2B Informative Writing: Evidence and Examples  
SL5 Presentation: Using Media Elements

Ayn Rand uses symbols, motifs, and allusions to add layers of meaning and develop the themes. Choose **one element** from *Anthem* to analyze. Present your analysis in a polished **slideshow** and explain how Rand uses the element to create connections and add layers of meaning for the comprehending reader.



**Organize** your presentation logically (like an essay). Use **visual media features** (textual, graphical, audio, visual, or interactive elements) to add interest and understanding.

### 1) CHOOSE AN ELEMENT.

SYMBOLS	MOTIFS	ALLUSIONS
<p>An object, person, or event that has a deeper meaning beyond its literal description. (For example, the <i>Roby Drive</i> in <i>Anthem</i>.)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The tunnel</li> <li><input type="checkbox"/> Light / electricity</li> <li><input type="checkbox"/> The Uncharted Forest</li> <li><input type="checkbox"/> Fire / The Saint of the Pyre</li> <li><input type="checkbox"/> The mountain</li> <li><input type="checkbox"/> Sky</li> </ul>	<p>A recurring element (line of dialogue, concept, image, description, etc.) the author uses for an intended effect.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Names / foreign words</li> <li><input type="checkbox"/> Pain / suffering</li> <li><input type="checkbox"/> Physical beauty</li> <li><input type="checkbox"/> Colorless / colorlessness</li> <li><input type="checkbox"/> Darkness and light</li> <li><input type="checkbox"/> Singing</li> </ul>	<p>A reference to a well-known person, place, event, literary work, or concept, often without explicit explanation.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The Allegory of the Cave</li> <li><input type="checkbox"/> Moses and Mt. Sinai</li> <li><input type="checkbox"/> The Garden of Eden</li> <li><input type="checkbox"/> Prometheus / Gaia</li> <li><input type="checkbox"/> Joan of Arc</li> <li><input type="checkbox"/> The Dark Ages</li> </ul>

**2) COLLECT EVIDENCE.** Find excerpts from *Anthem* that relate to your chosen element. Use the [TEXTUAL EVIDENCE ANALYSIS](#) page to record your findings. [A searchable version of Anthem](#) will help. (Enter related key words in the Google Chrome “FIND” feature.)

**3) PLAN YOUR PRESENTATION.** A presentation is organized like an essay, and each slide is like a paragraph. However, a slide should never look like a paragraph. Informational slides should look like a main idea/topic and a list of details (not sentences) that the speaker will explain. The presenter should use the slides as an outline of reminders and not a script.

SLIDE TOPIC SUGGESTIONS:

- Added / hidden meaning
- Key excerpt #1
- Source material summary (allusions only)
- Biographical connection (Ayn Rand's life)
- Related plot event
- Related allusion
- Related motif
- Related symbol
- Related theme
- Related character
- Key excerpt #2
- Key image or description
- Narrator's tone (regarding this element)
- Key excerpt #3
- Title connection (perhaps)

<b>Introduction</b> (Grab attention, state the main idea, and preview supporting ideas.)			
<b>Body slide 1</b>		<b>Body slide 7</b>	
<b>Body slide 2</b>		<b>Body slide 8</b>	
<b>Body slide 3</b>		<b>Body slide 9</b>	
<b>Body slide 4</b>		<b>Body slide 10</b>	
<b>Body slide 5</b>		<b>Body slide 11</b>	
<b>Body slide 6</b>		<b>Body slide 12</b>	
<b>Conclusion</b> (Restate main idea, review supporting ideas, and make a connection.)			

**4) PRODUCE YOUR PRESENTATION AND USE DIGITAL MEDIA ELEMENTS.**

- Video
- Animations
- Transitions
- Graphs
- Graphics
- Photos
- Tables
- Flow charts
- Illustrations
- Models
- Audio clips
- Text hierarchy

# ANTHEM

Name: \_\_\_\_\_

## THEME DEVELOPMENT ESSAY

RL2 Key Ideas and Details: Theme Development

W2B Informative Writing: Evidence

W2C Informative Writing: Transitions

Ayn Rand made her literary mark with powerful and often controversial messages about life and human nature. The author's message about life is called the theme, and themes are always expressed as a complete sentence.



United States Postal Service, 1999

### THEME SUBJECT VS. THEME (SENTENCE)

Theme subject: <u>love</u>	Theme: <u>Love tinn</u>
Theme subject: <u>revenge</u>	Theme: <u>Seeking veng</u> <u>al punis</u> <u>the seeker.</u>

Select one theme that you explored in *Anthem* and analyze how Rand develops the message. You will be graded on how well you identify a theme (complete sentence), analyze theme development (provide evidence from the text), and use transitions to connect ideas.

