

# ***Anthem* by Ayn Rand (Published by Signet/The Penguin Group)**

Approved for use in Honors Communication Arts I and Communication Arts I

## **Summary**

A youth named Equality 7-2521, who has found a hidden tunnel and hides in it to write, knows his solitude violates all the laws of his society. As he spends more time alone, he realizes that solitude suits him, and he begins to crave more and more time by himself. Equality 7-2521 shortly discovers electricity and successfully builds a light bulb from the materials he finds in his tunnel. However, the World Council rejects his invention out of fear and anger at his individualism. When the Council threatens to kill him and get rid of his light bulb, he and his female companion flee to the Uncharted Forest where they discover that they are free at last to believe in individualism and the supremacy of the ego.

## **Connection to the Curriculum**

With its spare yet poetic prose style, Rand's novel offers a view of the spirit she saw dominating the world in the early 20th century — the spirit of Communism and similar totalitarianisms. In place of these ideas, Rand offers her theory of "Objectivism," which celebrates reason, capitalism, and individuality. *Anthem* is a fictional exposition of these views offering the reader the unique opportunity to examine the theme of the primacy of the individual and the conflict between a heroic individual and an oppressive dystopia. The novel offers an excellent opportunity for the higher order thinking necessary for research, discussion, analysis, and comparisons of world governments; examination of an author's position and the techniques employed to communicate that position; analysis of particular symbols and motifs; and the study of self, individuality, and the archetypal idea that each person is the hero in his/her own life story.

## **Standards**

### **Course Objectives (Benchmarks)**

**Reading:** 1.4- The students comprehend a variety of texts.

**Literature:** 2.1-The students use literary concepts to interpret and respond to text

**Writing:** 3.9- The students use a variety of modes of writing for different purposes and audiences.

**Research:** 4.1- The students use effective research practices. 4.2- The students use ethical research practices.

### **Possible Skills Taught (Indicators)**

#### **Reading:**

1.4.11- The student uses information from the text to make inferences and draw conclusions.

1.4.14- The student explains and analyzes cause-effect relationships in appropriate-level texts.

1.4.20- The student identifies the author's position in a persuasive text and describes the techniques the author uses to support that position.

#### **Literature:**

2.1.2- The student analyzes the historical, social, and cultural contextual aspects of the setting and its influence on characters and events in the story.

2.1.4- The student analyzes the themes, tone, and author's point of view across a variety of works and genres using textual evidence and considering audience and purpose.

2.1.5- The student identifies, analyzes, and evaluates the use of literary devices in a text.

#### **Writing:**

3.9- The student writes persuasive pieces.

#### **Research:**

4.1.2- The student locates appropriate print and non-print information using texts and technical resources, periodicals, and book indices, including databases and the Internet.

**A Note on the Text:** (The best way to evaluate and understand a novel is to personally read the book in its entirety.)

*This novel about an imperfect society shares the author's negative views of communism.*

## **AP Connections**

This novel offers opportunity for reinforcement of close critical reading strategies and application to a text. Further, this highly reputable author has been included and referenced on the AP exams.

## **Additional Unit Design Connections**

Coming soon:

To be completed during future curriculum development activities