***Anthem* by Ayn Rand**

Imagine a world in which the word “I” has been outlawed for hundreds of years, where people have numbers for names, in which it is a sin to have a friend, and where faceless councils dictate that all humans must spend their days in toiling for the “good of our brothers”: a world in which technological progress erodes and is eventually abandoned.

**Anticipation Guide**

***Directions****: Read the followings statements and write AGREE or DISAGREE for each. Be prepared to defend your answer!*

1. All humans are born with the ability to choose (free will).

2. The government should decide who is allowed to have children.

4. Some knowledge is too dangerous to be revealed to society and should be kept a secret.

5. We should stand up for our belief no matter what the cost.

6. It is better to be the same than to be different.

7. The individual is more important than the group.

9. If an individual does not believe the laws of the society to be ethical or moral, he then has the right to disobey these laws.

**Questions for discussion:**

1. What freedoms do we take for granted in the U.S.? Do you think we have too much freedom?

2. What freedoms do you think we don’t need in the U.S.? Which ones would you be willing to give up if you had to?

**Concepts in *Anthem*:**

**Altruism**: man exists to serve others and this self-sacrifice is the highest moral duty

**Egoism**: man’s primary moral obligation is to achieve his own welfare and well-being.

**Collectivism**: the subjugation of the individual to a group. Collectivism holds that man must be chained to a collective action and collective thought for the sake of the “common good.”

**Individualism**: every man is an independent and sovereign entity who poses an inalienable right to his own life.

**Dystopian Literature and *Anthem* Notes**

**Utopia:**

* The word \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_comes from two Greek words: “oi” (not) and “topos” (place) = “nowhere.” The word utopia was coined in 1516 by Sir Thomas More who wrote a book with the title *Utopia.*
* Utopia things to think about:  
  + An \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ objective strived for by all, achieved by none.
  + How can perfection be defined?
  + Equality? Health? Lack of Poverty? Peace?

**Utopia: What if we could have?**

* A beautiful society with a general \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ attitude
* No poverty or misery
* Very few necessary laws
* Money is not a necessity
* People who only do work that they enjoy and which benefits the common good

**Utopia Related Ideas**

* Science and Religion
  + The Judeo-Christian concept of the Garden of Eden and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
  + The Buddhist concept of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
  + Advanced science and technology will abolish suffering and death

**Religious Utopias**

* Freedom of religion attracted European groups to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ who were persecuted in their own countries.
* Some colonists hoped to form Utopian societies, self-contained religious communities, removed from the perceived “vices” found in overcrowded cities.
* In these utopian societies, all aspects of people's lives were \_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_.

**Communist Utopias**

* The Soviet Union represented the creation of a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_ on a larger scale than had ever been attempted before.
* Communism was seen as the creation of a working society in which all give according to their means and take according to their needs. This aspect promised the future freedom of all people in a world free of oppression and inequality.
* By the end of the 1920s, the disadvantages of Communism in the Soviet Union were evident.
* Joseph Stalin \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ peasants to work on the land, forced intellectuals into prison   
    
  camps, \_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_, and contributed to the \_\_\_\_\_\_\_\_\_ of millions.
* He used mass media to create a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ image of himself, and any opponents were executed or deported.

**Agricultural Utopias**

* In the 1960s, thousands of people formed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in Europe and the U.S. in an attempt to redefine the institutions of marriage, family and economy.
* People headed "\_\_\_\_\_\_\_\_\_\_\_ \_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_,” questioning the benefits of a society based on technology and competition.
* While most of those communities disbanded, many have survived, emphasizing economic and social cooperation.
* Some communities are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ from the rest of society while others hope to serve as an example of a better lifestyle to the rest of the world.

**The Opposite Side of the Coin: Dystopia**, **a state in which the conditions of life are extremely bad.**

**Dystopia**

* A dystopia is the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of a \_\_\_\_\_\_\_\_\_\_\_\_\_\_ and is usually characterized by a totalitarian society.
* What does totalitarian mean?
  + In short, it refers to a society in which nearly every aspect of public and private   
      
    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_by the state.