### 1) CHOOSE A THEME SUBJECT.

<input type="checkbox"/> Beauty <input type="checkbox"/> Individuality <input type="checkbox"/> Hierarchy <input type="checkbox"/> Suffering <input type="checkbox"/> Learning / discovery <input type="checkbox"/> Nature <input type="checkbox"/> Achievement <input type="checkbox"/> Equality (the concept) <input type="checkbox"/> Fitting in	<input type="checkbox"/> Control <input type="checkbox"/> Creativity <input type="checkbox"/> Freedom <input type="checkbox"/> Justice <input type="checkbox"/> Friendship <input type="checkbox"/> Employment <input type="checkbox"/> Society <input type="checkbox"/> Personal growth <input type="checkbox"/> Intelligence	<input type="checkbox"/> Purpose <input type="checkbox"/> Language / words <input type="checkbox"/> Romance / love <input type="checkbox"/> Religion <input type="checkbox"/> Charity / altruism <input type="checkbox"/> Collectivism <input type="checkbox"/> Government / rules <input type="checkbox"/> Happiness <input type="checkbox"/> Other: _____
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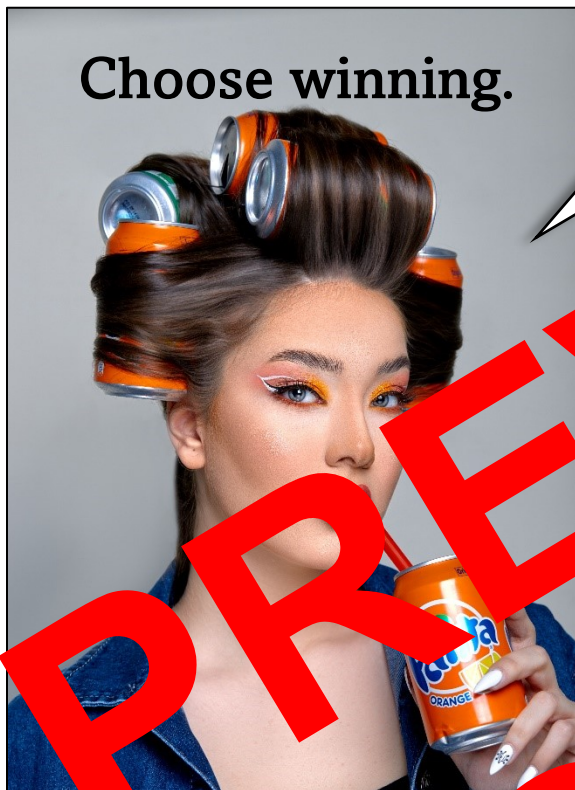
# ANTHEM

Name: \_\_\_\_\_

## PROPAGANDA EXPOSED! Problematic Persuasion

Rand wrote and published *Anthem* at a time when two philosophically opposed systems, capitalism and communism, competed for world domination. The sides generated avalanches of propaganda in attempts to influence the hearts and minds of people and nations.

Propaganda, the spreading of one-sided messages, takes many forms (speeches, posters, movies, essays, advertisements, slogans...) and relies on deceptive methods of persuasion.



Choose winning.

There are two kinds of people.  
Those who drink orange soda and love it.  
Which are you?

(false dilemma / false dichotomy)

The methods of faulty persuasion have not changed, but they are being directed at people like YOU!

It is so intuitive that you think critically when a person, agency, company, government, or organization wants to influence your beliefs or actions.

Despite the easily recognized bias (lack of fairness), the data shows that [propaganda techniques](#) work, especially if people who do not bother to think.

### INFORMATIVE POSTER FOR CLASSROOM GALLERY:

We will study these deceptive methods to raise our awareness of them. Create a poster illustrating one propaganda / faulty persuasion technique for our class gallery. Be ready to present your knowledge, explain examples, and add your poster to the display. Feel free to share illustrative media (video, audio, photographs, etc.) when you present the technique.

### POSTER CONTENTS:

• Title (technique)	• Known Example(s)
• Definition / Explanation	• Original Example (by you)

# ANTHEM

Name: \_\_\_\_\_

## A Home of the Actors Production / A Chants Encounter

W3 Narrative Writing

SL5 Presentation of Knowledge and Ideas: Adapt Speech



The City requires Equality to attend plays produced and performed by the Home of the Actors. These performances are collective (like everything in the society) and communicate the approved themes on hard work, contentedness, brotherhood, togetherness, and equality.

Then the bell rings and we walk in a straight column to one of the City Halls, for the Social Meeting. Over our shoulders of men arrive from the Home of the different Trades. The candles are lit, and the Council of the different Trades stand on a pulpit, and they speak to us of our duties and of our brother men. The visiting Leaders mount the pulpit and they read to us the speeches which were made in the City Council. They say, for the Council represents all men and all men must know. Then we sing hymns, the Hymn of Brotherhood, and the Hymn of Equality, and the Hymn of the Collective Spirit. The sky is a soggy purple when we return to the Home. Then the bell rings and we walk in a straight column to the City Theatre for three hours of Social Recreation. There a play is shown upon the stage, with two great choruses from the Home of the Actors, which speak and answer all together, in two great voices. (Rand 28)

**CHALLENGE:** The Council of Vocations has assigned this class to the Home of the Actors. You will work in groups to create plays for Social Recreation in the City Theatre. Your play should center on collective dialogue between two choruses. The choruses might act some things out (as a group), but the play should focus on the chanting back and forth.



