

Name: \_\_\_\_\_

## Student Journal

# Anthem

by Ayn Rand

### Reading Schedule

Group members: \_\_\_\_\_

<i>Anthem</i>	Student Journal	Due Date	Discussion Date
Introduction	Pages 2-4		
Chapters 1-2	Pages 5-6		
Chapters 3-9	Pages 7-8		
Chapters 10-12	Pages 9-10		
The Exchange			
Assessment			

THE EXCHANGE

What is the  
greatest threat  
to creativity?

# Getting Started

## What If?

You are thrilled to learn that there is going to be an exhibit by your favorite painter at the art museum in your town. Some of her paintings have received criticism because they show images of war. But you love her art because it has the power to make you feel strong emotions. You and a friend agree to go to the exhibit together.

When you arrive at the museum, you are upset to learn that the exhibit has been cancelled. There are people standing outside with signs that claim the artwork is offensive. The protestors say that children come to the museum and they should not see such violent images.

Make notes about how this would affect you.

- Do the protestors have a right to keep art out of a public museum?
- How would you feel if you could not go to the exhibit?
- How would you feel if you were a parent?

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**Connect to The Exchange Question** Discuss how this situation could relate to The Exchange Question: **What is the greatest threat to creativity?** Summarize your discussion.

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# Introduction

Read the Introduction on pages 7–9 in *Anthem*. The Introduction will help you understand key concepts in the book. Knowing them will help you discuss and write about the book.

The Introduction includes information about

- the basic beliefs of Communism
- Ayn Rand’s childhood in Communist Russia
- Rand’s theory of objectivism

After you read the Introduction, answer these questions to check your understanding.

1. What are the basic beliefs of Communism?

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2. How did Communism impact Ayn Rand’s life?

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3. What is the basic idea of objectivism?

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# Introduction: Key Concepts

## Definition Map

Study the **Definition Map** for the word *conform*. Write a sentence using the word *conform*.

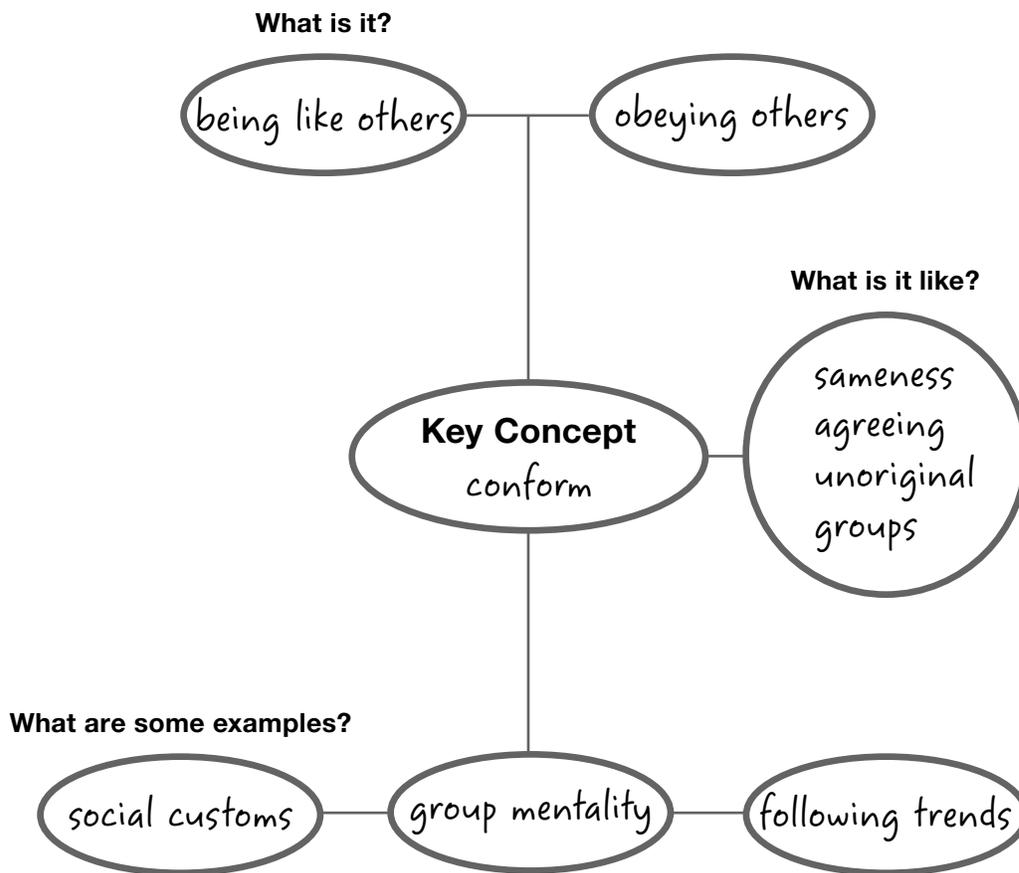
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<u>Key Concepts</u>
conform
expression
individual
invention
progress

