

English 1, 2, 3, 4  
Eng. Honors 1, 2, 3, 4

Week 3 & 4  
April 13<sup>th</sup> – April 24<sup>th</sup>

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## English department student directions for the week of April 13 to April 20

This week you will begin reading the novella *Anthem* by Ayn Rand.


1. Please begin by completing the vocabulary assignment, so you will understand the concepts presented in the book. When you finish the assignment and have studied the words, take the quiz.
2. Begin reading the book. This week you will read the introduction and the foreword. The reading in this part of the book is a bit challenging, but you can do it!
3. As you read, complete the study guide for week 1.
4. Read the CommonLit article called Freud's Theory of the Id, the Ego and the Superego. You can answer the questions on the answer sheet. You do not need to return the whole packet.
5. Your work is due Monday April 20. Your teachers expect that your work will be returned on time and that you show good effort.

**Directions for hand-writing this assignment:** 1) Draw a line down the center of your paper. 2) In the left column, write the vocabulary word and the definition of the word. 3) Note that each word is shown as either a noun or an adjective. 4) When providing definitions, make sure you give the correct one that matches the part of speech shown. 5) In the right column, construct an **original** well-written sentence containing the word and draw a picture that demonstrates the word's meaning. Underline or **highlight** the word in each sentence. Please see the example on the next page.

**Directions for typing this assignment:** 1) Insert a two-column table with five rows per page. 2) In the left column, write the vocabulary word and the definition of the word. 3) Note that each word is shown as either a noun or an adjective. 4) When providing the definitions, make sure you give the correct one that matches the part of speech shown. 5) In the right column, construct an **original**, well-written sentence containing the word and insert a picture that demonstrates the word's meaning. Underline or **highlight** the vocabulary word in each sentence. Please see the example on the next page.

**Vocabulary list**

- |                       |                     |
|-----------------------|---------------------|
| 1. utopia (n.)        | 11. lassitude (n.)  |
| 2. dystopia (n.)      | 12. solidarity (n.) |
| 3. ego (n.)           | 13. pyre (n.)       |
| 4. reason (n.)        | 14. brine (n.)      |
| 5. transgression (n.) | 15. lodestone (n.)  |
| 6. ideology (n.)      | 16. scornful (adj.) |
| 7. collectivism (n.)  | 17. tunic (n.)      |
| 8. compulsory (adj.)  | 18. solitude (n.)   |
| 9. manuscript (n.)    | 19. warrant (n.)    |
| 10. peasants (n.)     | 20. sanction (n.)   |

<p>1. amiable</p> <p>Friendly; good natured</p>	<p><u>Amiable</u> people usually make friends easily.</p> 
2.	
3.	
4.	
5.	

Please answer all questions **fully** and in **complete sentences**.

**Directions for completing this reading journal:**

- The first task for each chapter is to write a chapter summary. This should be **several sentences long**.
- The second task offers a choice between writing a question about what you are reading or writing down something about the chapter you would like to discuss. **You must choose one or the other. Do not leave this blank!**
- The third task in each chapter asks two questions specifically about the chapter. **Answer the question fully and provide cited textual evidence when asked to do so.**
- The final task in each chapter is to choose a quote from the chapter that you believe is significant. Please write the full quote, the page number, and identify the speaker. Then explain the context of the quote (what is happening at this point in the story) and explain why this quote is significant.
- Look up any **literature terms** you do not know or consult your class notes.

Please type or sign your name here indicating the work you do will be our own. \_\_\_\_\_

Before beginning the novella, read the introduction and the author's foreword as they provide important information that will help you understand the context for the book.

**Introduction and forward**

Read the introduction and forward and write down five things you learned from your reading.

1.

2.

3.

4.

5.