## 1) CHOOSE A TOPIC.

- Street sweepers
- Peasants (farmers)
- The Unmentionable Times / The Evil Ones (Can we do that?)
- Naming policy
- The Great Rebirth
- The World Council
- Motto: "We are one in all and all in one. There are no men but only the great WE, One, indivisible and forever."
- Childhood / education
- The Judges / The Palace of Corrective Detention
- The homes
- The sins (alone time, personal preference, being tall, etc.)
- Scholars / inventing the candle
- Working / The Council of Veneration
- The Palace of Mathematics (et's...)
- Hymn of Brotherhood
- Hymn of Equality
- Hymn of the Collective Spirit

## 2) WRITE THE SCRIPT.

Adapting speech: Adopt the state-approved collective voice (or be burned at the stake).

**YES**

**NO**

We, they, us, our, ours, their, theirs, everyone, ourselves.

I, you, he, she, me, him, my, your, mine, yours, his, her, hers, etc.

### Simple Script Format:

There are many formatting rules when writing scripts for the stage, screen, or airwaves. Let's keep things easy by simply listing the elements in lines, actions, and effects in order.

Example:

<b>EFFECT</b>	KNOCKING SOUND
<b>ACTION</b>	<i>Joe sneaks to the door and looks through the peephole.</i>
<b>JOE</b>	What query so acutely confounds my tranquility? I unquestionably require quietude, yet my curiosity must be quenched!
<b>SARA</b>	OPEN UP! In the name of the law! We've got you surrounded!

Notes: If elements occur together, connect them with a mark.

If an element is wordy, continue to the next row and leave the first column empty.

# ANTHEM

Name: \_\_\_\_\_

IN A WORLD WHERE... (You make a movie trailer.)



*“In a world where freedom is barely a memory, one child defies an empire and teaches a merciless legion of robot overlords the power of love.”*

*“This summer, tune in for an adventure the whole family will love. Not for Uncle Milt, who hates everything.”*

RL3: Interacting Elements (setting, genre, and theme)  
W3A-B: Writing Narrative (elements and techniques)  
SL5: Presentation of Knowledge and Ideas (multimedia)

Many of our favorite stories start as a lone author’s idea for a short story, novella, or novel. When filmmakers turn a piece of literature into a movie, we call it an adaptation. (The story telling has been adapted for a different medium.) Sometimes the original author is personally involved in making the movie and other times the author is just paid for their idea.

You will be making a [movie trailer \(preview\)](#) to generate excitement and interest for a new movie. This will be a [dystopia movie](#) set in a futuristic world where existence is terrible to imagine.

## **PRESENTATION OPTIONS:**

In the interest of practicality, your trailer should mainly rely on images paired with narration. (However, if you want to take it to a professional level, have at it, Spielberg.)

**A) LOW-TECH:** Simply show your selected images and narrate live to the class.

**B) MEDIUM-TECH:** Use Google Slides, SlideShare, or PowerPoint. Add titles (text) and fancy transitions. You can even record slide timings and narration in advance.

**C) HIGH-TECH:** Edit clips and images using iMovie (Mac), the video editor of the Photos App (Windows), or any editing software that suits you. You can use music and special effects!

**PREMISE OPTIONS:**     **A) ANTHEM ADAPTATION**     **B) ORIGINAL DYSTOPIA IDEA**

**PREWRITING / PLANNING:**

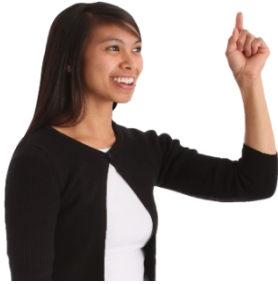
SETTING TIME	ALTERNATE HISTORY	PRESENT DAY	NEAR FUTURE	DISTANT FUTURE
<b>LOCATION</b>				
<b>SPECULATIVE PREMISE</b>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>			
<b>FORM OF DYSTOPIA</b>	<div style="display: flex; justify-content: space-between;"> <div style="width: 48%;"> <input type="checkbox"/> Ecological  <input type="checkbox"/> Social  <input type="checkbox"/> Prejudicial  <input type="checkbox"/> Environmental  <input type="checkbox"/> Technological  <input type="checkbox"/> Post-apocalyptic  <input type="checkbox"/> Corporate  <input type="checkbox"/> Genetic                 </div> <div style="width: 48%;"> <input type="checkbox"/> Surveillance  <input type="checkbox"/> Military  <input type="checkbox"/> Economic  <input type="checkbox"/> Educational  <input type="checkbox"/> Cultural  <input type="checkbox"/> Resource scarcity  <input type="checkbox"/> Information control  <input type="checkbox"/> Other: _____                 </div> </div>			
<b>EXPLAIN</b> Why is it so bad? How do you fix it?	<hr/> <hr/> <hr/> <hr/>			
<b>PROTAGONIST</b>				
<b>CENTRAL CONFLICT</b>	<hr/> <hr/> <hr/> <hr/>			
<b>MOOD &amp; MESSAGE</b>	<hr/> <hr/> <hr/> <hr/>			
<b>TITLE</b>				

PREVIEW ONLY

# TEAM DEBATE

Name: \_\_\_\_\_

Choose a side and work with your team to argue for or against the resolution (statement).  
Contribute to your team's argument by developing one reason in support of your claim (side).