**Dystopias are characterized by:**

* + Human \_\_\_\_\_\_\_\_\_\_\_\_\_, poverty, oppression, violence, war, disease, and/or pollution.
  + A pessimistic (pragmatic? prophetic?) view of where the world may be headed . . . or where we may already be.
  + An imaginary place where people lead \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_and often fearful lives
  + A protagonist that questions the society
  + A poor standard of living among the lower and middle classes
  + Set in the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_but resembles contemporary society
  + Glorification and justification of violence
  + Technology \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ humanity
  + Negative social trends are taken to nightmarish extremes
  + Dystopias serve as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to contemporary man
  + Comment on our own current society

**Anti-Dystopia**

* Portrays a society’s \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Utopia with a highlight on the \_\_\_\_\_\_\_\_\_\_ of that attempt.
  + Different from a Dystopia because an Anti-utopia is supposed to be pleasant, but the
  + \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ within an Anti-utopia are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of the flaws of their society.
  + Dystopian societies realize how horrible they are, unlike Anti-Utopias.
  + A social critique/\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ about Utopian goals.

**Conflicts in Dystopian Literature**

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ vs. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Dystopian novels deal with the impact technological advancement is having on our society.
* The argument put forth is that technology is destroying humanity.
  + The novels demonstrate this rather convincingly, but you don’t have to agree with them.

**Characters in Dystopian Literature**

* You can do it! Wait, no…no you can’t.
* \_\_\_\_\_\_\_\_\_\_-\_\_\_\_\_\_\_\_\_\_\_\_ – a protagonist of a story who is technically the “hero” but does not display any heroic qualities.
  + Has a noble goal, but is \_\_\_\_\_\_\_\_\_\_\_\_\_ and most of the time \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in achieving it
  + Anti-heroes are easily overwhelmed, persuaded, and defeated.

**Dystopian Novels**

* Dystopian novels usually include \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of contemporary \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and are seen as a warnings against some modern trend.
* Writers use them as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, in which humankind is put into   
    
  a society that may look inviting on the surface but in reality, is a \_\_\_\_\_\_\_\_\_\_\_\_\_.

***Anthem:* A Dystopian Novel**

* ***Anthem*** is a dystopian fiction \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ by Ayn Rand, written in the U.S. in 1937 and first published in England in 1938.
* It takes place at some unspecified future date when mankind has entered another dark age   
    
  characterized by irrationality, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, and socialistic thinking and economics.
* Technological advancement is now carefully planned (when it is allowed to occur at all) and the   
    
  concept of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_has been \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**The Author: Ayn Rand** (pronounced /ˈaɪn ˈrænd/)

* Born in St. Petersburg, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, on February 2, 1905.
* Witnessed both the Kerensky and Bolshevik \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ as a teenager.
* The communist victory resulted in the confiscation of her father's business and periods of near-starvation for her family.
* Obtained permission to leave Soviet Russia for a visit to relatives in the United States.
* Told Soviet authorities that her visit would be short, but she was determined never to return to Russia, and she never did.
* She opposed the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of Russian culture.
* Rand advocated \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ as the only means of acquiring \_\_\_\_\_\_\_\_\_\_\_\_\_ and rejected faith and religion
* Rand's political philosophy emphasized \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_.

**Relation to the real world:**

* The issues raised in the book are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_by the issues of Rand’s time.
* Rand uses her book to express the fear of losing \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_ and promote her political and personal philosophies.
* The book is considered \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. You must decide whether you believe it or not.

**Key Facts about the Book**

* **Type of work:** ·­­­­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* **Genre:** · \_\_\_\_\_\_\_\_\_\_\_-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Dystopian)--The world presented is the world as it should NOT be.
* **Narrator:** · Equality 7-2521 writes the journal of the events as they transpire over the course of several months.
* **Point of view**: · Equality 7-2521 speaks in the \_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
     
  (\_\_\_\_\_\_\_\_\_\_\_\_) He will refer to himself as “we” instead of “I.”
* **Tone**: · Equality 7-2521 records his thoughts and actions in a straightforward manner, with no trace of irony.
* **Tense**: · Present, with some past-tense narration
* **Setting (\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_)**: · Sometime in the distant future, after the collapse of the social order because of the common acceptance of collectivist values
* **Setting (\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_)**: · An unidentified city; much of the first half of *Anthem*  is narrated from a tunnel underground where Equality 7-2521 is hiding, and the second half is narrated from a forest where he has taken refuge from a society that hates him.
* **Protagonist:** · Equality 7-2521 is the \_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* **Symbols**: · Light; the forest; manuscripts