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

## Freud's Theory of the Id, Ego, and Superego

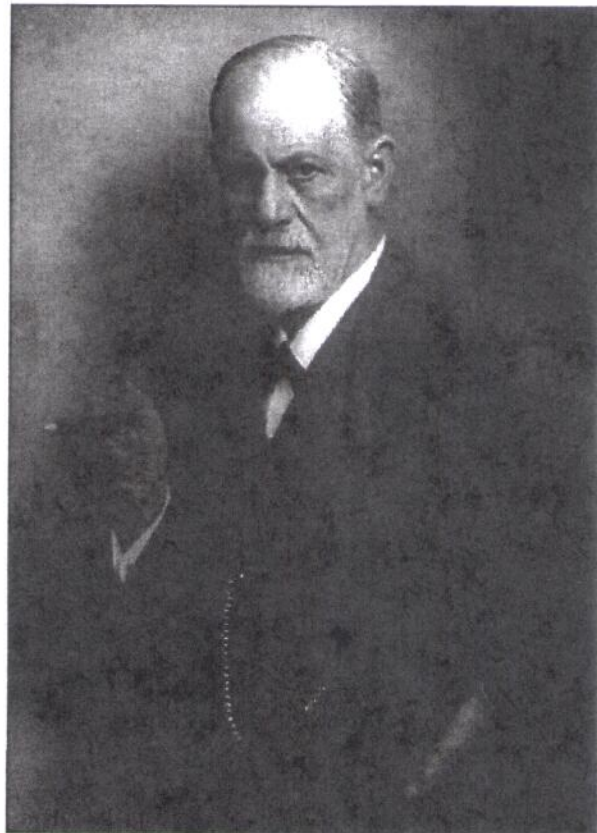
By CommonLit Staff  
2015

*Sigmund Freud (1856-1939) is the most well-known psychologist that ever lived. Freud was born to Jewish parents in Austria in 1856 and lived through World War I. He died in 1939 at the beginning of World War II. During his life, he wrote numerous books, including The Interpretation of Dreams, many of which are still referenced by psychologists today. Freud is known as the father of psychotherapy, a practice that involves questioning patients over a period of time to see what kind of memories may be influencing their behavior. He is also credited for the development of the idea of the subconscious: the deepest layer of the human mind, said to be the place where memories, wishes, fears, and dreams are stored. As you read about Freud's theory of the unconscious mind, take note of the theory's relevance to your own life and Freud's influence on psychology in popular culture.*

### Freud's Famous Theory

- [1] In 1930, psychologist Sigmund Freud published one of the most radical and influential books of the time about human psychology: *The Introduction to Psychoanalysis*. The book described his ideas about the human mind, which completely changed the way psychiatrists treated their patients. Freud's revolutionary new theory argued that human beings are completely controlled by their unconscious mind.

The unconscious mind consists of the processes in the mind that occur automatically and are not available to introspection<sup>1</sup>, and include thought processes, memory, affect<sup>2</sup>, and motivation. Unconscious phenomena include repressed<sup>3</sup> feelings, automatic skills, subliminal<sup>4</sup> perceptions, thoughts, habits, and automatic reactions, and possibly also complexes<sup>5</sup>, hidden phobias<sup>6</sup> and desires. Even though these processes exist well under the surface of conscious awareness, Freud theorized that they exert an impact on a person's behavior. In other words, he believed that all human behavior could be explained by what kinds of fears and desires are stored below the surface of our consciousness.



*"Sigmund Freud, founder of psychoanalysis, smoking cigar" by Max Halberstadt is in the public domain.*

1. **Introspection (noun):** the examination of one's own conscious thoughts and feelings
2. **Affect (noun):** in psychology, this refers to emotion or desire
3. **Repress (verb):** to restrain or subdue (someone or something)
4. **Subliminal (adjective):** perceived by or affecting someone's mind without their being aware of it
5. **Complex (noun):** in psychology, this refers to a related group of emotionally significant ideas that are completely or partly repressed and that cause psychic conflict leading to abnormal mental states or behavior

According to Freud, humans are not in control of the everyday decisions they make, but that they are completely controlled by three sections of the unconscious mind: the id, the ego, and the superego. Although the three components are purely symbolic concepts about the mind and do not correspond to actual structures of the brain, Freud believed they are all constantly working against each other in order to push ideas into our conscious or “awake” mind.

## The Id

The most primitive part of the human mind, the id is the source of our bodily needs, wants, desires, and impulses. Freud believed that the id acts according to the “pleasure principle” – the psychic force that motivates the tendency to seek immediate gratification of any impulse. The id is the only component of personality that is present from birth, and for good reason. Infants depend on others to provide them with food, to change their diaper, and to avoid pain or discomfort. The id is the part of the mind that compels a baby to cry when he or she is in need of something, ensuring a healthy and happy upbringing.

- [5] The id, according to Freud, is the most selfish part of our mind. It is only concerned with the immediate satisfaction of whatever want or need the body is experiencing at the moment. Freud stated that the id “knows no judgements of value: no good and evil, no morality” – only the fulfillment of immediate desires. Infants, for example, do not consider the needs of their parents when they cry. The id simply demands what it wants, without regard for the reality of the situation, ethics, or the convenience of others.

## The Ego

The second part of the human subconscious is what Freud called the ego: the rational part of our mind. Freud said that “The ego represents what may be called reason and common sense, in contrast to the id, which contains the passions.” The ego acts according to the reality principle; i.e. it seeks to please the id’s drive in realistic ways that will benefit in the long term rather than bring grief. Freud considered it a mediator “between id and reality.” It is concerned with our interactions and relationships with others, understanding that other people are also driven by their own ids, and that indulging in our selfish impulses can sometimes be problematic. With the ego in place, a thirsty child can now not only identify water as the satisfaction of his urge, but can form a plan to obtain water, perhaps by finding a drinking fountain. Another example of the ego’s function would be the choice to resist the urge to grab other people’s belongings, and instead to purchase those items.

