

Figure 4.4 Lesson Plan for Anthem by Ayn Rand

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| <p><b>Assessed Need:</b> I have noticed that my students need: <i>To examine more carefully how Rand's choice of shifting pronouns communicates the novella's message about identity.</i></p>  |
| <p><b>Standard(s) Addressed:</b> <i>Key Stage 4: Reading: Understand and critically evaluate texts, drawing on knowledge of the purpose, audience for and context of the writing, including its social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation.</i></p> <p><i>Seeking evidence in the text to support a point of view, including justifying inferences with evidence.</i></p> <p><i>Analyzing a writer's choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact.</i></p>   |
| <p><b>Text(s) I Will Use:</b> <i>Anthem</i></p>  |
| <p><b>Learning Intention for This Lesson:</b> <i>Examine the shift in Equality-252's shifting use of pronouns to describe himself, and link that to the author's message about identity.</i></p>   |
| <p><b>Success Criteria for This Lesson:</b> <i>I will write a timed response explaining Rand's stance about individual and collective identities, using evidence from Part 12 to support claims.</i></p>   |
| <p><b>Direct Instruction:</b></p> <p>Model: Strategies/skills/concepts to emphasize</p> <p><i>Review conclusions from yesterday's collaborative discussions, and model annotation in the first paragraph of today's close reading (Part 12).</i></p> <p><i>"I am highlighting and noting in the margin that the act of reading brought Equality to tears, which he had never known before. The connection I am making is that the act of reading is <u>eye opening</u>, and his discovery of the word 'I' is triggering this imagery for me as I associate the word 'I', the eye that sheds a tear, and an eye-opening moment in his life."</i></p> <p>Guide and Scaffold: Questions to ask</p> <p><i>Are there any words or phrases that are confusing to you?</i></p> <p>Assess: These are the students who will need further support</p> <p><i>Christina and Ben have been absent this week; give them time to catch up with the story prior to the lesson.</i></p> |
| <p><b>Dialogic Instruction:</b></p> <p>Teacher-Directed Tools</p> <p><i>Close reading questions for discussion:</i></p> <p><i>What does the text say? (literal)</i></p> <ul style="list-style-type: none"><li><i>• Who is the speaker?</i></li><li><i>• Where is this excerpt located in the context of the story? How do you know?</i></li></ul> <p><i>How does the text work? (structural)</i></p> <ul style="list-style-type: none"><li><i>• What is the tone of the excerpt? Note specific words or phrases that informed your thinking.</i></li><li><i>• Where does the author use metaphor? To what end?</i></li></ul> <p><i>What does the text mean? (inferential)</i></p> <ul style="list-style-type: none"><li><i>• What does the author mean when she says, "Let each man keep his temple untouched and undefiled"? "Then let him join hands with others if he wishes, but only beyond his holy threshold."</i></li></ul>                                    |

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- *Reword this phrase: "It [we] is the word by which the depraved steal the virtue of the good, by which the weak steal the might of the strong, by which the fools steal the wisdom of the sages."*

*What does the text inspire you to do? (interpretive)*

*What do you think Rand's attitude toward working together is? Is she against all versions of "we"? Based on what we discussed, what do you think she would say about voluntary teamwork? Be sure to tell me why you are making that conclusion using evidence from the excerpt.*

Student-Enacted Tools

*Students should be encouraged to develop their own questions about the text.*

Assess: These are the students who will need further support

*AJ, Kalid, and Stephanie need support with vocabulary.*

**Feedback Opportunities:** *Use questions, prompts, and cues to facilitate conversation. Phrases that I want to be mindful to use include these:*

- *"Tell us more about that."*
- *"How does your remark link to \_\_\_\_\_'s?"*
- *Repeat especially insightful statements by students to generate further discussion.*

**Independent Learning and Closure:**

*Closure: Remind students of learning intention and success criteria, and refer them to the writing rubric we use for short pieces.*

*Independent Learning: What do you think Rand's attitude toward working together is? Is she against all versions of "we"? Based on what we discussed, what do you think she would say about voluntary teamwork? Be sure to tell me why you are making that conclusion using evidence from Part 12.*