**Key Literary Terms**

* **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_:** The central or dominant idea behind the story; the most important aspect that emerges from how the book treats the subject.
* **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_:** The position or vantage point from which the events of a story seem to come and are presented to the reader.
* **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_:** When and where the short story, play, or novel takes place
* **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_:** The one who tells the story.
* **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_:** A recurrent device, formula, or situation that often serves as a signal for the appearance of a character or event
* **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_:** A word, place, character, or object that means something beyond what it is on a literal level.
* **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_:** A sense of heightened involvement, uncertainty, and interest an audience experiences towards the main character as the climax of the action approaches (audience/character)
* **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_:** A state of uncertainty, anticipation, and curiosity as to the outcome of a story (audience/plot)
* **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_:** Information, rumors, ideas, and artwork spread deliberately to help or harm another specific group, movement, belief, institution, or government. The term's connotations are mostly negative.

***Anthem* Concepts:   
Collectivism vs. Individualism**

* Collectivism – the subjugation of the individual to the group – whether to a race, class, or state does not matter. In *Anthem*, Ayn Rand will present a collectivist society that is stagnant and primitive, and the word "I" is obsolete.

The individual . . .

* + is owned by the group
  + has no right to a private existence
  + has no right to lead his own life, pursue his own happiness, or use his own property
  + exists only as part of the group

***Anthem* Concepts: Objectivism**

* Individualism/Objectivism – regards every man as an independent, sovereign entity who possesses an inalienable right to his own life, a right derived from his nature as a rational being. Individualism does not mean that one can do whatever he feels like doing; it means that every man or woman is an individual and has the same rights.

The individual . . .

* + has rights
  + will not run anyone else’s life, nor let anyone run theirs
  + will not rule or be ruled
  + will not be a master nor a slave
  + will not sacrifice themselves to anyone, nor sacrifice anyone to themselves

***Anthem* Concept: Selflessness loses the Individual**

* *Anthem* dramatizes the view that the self is destroyed in a collectivist society.
* Selflessness is shown in the following ways:
  + No one has a personal name because under collectivism, individuals are interchangeable.
  + To prefer one person over another (as a friend or romantic partner) is committing the cardinal sin known as the “Transgression of Preference.”
  + It is wrong to disagree, to have independent thoughts, or to ask questions because these things will set you apart from others.
  + Self-assertion is forbidden.
  + All decisions are made by the “Council” in the name of the whole.
  + Individuals have no rights.
  + Everything which is not permitted by the law is forbidden.
* *Anthem* depicts what happens to a society that implements selflessness. The result is what Ayn Rand believes is a subhuman society; what makes human beings human is having a self, which means having a mind.
* A selfless individual is a mindless individual.
* To practice selflessness, one must abstain from thinking and obey one’s masters. One must merge himself into the group and obliterate the individual identity. The result is a society of mindless robots as found in *Anthem.*

***Anthem* Concept: Free Will**

* When people have free will, they can make choices, make up their own mind, makes decisions, and can direct their own lives by the ideas and values they adopt.
* In *Anthem* all the characters actually have free will, although most will believe that they do not. It appears that all the individuals are brainwashed, with no power to control their own lives.
* Even the so-called “robots” who submit to the authorities have free will; they are robots by choice – they were not forced to obey. They do so voluntarily.
* The characters in *Anthem* are depressed, without hope or ambition. They make no effort to accomplish anything and merely go along with orders.
* Ayn Rand holds that free will means “the choice to think or not.” Most of the characters have chosen not to think.
* The main character in *Anthem* will rely on his own judgment rather than to take the beliefs of his leaders as automatically true. Therefore, free will is exercised.

**Creative Journals**

Imagine that your name and identity has been taken away by the government, and replaced with a number. You are removed from your home and family, and assigned a mindless job. You are told that you can only interact with those who share your job, and you are instructed to give up all the things you love that make you unique. As we read *Anthem,* you will complete a series of journal entries in this persona that explore what happens when *individuality* is replaced with *commonality.* Each journal entry must be AT LEAST one page (front and back and MLA format), and answer the journal prompt thoroughly. After the three journal entries, you will write a short essay in which you discuss THREE consequences of a lack of individuality within *Anthem.* Between all three journal entries and short essay, you must include each of the vocabulary words for this unit CORRECTLY, and underline them. See the rubric categories below. You will be given a score 1-4 for each category that will reflect how well you covered it in your journal. The journals will be written on lined notebook paper, and your essay will be typed.

