Sept. Anthem novel Study Grade 8

Content Area: **Gifted and Talented**
Course(s):
Time Period: **September**
Length: **6-8 Weeks**
Status: **Published**

Unit Overview

Students will read Anthem by Ayn Rand. Students will keep a journal sharing their reflections while reading. Students will complete several activities related to the book. Students will participate in weekly class discussions about their reading.

Enduring Understandings

Individual identity is important.

Strong individuals make strong societies.

One doesn't have to give up the "self" to become part of the "whole."

Progress occurs when the group values the diversity of its individuals

Essential Questions

What is collectivism, individualism, altruism, egoism, conformity, obedience and independence?

How much of a priority is independence?

How does that priority change based upon exterior circumstances?

How does one gain a sense of self identity and community identity?

What is the appropriate way to balance individual and group identity?

What is the responsibility of the individual for shaping his/her own identity?

What is the human need to belong to a group?

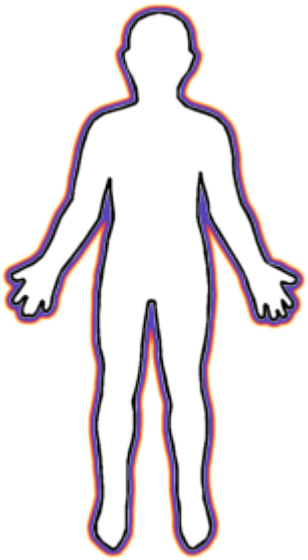
What is the role of government in establishing individual and/or group identity?

Instructional Strategies & Learning Activities

- Define universal terms from anthem for homework or do in class. (independence, altruisim, egoism,

collectivism...) see handout. Go over answers and discuss any misconceptions and connections between terms.

- Watch youtube intro about ayn rand https://www.youtube.com/watch?v=pjaHeALTPgE
- Watch parts 1 and 2 of these intro videos https://campus.aynrand.org/campus-courses/anthem/ayn-rand-and-the-writing-of-anthem
- Discuss communisim/Bolshevik Revolution and influence it had on Rand's life. Review their reading from Animal Farm and the Gulag interactive they did in 7th grade as background info and historical context
- Give summary of the book.
- Read chapter 1 together. Discuss "we". What's missing? (The word "I")
- Ask students to look at Ayn Rand Terms Google Doc. Look for examples of terms while reading and note them on shared Google Doc. Discuss these during weekly discussions.
- Take notes in bookmark- metacognition- thoughts and questions and vocabulary. Reflect on their reading. Can be typed or hand written. Hand in weekly for homework grade.
- Use discussion questions from the "Ayn Rand Education" packet to lead book talk discussion. (From Ayn Rand Institute)
- Tic tac toe character study of equality - **https://www.aynrand.org/~/media/pdf/teacher-resources/ant_equality-tic-tac-toe.ashx?la=en**
- Give "design a seal" homework assignment. Students design a seal for the society of Anthem- similar to our state seal or country seal.
- Give universal terms quiz- Use Google Forms for online quiz
- Give Anthem essay contest as a test in class. Let them prep for a week and bring in book and notes/bullet points. Submit essays to essay contest.
- Do body part autopsy activity in class in pairs. (see handout)
- Give final project ideas- chose one to do (individually)- work on it at home and at school (see handout)



A Post-Reading Autopsy of Equality 7-2521

Now that we have finished reading Anthem, you're going to give Equality 7-2521 an autopsy to examine him a bit closer.

Procedure:
One group member lies on the butcher paper. The others outline the body in pencil (so you don't get markers on clothing and in case you need to erase any mistakes). Then, trace the outline in marker, so it will show.

Find quotations/passages to illustrate the following ?body parts? for a post-reading autopsy of Equality. Place these strategically on the body outline. Write the page number in parentheses after each quotation or passage. All members should sign the project. You will present your findings to the class. Neatness, color, artistic effort, as well as the most appropriate quotations/passages will earn you the highest points.

Body Parts:

- Head-Intellectual side of Equality: What are his dreams? Visions? Philosophies?
- Eyes- See through his eyes. What memorable sights affect him? How?
- Mouth-His communication- What philosophy does he share/espouse? What arguments/debates?
- Arms- Working?What is his relationship to work in general? To specific work?
- Hands-The practical side of Equality?What conflicts does he deal with? How?
- Heart-His emotional side?What does he love? Whom?