**RESOLUTION:** " \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_."

## BRAINSTORM REASONS FOR BOTH AFFIRMATIVE (yes) AND NEGATIVE (no):

**PREVIEW ONLY**

### PREVIEW DEBATE ORDER: (The teams will follow this sequence.)

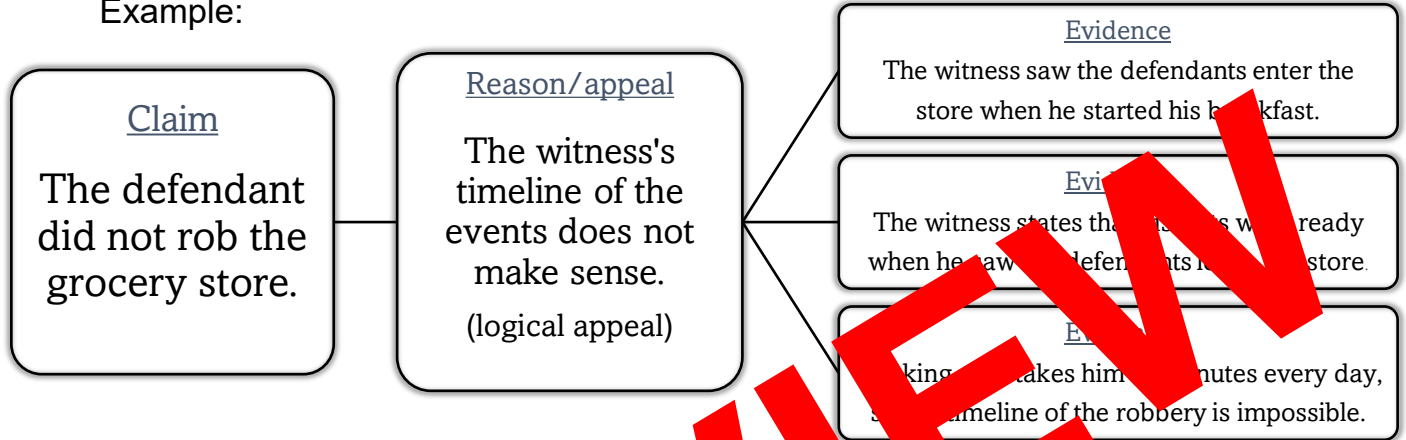
- |                             |                         |                           |
|-----------------------------|-------------------------|---------------------------|
| Preparation time            | 4. Negative reason 1    | 7. Affirmative rebuttal   |
| 1. Affirmative claim intro. | 5. Affirmative reason 2 | 8. Negative rebuttal      |
| 2. Negative claim intro.    | 6. Negative reason 2    | 9. Affirmative conclusion |
| 3. Affirmative reason 1     | (and so on)             | 10. Negative conclusion   |

**CHOOSE A SIDE:** AFFIRMATIVE (agree) OR NEGATIVE (disagree)

**COMPOSE:**

Develop ONE reason in support of your team's claim. Compile relevant evidence in the form of expert opinions, hypothetical examples, historical facts, textual evidence, etc.

Example:



**DEVELOP YOUR REASON:**

PREVIEW ONLY

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**ANTICIPATE THE COUNTERCLAIM:** what is one reason the opposing side might offer?

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**REBUTTAL:** How would you respond to the counterclaim?

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## PERSONALITY QUIZ!

1) I prefer sports, hobbies, and/or activities where...

I stand alone and rely on myself.

I work with a supportive team and feel a sense of camaraderie (togetherness).

2) When I am making an important decision, I usually...

Reflect on the issue in my own mind until the correct path becomes clear.

Get input from the people that love and respect to hear what they think.

3) When I find myself on the dance floor at a raging party, I tend to...

Follow my heart and dance in my own unique way.

Pay attention to what others are doing or when join in a choreographed routine.

4) When it comes to expressing my opinions, I am inclined to...

Speak my mind even when it goes against the popular view.

Consider the perspectives of others and try to find common ground.

5) When making plans for the weekend, I am more likely to...

Pursue my own interests and do things at my own pace.

Seek opportunities to spend time with friends and find group activities.

6) When I make financial decisions (i.e., earning and spending), I...

Consider what is best for me in terms of personal gain and financial success.

Think about the well-being of others and how my decisions might impact society.

7) When I am struggling with a challenging task, I typically...

Strive to overcome on my own.

Reach out for help and support.

8) I believe that competition...