**Journal #1:** It has been a week since your identity was removed. What do you miss most about your old life and self? How is your new life different?

**Journal #2**: You have been forbidden to use the word “I,” and you must instead use the word “we” in its place. How does this make you feel? What does this change for you?

**Journal #3:** You have decided to escape and reclaim your individuality. Why have you decided to go off on your own? What is so awful about living this way that would cause you to risk your life and leave? Do you really have anything to lose?

**Rubric for Journals**:

You will be graded based on:

* + Focus on topic
  + Neatness
  + Organization
  + Conventions
  + Creativity
  + Understanding of concepts such as individuality
  + Use of vocabulary words

***Anthem* Response Notebooks**

For these **Response Notebooks**, you will write a **1 paragraph essay response** (that’s 8-10 complex sentences per paragraph) for each question/set of questions using the RES method: **RESTATE** the question, give an **EXAMPLE**, and write in complete **SENTENCES**. In addition, you will use appropriate in-text citations for evidence/examples from the text and incorporate transitions and transitional phrases to smooth out your writing.

**Chapter 1:**

What evidence do we have so far that this book takes place in a collectivist society? (cite evidence)

How is Equality 7-2521 different from his brothers? (cite examples)

Why might this be bad? (your opinion; no citation needed)

**Chapters 2-4:**

Why does Equality think that his brothers aren’t happy? (cite evidence/examples)

What does fear have to do with our happiness? (your opinion; no citation needed)

What might the light that Equality discovers represent or be symbolic of? (supposition, no citation needed)

**Chapters 5-7:**

Why might Equality 7-2521 have been forbidden from seeing his image? (your opinion; no citation needed)

Why is the World Council of Scholars angry with Equality 7-2521 for creating light? (cite evidence/ give examples from the text)

Collective 0-0009 says, “What is not thought by all men cannot be true” (Rand 73). (use this citation in your paragraph when restating the question)

Why does he say this? (your opinion; no citation needed)

Do you agree? (your opinion; no citation needed)

**Chapters 8-10:**

Why is Equality’s first sight of his reflection such a big deal? (cite evidence from the text)

How do you think he feels upon seeing his own image? (your opinion; no citation needed)

Why does Liberty 5-3000 think that Equality is better than his brothers? (cite evidence/ give examples)

Why is this considered evil in their society? (cite evidence/ give examples from the text)

Why is Equality 7-2521 too excited to sleep? (cite evidence/ give examples from the text)

**Chapters 11-12:**

Why was the word ‘I’ forbidden in Equality’s society? (cite evidence/ give examples from the text)

Equality says, “But I still wonder how it was possible, in those graceless years of transition, long ago, that men did not see whither they were going, and went on, in blindness and cowardice, to their fate” (Rand 103). (Summarize this quote in you RES answer, and use an in-text citation)

How are Equality’s former brothers blind? (cite evidence/ give examples from the text)

What makes them cowards? (cite evidence/ give examples from the text)

Why is the word that unites us all ‘ego’? (cite evidence/ give examples from the text)

**Chapter 1 Vocabulary**

***Directions:*** *On a separate sheet of paper, define the following words used in this chapter and throughout the novella.*

1. base
2. brigates
3. cesspool
4. convulsions
5. dais
6. flints
7. indivisible
8. larder
9. preference
10. quest
11. ravine
12. sieve
13. transgression
14. vials
15. vocations
16. solitude

**Chapter 1 Study Guide Questions**

***Directions****: On a separate sheet of paper, answer the following questions in RES format.*

1. If you found this first chapter difficult to follow, what might be a possible reason? Who is the narrator? What is the point of view?

2. What is the motto engraved in marble over the portals of the Palace of the World Council? What prayer is recited every night? What does it tell you about this futuristic world?

3. In order to understand the world Equality 7-2521 lives in: What is the Home of Infants? What transgression does he commit here?

