

(Play The Who's anthem "Who are you?" while students are writing in journals.)

## Concept:

Philosophical and political terms identified in ARI Study Guide for *Anthem* (Collectivism, Individualism, etc. . .)

## Standards Addressed:

Students will identify, analyze, and discuss socio-cultural (philosophical) values of author and literary work, and read with efficiency from a variety of genres

## General Goal(s)

Students will identify and discuss the nature of the terms identified in the study guide, collaborate to demonstrate knowledge of terms, present personal ideas about terms to class, and reflect on the nature of terms by writing in journals.

## Specific Objectives:

Master knowledge of terms specified on study guide

## Required Materials:

Composition books or journals, Study Guide-handout with terms, *Anthem*.

## Anticipatory Set:

Have students respond to the prompt on conformity & peer pressure in their journals (student are writing to develop their sense of expression (i.e., they shouldn't worry about making grammatical errors), they should be given the freedom and encouragement to express themselves in verse, prose, song, or letter form.

## Step-By-Step Procedures:

(lesson is designed for a block schedule Frosh English class) 1. Students write in Journal for (15 minutes)

1. Discuss (whole group) the dynamics of conformity, individuality, and peer pressure facing teenagers (5 min)

2. Identify specific negative consequences of conformity and positive results of individuality [social, legal, cultural, psychological, etc. . .] List them on board. Quiz students on the definitions of terms in two days. . . (10 minutes)
3. [Break students into academically heterogeneous groups of four] Students take 10 minutes and write Terms, Situations, Consequences/Results in a T chart and fill in based on group discussion.
4. Whole group presentations—one representative from each group will present groups findings to class—teacher will clarify misunderstandings (20 minutes)
5. Have students work in pairs and come up with one skit (non-verbal but not charades) that personifies the definition of two of the Study Guide terms.
6. Students will act out and audience will then attempt to identify and explain how each skit is communicating the various terms.
7. Q & A (2 minutes)
8. Informal verbal assessment—randomly prompt students to summarize ideas in their own words.
9. Close with SSR of 10–15 pages (15 minutes)

## **Assessment:**

Quiz on Terms (formal assessment)

(informal assessments) of group, pairs, and individuals based on discussion and task T chart activities

## **Adaptations (For Students with Learning Disabilities):**

Direct, redirect, focus, prompt in low stress situation, clarify, peer-mentor, give group task that is appropriate given intellectual and developmental (specific tasks for all students in group should be given for T chart task)

## **Extensions (For Gifted Students):**

Students can be challenged to summarize examples of the terms based on their observations at school for one day: turn in summary of observations the following day—200–300 word minimum response, organize writing around terms, strive to write in active voice.

Gifted students can be called upon to present the information generated from their groups, and they should be given the task of leading the group and keeping individuals on task. If a gifted student prefers working individually, then allow them to complete the task on their own. Challenge them to identify specific examples of the terms socially (at school) and culturally (politics, arts, military, etc. . .) and explain how they view the relevance and consequences.

Compare and Contrast short—write or essay comparing and contrasting ideas of Rand vs. Steinbeck. I always teach these two authors in succeeding units so that students can compare the two authors (styles, ideas/themes, and socio-political background, implications, and inferences).

## **Possible Connections to Other Subjects:**

American History, Politics, and Culture (constitution, individual rights, basic tenants of the Declaration of Independence); Art classes could create a ceramics or mural project that centers around notions of individualism and conformity; World Cultures (Nazism, Fascism, Communism, etc. . .