Drives innovation and excellence and benefits everyone in the end.

Creates divisions and inequality and should be replaced with cooperation.

9) When it comes to wealth and property (money, land, buildings, etc.), I think...

Individuals should have the right to own and control private property.

It should be owned by everyone and managed for the benefit of all.

# ANTHEM

Name: \_\_\_\_\_

## LITERARY ANALYSIS: Character Development

**RL3** Key Ideas and Details: Analyze how complex characters (conflicting motivations) develop throughout a text, interact with other characters, and advance the plot or develop the theme.

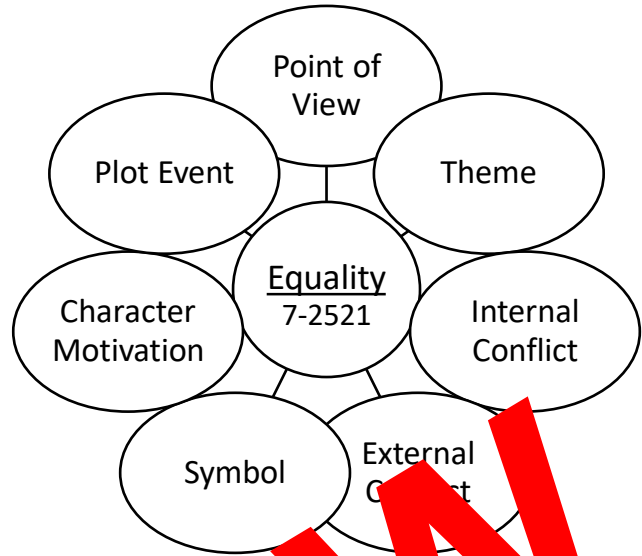
**RL1** Key Ideas and Details: Citing Evidence | **W2** Informative Writing: Organizational Structure

*Anthem* is all about Equality (the character, not the principle). Equality 7-2521 is an early example of what we now call a [Randian hero](#), a rugged and exceptional individual who challenges an oppressive system. [Equality's evolution](#) drives the plot and develops the main themes. His story bears some similarity to the traditional concept of the [hero's journey](#), also known as the monomyth. Outline Equality's story using this hero's journey graphic.



## LITERARY ANALYSIS: CHARACTER

Write an essay analyzing the character Equality 7-2521. The key elements to explore are **character development**, **point of view**, and **internal conflict**. Make sure to include explanations of how aspects of character connect to other important elements of the text. This prompt requires a complex response, so organization is key.



### 1) BRAINSTORM SPECIFIC TOPICS THAT YOU MIGHT ADDRESS.

His initial internal motivation to be "good"		
Despair in the forest		
His point of view changed when...		

### 2) COLLECT EVIDENCE FROM THE TEXT.

Find the excerpts in *Anthem* that best illustrate **character development**, **internal conflict**, and **point of view**. Take notes using the [TEXTUAL EVIDENCE](#) page.

### 3) COMPOSE YOUR ESSAY.

- Organize your essay using the [ESSAY ORGANIZER PAGE](#).
- Start with an effective introduction.
- Focus each section or body paragraph on a clear topic / main idea.
- End with a strong conclusion.



# ANTHEM Quiz 1 (Ch. 1)

Name: \_\_\_\_\_

1) Which of the following words is NOT found in Chapter 1?

- A. Men
- B. Me
- C. We
- D. Our

2) Which choice reflects the narration (telling) of Chapter 1?

- A. Equality writes in his journal.
- B. The Council of Elders files a report.
- C. An unknown narrator who is not personally involved
- D. Brotherhood 4-1691 tells some children what happened long ago.

3) At the very start of the story, Equality is...

- A. Resting in a jail cell.
- B. Performing manual labor (carrying bricks).
- C. Eating in a dining hall.
- D. Hiding in a tunnel.

4) Equality feels that he is different from his "brothers and sisters" in that he...

- A. Has more faith than everyone else.
- B. Is evil compared to everyone else.
- C. Deals honestly with people.
- D. Trick question! He does not think that he is different.

5) What is Equality's favorite class in the Home of the Students?

- A. History
- B. Physical Education
- C. Penmanship
- D. Science

6) What trait makes Equality stand out?

- A. The color of his eyes
- B. The color of his hair
- C. His height
- D. One leg is shorter than the other.

7) According to the Old Ones, life in the Unmentionable Times was...

- A. Full of modern conveniences and achievements.
- B. A mass starvation event.
- C. Groups of early humans hunting and killing each other.
- D. Trick question! They do not mention it.

8) To what home does the Council of Vocations assign Equality?

- A. Growers
- B. Street Sweepers
- C. Party Boys
- D. Scholars

9) The only way that someone can change their vocation (job) is by...

- A. Agreeing to work in the mining pits.
- B. Moving to the "Frozen Wastes."
- C. Getting a Council Leader to issue an official appeal.
- D. Trick question! They cannot change it.

10) How does the Council kill the people that are too old to work?