4. What is the Home of Students? What transgressions does he commit here?

5. What is the Council of Vocations? What is the Transgression of Preference?

6. What do all of these homes have in common? What purpose does this serve?

7. What is the Science of Things? What do you understand the Great Rebirth to be?

8. What is the Home of the Useless? an Old One? an Ancient One?

9. Why is it difficult to see this as a novel of the “future”? Since it is a futuristic novel, what do you assume has happened to the world as we know it today?

10. What is a Life Mandate? What happens to Equality 7-2521 when he appears before the

Council of Vocations to receive his Life Mandate?

11. How do you explain the way in which he receives his assignment?

12. What is his life like for the next four years?

13. What does his future hold for him?

14. Who are Union 5-3992 and International 4-8818?

15. What is the Uncharted Forest? What are the Unmentionable Times?

16. What does Equality find?

17. Why does International say, “May the Council have mercy upon both of our hearts” (Rand 34)?

18. For the next two years, what does Equality do in relationship to his discovery?

19. Just by going there, what great transgression does he commit?

20. How does International help him?

21. What other **transgressions** does Equality commit?

Character Development Chart

|  |  |  |
| --- | --- | --- |
| As we read and discuss changes in the characters of *Anthem*, we will complete this chart. You will then transfer this chart to another page and add on to it as Equality develops throughout the story. Make sure to cite the page #s as you go. | | |
| What do you notice is peculiar about Equality 7-2521? | How is Equality 7-2521 changing? | How does Equality 7-2521 interact with others? |
|  |  |  |

**Chapters 2-4 Vocabulary**

***Directions:*** *On a separate sheet of paper, define the following words used in this chapter and throughout the novella.*

1. avert
2. deign
3. eugenics
4. furrows
5. lassitude
6. moat
7. pyre
8. spangles
9. brine
10. loadstone  
    (or lodestone)
11. zinc
12. scornful
13. submission
14. tarried
15. alliance
16. atone

**Chapters 2-4 Study Guide Questions**

***Directions****: On a separate sheet of paper, answer the following questions in RES format.*

1. Who lives in the Home of Peasants?

2. Who is Liberty 5-3000? Why is Equality attracted to her?

3. What forms of expression do their feelings for each other take? Why are they so hesitant and cautious?

4. What are the Council of Eugenics and the City Palace of Mating?

5. Read page 41 to page 43 and explain Equality’s interest in Liberty.

6. What names do they exchange? Why is this significant?

7. As he sits in his tunnel, what does Equality recognize as the WORD that describes the feeling that is always among his brothers?

8. Even though he is committing serious transgressions, for which he can be severely punished, why does he feel no fear in the tunnel?

9. What is the feeling of the Council toward happiness? Why might his behavior still arouse suspicion?

10. What would seem to suggest there are others who are also deeply troubled by the world in which

they are forced to live?

11. What is the only crime punishable by death in this world?

12. What is the effect on Equality when, as a child, he views the execution of The Transgressor of the

Unspeakable Word (the Saint of the Pyre)?

13. What is the discovery of nature that Equality makes?

14. With this discovery, to what does he dedicate himself?

15. In what way does the meeting between Equality and Liberty in Chapter Four seal the bond between

them?

**Chapters 5-7 Vocabulary**

***Directions:*** *On a separate sheet of paper, define the following words used in this chapter and throughout the novella.*

1. abyss
2. current (electrical)
3. fathom
4. corrective
5. detention
6. froth
7. hastened
8. lunged
9. stole through
10. togas
11. infamy
12. mandate

**Chapters 5-7 Study Guide Questions**

***Directions****: On a separate sheet of paper, answer the following questions in RES format.*

1. In Chapter 5, what does he wish for now that he had not thought about before? Why?

2. What is the thing he has created in the tunnel?

3. What does he think of as the good that can come from this discovery?

4. How is he going to make his gift known?

5. Why does he think he will not be punished for his transgressions?

6. Why does he now care what happens to him? How is this linked to one theme of the novel?

7. What happens this night that results in his being caught?

8. Why is he taken to the Palace of Corrective Detention?

9. What is he subjected to there? What do you think his captors are trying to accomplish?

10. Why is it easy for him to escape from his confinement?

11. What is the ONE thing that he hopes for after his discovery is made known to the World Council of

Scholars?

12. Why would the World Council of Scholars have been shocked by Equality’s appearance

under any circumstances?