## Definition Map



On a separate sheet of paper, create a similar **Definition Map** for each of the **Key Concept** words. Write a sentence for each one.

# Respond to Chapters 1-2

1. **Personal Response** Equality 7-2521 cannot choose his profession. He wants to study science but is assigned to sweep streets. What profession would you choose for yourself? Why?

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2. **Paraphrase** On page 13, the words engraved in marble say, "We are all one in all and all in one. There are no men but only the great WE." What does this mean? Use *individual* and *conform* in your response.

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3. **Character** In Equality 7-2521's society, it is forbidden to desire anything for yourself, yet Equality 7-2521 does. How does this make him feel?

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4. **Generate Questions** Write a question about this section for someone else reading this book. Exchange questions with them. Do you agree with their answer?

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**Respond to Chapters 1-2,** continued

**5. Cause and Effect** In Chapters 1-2, Equality 7-2521 meets Liberty 5-3000. Describe what the characters do when they meet and what this shows about them.

**Character Description Chart**

Character	What the Character Does	What This Shows About the Character
Equality 7-2521		
Liberty 5-3000		

What effect does society's laws have on Equality 7-2521's reaction to Liberty 5-3000? How does his behavior change? Why?

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# Respond to Chapters 3–9

1. **Personal Response** People do not have personal names, but Equality 7-2521 secretly gives Liberty 5-3000 a nickname. If you could give a nickname to a friend, what would it be? Why?

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2. **Conclusions** What does Equality 7-2521 admit to himself about the reason he created his invention? What does it express? Use the words *invention* and *expression* in your response.

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3. **Inference** On page 92, Liberty 5-3000 tries to describe her feelings for Equality 7-2521. What is she trying to say? Why is it so difficult for her to say it?

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4. **Generate Questions** Write a question about this section for someone else reading this book. Exchange questions with them. Do you agree with their answer?

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**Respond to Chapters 3–9,** continued

5. **Symbolism** In Chapters 3–9, Equality 7-2521 shows his light to the Council. Write Equality 7-2521’s expectations on the left and the Council’s reactions on the right.

**T Chart**

<i>Equality 7-2521's Expectations</i>	<i>The Council's Reactions</i>

What does the invention represent to Equality 7-2521? What does it represent to the Council of Scholars?

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## Respond to Chapters 10–12

1. **Personal Response** Equality 7-2521 plans to invite others to join him in creating a new society. If you could create a new society, what would it be like? What would your society value? Condemn?

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2. **Cause and Effect** Men lose their individuality at the end of the Unmentionable Times. What effect does this have on society's progress? Use the word *progress* in your response.

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3. **Comparisons** How does the home from the Unmentionable Times differ from the homes Equality 7-2521 is used to? What does this house help him learn about the ancient society?

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### What If?