- A. Drowning
- B. Starvation
- C. Hypothermia (cold)
- D. Trick question! They send them to the Home of the Useless.

11) What crime does Equality ask International 4-8818 to commit?

- A. Keeping a secret
- B. Altering an important document in the Hall of Records
- C. Murder
- D. Friendship

12) What does Equality steal from the Home of the Scholars?

- A. Paintings and sculptures
- B. Food and clothing
- C. Binoculars and a whistle
- D. Books and candles

13) Equality regularly sneaks away when he is supposed to be...

- A. Sleeping.
- B. At the theatre.
- C. Working.
- D. At the Fitness Center.

14) The idea of this story is that in relation to us, the readers, it takes place...

- A. Long ago.
- B. Right now.
- C. In the future.
- D. During World War II.

15) Describe a typical day in the life of a typical citizen of the collective society.

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## RECALL & COMPREHENSION

- 1) The premise (idea) of *Anthem* is that in relation to us, the readers, it takes place...
  - A. Long ago.
  - B. Right now.
  - C. In the future.
  - D. During World War II.
  
- 2) What types of words are forbidden in the imagined society of the book?
  - A. Coordinating conjunctions
  - B. Comparative adjectives
  - C. Passive verbs
  - D. Singular personal pronouns
  
- 3) The most important value to the society in *Anthem* is...
  - A. Justice.
  - B. Intelligence.
  - C. Peace / nonviolence.
  - D. Togetherness / unity.
  
- 4) Who or what tells the story?
  - A. Equality 7-2521 is keeping a journal.
  - B. A report from The Council of Elders.
  - C. An unknown teller who is not personally involved in the tale
  - D. Brotherhood 4-1691 tells a group of children what happened long ago.
  
- 5) At the start of the story, Equality 7-2521 believes he is different because he...
  - A. Has more faith than anyone else.
  - B. Is evil.
  - C. Deals honestly and tells the truth.
  - D. Trick question! At the beginning of the story, he believes he fits in perfectly.
  
- 6) Which words describe Liberty 5-3000?
  - A. Awkward and comical (funny)
  - B. Beautiful and graceful
  - C. Large and gruff (harsh in manners)
  - D. Shy and nervous
  
- 7) According to the Old Ones, life in the Unmentionable Times was...
  - A. Full of modern conveniences and technological achievements.
  - B. A mass starvation event.
  - C. Dominated by evil beings called Titans.
  - D. Trick question! They don't mention it.
  
- 8) The only way that someone can change their vocation (job) is by...
  - A. Agreeing to work in the mining pits.
  - B. Moving to the "Frozen Wastes."
  - C. Getting a Councilor's official appeal.
  - D. Trick question! They cannot change it.
  
- 9) How does the society in *Anthem* make sure that everyone agrees?
  - A. People's brains are genetically programmed prior to birth.
  - B. The people are brainwashed through plays, mottos, and chants.
  - C. The young naturally imitate the old.
  - D. They use trained dream whisperers to influence people as they sleep.
  
- 10) What is Liberty 5-3000's occupation?
  - A. Healer
  - B. Cook
  - C. Street Sweeper
  - D. Farmer

11) What is the only crime punishable by death in the collective society?

- A. Falling in love
- B. Speaking the Unspeakable Word
- C. Fratricide (murder of a brother)
- D. Refusing or being unable to work

12) What aids Equality's scientific efforts?

- A. The Council of Inventions.
- B. Liberty 5-3000.
- C. An elderly man who lives in the Uncharted Forest.
- D. The objects he finds in the tunnel.

13) Equality admits that he steals from the institutions of the society so that he can...

- A. Pursue his own interests.
- B. Give to people in need.
- C. Sabotage (ruin) the Leaders' plans.
- D. See how the authorities will react.

14) How is it that Liberty 5-3000 and Equality 7-2521 reunite in Chapter 9?

- A. They are sent to the same prison.
- B. Equality breaks into the kitchens where Liberty works.
- C. Liberty makes it happen by tracking down Equality in the forest.
- D. They meet at the abandoned tower as they had planned all along.

15) How do the authorities discover that Equality engages in forbidden activities?

- A. Liberty tells on him.
- B. Union tells on him.
- C. The Council of the Home notices that he went missing and questions him.
- D. A city patrol finds his hideout when they see the smoke from his fire.

16) How does Equality escape from the Palace of Corrective Detention?

- A. International 6-8900 breaks him out.
- B. He basically just walks out.
- C. His complex plan outwits the guards.
- D. Trick question! They send him home.

17) When Equality meets with the Council of Scholars, he lies and tells them that...

- A. He is a scholar from a distant city.
- B. He is working on a top secret project for the World Council.
- C. He did not steal the supplies.
- D. Trick question! He tells the truth.

18) When Equality 7-2521 first arrives in the Uncharted Forest he feels \_\_\_\_\_, but the next day he feels \_\_\_\_\_.

- A. Joyful / terrible
- B. Flirty / nauseous (sick)
- C. Hopeless / happy
- D. Righteous / guilty

19) What decision do Equality and Liberty make regarding their future together?