- Torso-The instinctive side of Equality-What doesn't he like about himself? What does he hide? What brings him pain? What does he fear? Describe his ?dark? side.
- Legs-His playful side-What does he do for fun?
- Feet-His mobility?Where has he been (literally/figuratively)? How has he been affected by travel or the setting?
- ?Wings?-His future?Where is he going?

Integration of Career Readiness, Life Literacies and Key Skills

0xCRP.K-12.CRP11	Use technology to enhance productivity.
0xCRP.K-12.CRP2	Apply appropriate academic and technical skills.
0xCRP.K-12.CRP4	Communicate clearly and effectively and with reason.
0xCRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
0xCRP.K-12.CRP6	Demonstrate creativity and innovation.
0xCRP.K-12.CRP7	Employ valid and reliable research strategies.
0xCRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
0xCRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
9.2.8.CAP	Career Awareness and Planning
	An individual's strengths, lifestyle goals, choices, and interests affect employment and income.
	Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).
9.4.8.CI.4	Explore the role of creativity and innovation in career pathways and industries.
9.4.8.CT	Critical Thinking and Problem-solving
9.4.8.DC.1	Analyze the resource citations in online materials for proper use.
9.4.8.DC.2	Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).
RL.CR.8.1	Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text.
RI.CI.8.2	Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or

	judgments.
9.4.8.IML.1	Critically curate multiple resources to assess the credibility of sources when searching for information.
RL.PP.8.5	Analyze how an author conveys or develops their perspective or purpose in a text through the use of different perspectives of the characters and that of the audience or reader (e.g., created through the use of dramatic irony).
9.4.8.IML.2	Identify specific examples of distortion, exaggeration, or misrepresentation of information.
9.4.8.IML.6	Identify subtle and overt messages based on the method of communication.
9.4.8.IML.7	Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).
SL.PE.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Technology and Design Integration

- Use of Smartboard and Chromebooks
- Students create final projects using their Chromebooks- creating a website or video trailer are some options
- Shared docs in Google Classroom for vocabulary, character development and themes

Interdisciplinary Connections

Psychology

History (Russian Revolution)

Art

1.2.8.Cr1a	Generate a variety of ideas, goals and solutions for media artworks using creative processes such as sketching, brainstorming, improvising, and prototyping with increased proficiency, divergent thinking, and opportunity for student choice.
1.2.8.Cr2a	Organize and design artistic ideas for media arts productions.
6.3.8.CivicsPR.3	Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).

Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.
- **Definitions of Differentiation Components**:
    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

Product (choice), process (varied reflection options for note taking), small group discussions for those having difficulty understanding the universal themes

Modifications & Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.
Modifications and Accommodations used in this unit:

Student can listen to the text read aloud.

Student can type of write their journal notes.

Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.
Schoolwide Benchmark assessments:
Aimsweb benchmarks 3X a year
Linkit Benchmarks 3X a year
Additional Benchmarks used in this unit:

Teacher observation and data to track growth over time and grade levels.

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).
Formative Assessments used in this unit:

Weekly class discussions

Journals collected weekly and reviewed by teacher with comments

small group discussions weekly

Online questions posed in Google Classroom weekly

Summative Assessments

Summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.
Summative assessments for this unit:

Criteria	Exemplary 3 points	Proficient 2 points	Partially Proficient 1 point
Use of Class Time	Consistently used time	Mostly used time well	Did not use class

	well during each class period. Focused on getting the project done.	during each class period. Usually focused on getting the project done.	time well.? Didn't focus on getting the project done.
Content	Clearly demonstrates an understanding of the task and theme of the novel.	Demonstrates understanding of the task and theme of the novel.	Demonstrates minimal understanding of the task or theme of the novel.?
Creativity/Originality	Project displays exceptional creativity and originality.	Project displays creativity and originality.	Project displays little or no creativity and originality.
Project Requirements	Project extends beyond the required elements.	Project contains all required elements.	Project does not contain all required elements.

Name:_____ grade:_____

Instructional Materials

student laptops or access to computers

pencil/paper

student handouts (paper version and/or online)

novel for each student

art supplies for autopsy project, as well as large sheets of paper

Standards

LA.RL.8.1	Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

LA.RL.8.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
LA.RL.8.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
LA.RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
LA.RL.8.6	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
LA.RL.8.9	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
LA.W.8.1	Write arguments to support claims with clear reasons and relevant evidence.
LA.W.8.4	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
LA.W.8.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.