13. What is their reaction when he shows them his discovery?

14. What are some of the reasons they reject his invention completely?

15. Why does he take his discovery and escape from everyone to the Uncharted Forest?

16. What is he sure will happen to him as a result of Solitude and the Beasts of the Forest?

17. What is the only thing that lifts his spirit?

18. What is his feeling about the Golden One?

**Chapters 8-10 Vocabulary**

***Directions:*** *On a separate sheet of paper, define the following words used in this chapter and throughout the novella.*

1. corruption
2. ecstasy
3. smolder
4. endeavoring
5. hearth
6. reverence
7. scripts
8. threshold
9. defile

**Chapters 8-10 Study Guide Questions**

***Directions****: On a separate sheet of paper, answer the following questions in RES format.*

1. What is Equality’s feeling when he awakens the next day in the Uncharted Forest? How is this related

to the title?

2. What is his reaction to seeing himself for the first time?

3. Why is he hindered in thinking out his feelings and coming to any real understanding about himself?

4. What is the reason the Golden One follows him through the Uncharted Forest?

5. How do they adapt to life in the forest and manage to survive in the wilderness that should have killed them?

6. How does the happiness they find contradict everything they have been taught?

7. How do you explain her reaction after saying… “We love you”?

8. Equality says that one of his plans is to build a house in which they are to live. Instead, what do they find to take the place of this?

9. How would you describe the kind of house they find? How does this give some hint as to the setting of the novel?

10. What are some of the things in the house that puzzle them at first because they are different from the city they left behind?

11. What is the thought that plagues Equality as he looks out on his new world?

**Facebook Page for Equality**

|  |  |
| --- | --- |
| (Profile Picture)  (draw/or paste what you think Equality looks like) | **Personal Information:**  **Hometown:**  **Languages:**  **Birthday:**  **Employer:**  **Religion:**  **Race:**  **Interests:**  **Political Party Affiliation:** |
| **Groups**: (clubs, teams, etc.) | **Quotes:** (famous quotes liked) |
| **Music:** (favorite bands. Styles, etc.) | **Movies:** (favorite movies) |

**Chapters 11-12 Vocabulary**

***Directions:*** *On a separate sheet of paper, define the following words used in this chapter and throughout the novella.*

1. botched
2. covet
3. creed
4. depraved
5. dictate
6. edict
7. impotent
8. lime
9. plunder (noun)
10. serfdom
11. summit
12. undefiled
13. vindicate
14. warrant
15. Ego
16. raze
17. shackled
18. yoke

**Chapters 11-12 Study Guide Questions**

***Directions****: On a separate sheet of paper, answer the following questions in RES format.*

1. An anthem is a song or hymn of praise or gladness; what is the ONE word of Equality’s anthem?

How is this tied in with the Unspeakable Word?

2. Summarize Equality’s new philosophy and understanding about himself in relationship to the rest of

mankind.

3. Why does he now understand why he never felt any guilt for his actions and thoughts before?

4. What is the significance of the Golden One saying, “I love you”?

5. What is the significance of the names Equality chooses for them?

6. What does he now see as his future?

7. What specific plans does he have in regard to the house and the others left behind in the city of the old

world?

8. What does he see as the things that have enslaved humanity throughout the ages?

9. What does he still find difficult to understand?

10. How might this have been interpreted as a warning in 1936, 1945, or even today? Is this warning

valid?

11. What is the significance of the word inscribed above the portal of this house in which he has chosen

to live? Discuss.

***Anthem*: The Soundtrack**

You will be selecting ten different songs that you would put on a soundtrack if *Anthem* were a movie. These songs must relate to the themes of **individuality**, **equality**, and **conformity** within *Anthem* as we have discussed them in class. After each song, you must write at least three sentences describing why you chose the song you did, and what theme of *Anthem* it relates to.

As an 11th “Bonus Track” on the CD, you will write what song you would choose for your own life (pertaining to **individuality**, **equality**, and/or **conformity**), and what that song means to you. Your list of songs with explanations for each must be typed in MLA format and submitted to Canvas by: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

***Example:***

1. “Another Brick in the Wall: Part II” by Pink Floyd.  
   This song would be a great choice for a soundtrack of Anthem because it talks about conformity. As the lyrics say, “We don‘t need no education. We don‘t need no thought control.” I imagine that Equality 7-2521 would appreciate this because he does not wish for his thoughts or actions to be controlled by others.