- A. They plan to return to the City of Men.
- B. They will have a "dedication ceremony" (like a wedding).
- C. They will spend the rest of their lives in the building that they found.
- D. Trick question! They decide to separate.

20) Equality 7-2521 believes that \_\_\_\_\_ is the "creed of corruption" and the cause of great evil.

- A. Money
- B. Faith
- C. We
- D. Mine

21) Which choice shows the correct sequence for Equality's different names?

- A. Adam, Equality, The Golden One
- B. Equality, Unconquered, Prometheus
- C. Prometheus, The Golden One, Equality
- D. Equality, Prometheus, Gaea

22) By the end of the book, Equality feels a burden of personal guilt because...

- A. He humiliated the Council of Scholars.
- B. He feels unworthy of Liberty's love.
- C. He failed to free the people.
- D. Trick question! He feels no guilt.

23) At the end of the story, Equality feels...

- A. Depressed and discouraged.
- B. Nothing. (He is dead.)
- C. Determined and triumphant.
- D. Content and satisfied.

24) Equality decides that he will return to the City of Men in order to...

- A. Destroy it.
- B. Beg for forgiveness and acceptance.
- C. Rescue those who want to be rescued.
- D. Trick question! He vows to stay away.

## LITERATURE & LANGUAGE

25) The setting imagined in *Anthem* is best described as a...

- A. Utopia.
- B. Cornucopia.
- C. Zootopia.
- D. Dystopia.

26) Which choice represents the conflicting ideologies of the 20th century (1900s)?

- A. Republicanism, intellectualism, and existentialism
- B. Humanism, Taoism, and gradualism
- C. Fascism, capitalism, and communism
- D. Existentialism, environmentalism, and consumerism

27) Karl Marx's theories viewed society as a class struggle between...

- A. The 1% and the 99%.
- B. Brahmins, Vaishyas, Shudras, and Dalits.
- C. The bourgeoisie and the proletariat.
- D. Patricians and plebeians.

28) The World War II era and the Cold War era represent this work's \_\_\_\_\_.

- A. Point of View
- B. Setting
- C. Historical Context
- D. Authorial intrusion

29) Which of these events provided the most inspiration for the writing of *Anthem*?

- A. The Renaissance
- B. The Great Depression
- C. The Russian Revolution
- D. The Korean War

30) *Frankenstein*, *Anthem*, *Transformers: Dark of the Moon*, and the Harry Potter books all fall within the genre of...

- A. Memoir.
- B. Utopia fiction.
- C. Fantasy.
- D. Speculative fiction.

- 31) Equality's internal conflict is that...
- A. He feels that he must fight the government in order to create change.
  - B. He wants to express himself, but he knows it is wrong.
  - C. He must choose between Liberty 3-5000 and his personal goals.
  - D. He must find a way to escape the prison without getting himself killed.

- 32) The language in most of *Anthem* is unusual because it is written from a/an \_\_\_\_\_ point of view.
- A. Omniscient (all-knowing)
  - B. Collective
  - C. Second-person
  - D. Onomatopoeic

- 33) Which of these events represents the inciting incident of the plot?
- A. Equality visits the Council of Scholars.
  - B. Equality discovers the hidden tunnel.
  - C. Equality runs away with Liberty.
  - D. The World Council imprisons Equality.

- 34) The personal journey of a dynamic character like Equality 7-2521 is called a...
- A. Character arc.
  - B. Motivation.
  - C. Subplot / parallel plot.
  - D. Structural effect.

- 35) Which choice accurately identifies the climax of the external conflict?
- A. Liberty and Equality find a home.
  - B. Equality gets his invention to work.
  - C. Equality meets with the scholars.
  - D. Equality defeats and murders Union.

- 36) Which choice is the LEAST important theme subject in *Anthem*?
- A. Individuality
  - B. Forgiveness
  - C. Freedom
  - D. Seeking truth

- 37) Identify the key element in this excerpt:

“...it was as if we were swimming through a sea of leaves, with the bushes as waves rising and falling and rising around us, and flinging their green sprays high...”

- A. Point of view (irony)
- B. Figurative language (simile)
- C. Symbolism
- D. Structure (pacing)

- 38) Which literary element is highlighted in this excerpt?

“But we must never speak of the times before the Great Rebirth, else we are sentenced to three years in the Palace of Corrective Detention. It is only the Old Ones who whisper about it in the evenings, in the Home of the Useless. They whisper many strange things, of the towers which rose to the sky, in those Unmentionable Times, and of the wagons which moved without horses, and of the lights which burned without flame. But those times were evil.”

- A. Structural effect: mystery
- B. Character traits and motivations
- C. Device: foreshadowing
- D. Plot event: rising action

- 39) The recurring element of names and re-naming mainly connects to the theme on...
- A. Power.
  - B. Equality / hierarchy.
  - C. Seeking truth.
  - D. Individuality / collectivism.

40) The recurring element of *The Uncharted Forest* mainly connects to the theme on...