4. **Connect** Look at your notes on **Student Journal, page 2**. Think about what might happen if some people were offended by one person's creative expression. Compare this to *Anthem*. What is the biggest threat to creativity?

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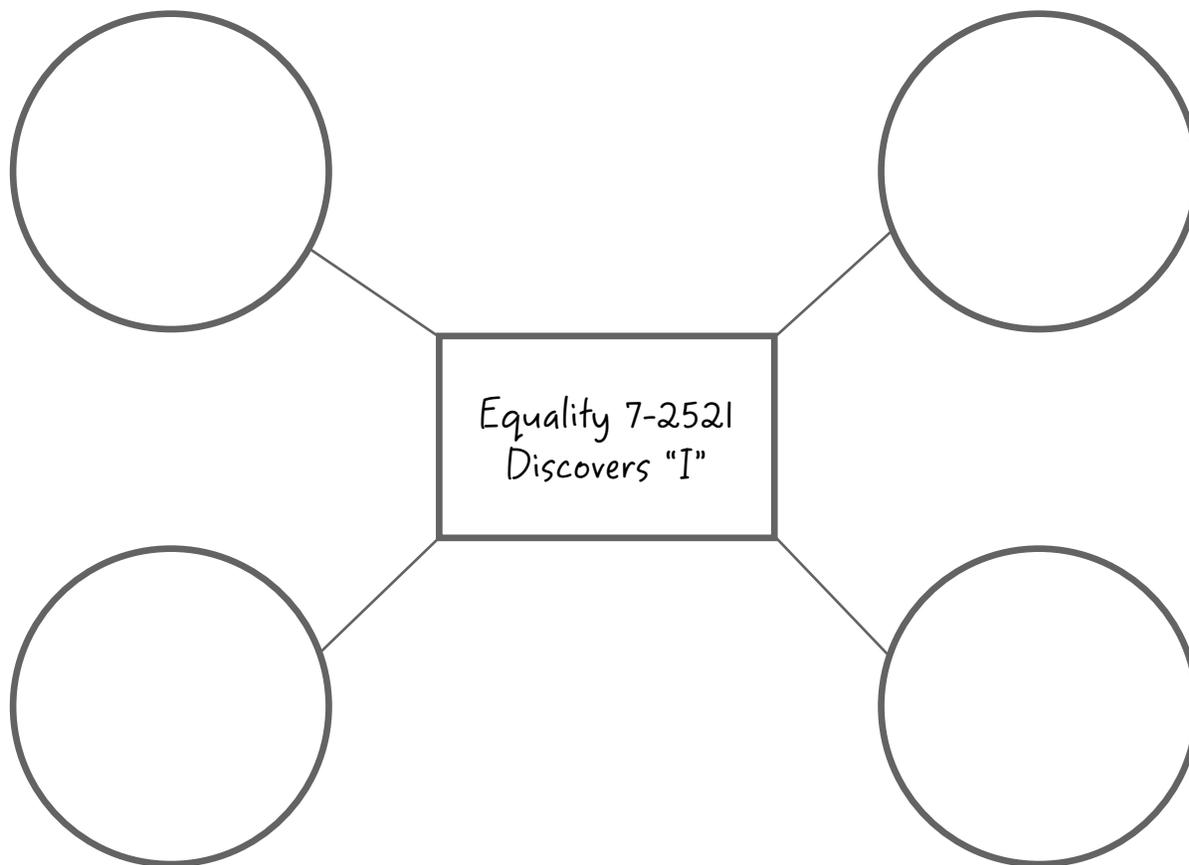
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## Respond to Chapters 10–12, continued

5. **Character** In Chapters 10–12, Equality 7-2521 discovers “I.” List details that show how Equality 7-2521’s discovery changes him. Use the **Idea Web** to answer the question.

### Idea Web



How does Equality 7-2521’s outlook on life change after discovering the idea of “I”? Why does this word change him?

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