- A. Equality / hierarchy.
- B. Forgiveness.
- C. Pacifism (non-violence).
- D. The natural state of life.

41) In analyzing the literary elements of *Anthem*, the light box is a(n) \_\_\_\_\_, whereas song/singing is a(n) \_\_\_\_\_.

- A. Symbol / motif
- B. Motivation / allusion
- C. Allegory / metaphor
- D. Allusion / simile

42) Identify the key literary element in this excerpt:

“... May the Council have mercy upon us! We had no wish to write such a question, and we knew not what we were doing till we had written it. We shall not ask this question and we shall not think it.”

- A. Setting / genre
- B. Internal conflict
- C. Symbol
- D. Figurative / connotative meaning

43) Identify the key literary element in this excerpt:

“We blew out the candle. Darkness swallowed us. There was nothing left around us, nothing save night and a thin thread of flame in it, as a crack in the wall of a prison. We stretched our hands to the wire, and we saw our fingers in the red glow.”

- A. Rhetoric
- B. Imagery
- C. Allusion
- D. Structure (suspense)

44) Which choice best reflects the tone of *Anthem* as a whole?

- A. Silly and absurd
- B. Angry and hate-fueled
- C. Serious and reverent (respectful)
- D. Joyful and carefree

45) The fact that life in *The Uncharted Forest* bears striking similarities to the story of *The Garden of Eden* represents a literary...

- A. Allusion.
- B. Coincidence.
- C. Theme.
- D. Hyperbole.

46) Equality’s time of revelation (profound understanding) on the mountain is an unspoken reference to...

- A. Moses / The Bible
- B. Shakespeare’s *Hamlet*
- C. Odin / Norse mythology
- D. Odysseus / Greek mythology

47) Which choice is NOT accurate in describing propaganda?

- A. It often relies on emotion rather than logic.
- B. It can take many different forms (posters, speeches, books, etc.)
- C. It presents both sides of the issue.
- D. It can be created by individuals or official organizations.

48) *Anthem* is all of the following EXCEPT...

- A. Speculative fiction.
- B. Anti-communist propaganda.
- C. Dystopia novella.
- D. Autobiographical anthology.

SHORT ANSWER

49) Complete the table to explain how Equality’s motivations change over time.

When Equality 7-2521 is a young adult (but before he discovers the hidden tunnel), he really wants...	Equality 7-2521 decides to share his discovery with the World Council of Scholars out of a desire to...	In the final part of his story, the main character visualizes his hopes for the future. He dreams of...

50) Explain the relevance of the book’s title.

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51) CONNECT: Deeper Meanings and Story Details (Use each letter exactly once.)

Individuality	___		M. The mountain
Sacrifice	___		T. The light box
Equality 7-2521	___		H. The forest
Human nature	___		A. The train tunnel
Science	___		N. Fire
Revelation / Sacred truth	___		E. The sky



52) The language of the narration changes profoundly (in a big way) toward the end of *Anthem*. Explain how the language changes and the importance of the change.

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53) Provide literary analysis for this quote. Include any relevant literary terminology.

“As the flames rose, a thing happened which no eyes saw but ours, else we would not be living today. Perhaps it had only seemed to us. But it seemed to us that the eyes of the Transgressor had chosen us from the crowd and were looking straight upon us. There was no pain in their eyes and no knowledge of the agony of their body. There was only joy in them, and pride, a pride holier than is fit for human pride to be. And it seemed as if these eyes were trying to tell us something through the flames, to send into our eyes some word without sound. And it seemed as if these eyes were begging us to gather that word and not to let it go from us and from the earth. But the flames rose and we could not guess the word...”

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54) Analyze this except from the end of *Anthem* in terms of tone.

“Here on this mountain, I and my sons and my chosen friends shall build our new land and our fort. And it will become as the heart of the earth, lost and hidden at first, but beating, beating louder each day. And word of it will reach every corner of the earth. And the roads of the world will become as veins which will carry the best of the world’s blood to my threshold. And all my brothers, and the Councils of my brothers, will hear of it, but they will be impotent against me. And the day will come when I shall break all the chains of the earth, and raze the cities of the enslaved, and my home will become the capital of a world where each man will be free to exist for his own sake.

For the coming of that day shall I fight, I and my sons and my chosen friends. For the freedom of Man. For his rights. For his life. For his honor.”

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55) CONNECT: Story Details and Source References

The train tunnel	—	A. “The Road of No Return”
The Great Rebirth	—	B. The Dark Ages
The top of the mountain	—	C. The Russian Revolution
The Uncharted Forest	—	D. The Garden of Eden
The Saint of the Pyre	—	E. The Soviet Union / Comintern
The World Council	—	F. The Dead Sea Scrolls
		G. “Allegory of the Cave”
		H. Dante’s <i>Inferno</i>
		I. The Magna Carta / Bill of Rights
		J. Shakespeare’s <i>Othello</i>
		K. Ancient Egypt
		L. Moses / 10 commandments