## The Superego

The superego is the moral part of us, reflecting the internalization of cultural rules, mainly taught by parents applying their guidance and influence. For example, the superego would tell a child not to hit another child because that would be morally wrong. According to Freud, “The Super-ego can be thought of as a type of conscience that punishes misbehavior with feelings of guilt,” working in contradiction to the id. The superego strives to act in a socially appropriate manner, whereas the id just wants instant self-gratification. It controls our sense of right and wrong, and helps us fit into society by getting us to act in socially acceptable ways.

6. **Phobia (noun):** a type of anxiety disorder, usually defined as a persistent, often irrational fear of an object or situation



Freud believed that this part of human beings is not inborn, and that human beings do not develop the superego part of their mind until the age of five. In other words, he believed that human beings are not born with a moral sense, but that they can develop it through the rules and expectations of our caregivers.

## Balancing Act

According to Freud, most people should be able to balance the three parts of the unconscious mind in a way that keeps them happy and healthy. A successful person, he believed, would have a strong ego in order to satisfy its id and its superego. Freud believed that when the three components become too out of balance, a person can suffer physical or emotional repercussions. If a person's id is too dominant, he or she may indulge in harmful impulses without considering the consequences. Conversely, if a person has an overly dominant superego, he or she may live an overly ordered, rigid life, may ignore their own wants and needs, or may be too judgmental of others. In other words, Freud's theory of the human mind is that it is in a constant battle with itself – a conflict between the id, ego, and superego.

## Freud's Legacy

- [10] Freud's idea that *"we are not who we think we are"* and that the majority of what creates our identity lies under our conscious awareness was extremely radical and influential. He believed that most of what drives us is buried in our subconscious brains, and that the only way to access this part is through intense psychotherapy with a trained psychiatrist. Freud's psychotherapy techniques attempted to effect behavioral change such as overcoming irrational phobias, anxieties, or bad habits through having patients talk about their experiences, memories and dreams. Today, Freud's methods are still widely used by psychologists and psychotherapists around the world.

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## Text-Dependent Questions

**Directions:** For the following questions, choose the best answer or respond in complete sentences.

1. Summarize the central ideas of the article on the lines below in no more than 2 sentences.  
  

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2. PART A: As it is used in paragraph 4, the word "compels" most nearly means:
  - A. Urges
  - B. Pains
  - C. Desires
  - D. Prevents
3. PART B: Which phrase provides the best support for the answer to Part A?
  - A. "depend on"
  - B. "to cry"
  - C. "in need"
  - D. "healthy and happy"
4. According to Freud, which part of the unconscious mind would be responsible for giving food to the needy?
  - A. The Id
  - B. The Ego
  - C. The Superego

5. How does the section titled "Balancing Act" contribute to the central ideas of the article?

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6. What is the author's likely purpose for including direct quotations from Sigmund Freud's works throughout the article?
- A. To argue that Freud's theories are undisputed and his methods are considered the way to behavioral therapy.
  - B. To reveal that these ideas were only held by Freud himself.
  - C. To support the idea that Freud is the only psychologist who understands the complexity of the unconscious mind.
  - D. To lend authority to the central ideas by citing from a reputable primary source.

## Discussion Questions

**Directions:** Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.

1. Before reading the article, how familiar were you with the idea of an “unconscious mind”? Were you surprised by Freud’s theories?
2. Consider Freud’s idea that phobias are created by memories buried in our unconscious, and can be treated with talk therapy. Where have you seen evidence of this theory in our culture? Of Freud’s techniques?
3. In the context of this article, what makes you who you are?

1. Summarize the central ideas of the article on the lines below in no more than 2 sentences.

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2. Circle or highlight the best answer.

PART A: As it is used in paragraph 4, the word "compels" most nearly means:

- A. Urge|
- B. Pains
- C. Desires
- D. Prevents

3. Circle or highlight the best answer.

PART B: Which phrase provides the best support for the answer to Part A?

- A. "depend on"
- B. "to cry"
- C. "in need"
- D. "healthy and happy"

4. Circle or highlight the best answer.

According to Freud, which part of the unconscious mind would be responsible for giving food to the needy?

- A. The Id
- B. The Ego
- C. The Superego

5. How does the section titled "Balancing Act" contribute to the central ideas of the article?

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6. Circle or highlight the best answer.

What is the author's likely purpose for including direct quotations from Sigmund Freud's works throughout the article?

- A. To argue that Freud's theories are undisputed and his methods are considered the way to behavioral therapy.
- B. To reveal that these ideas were only held by Freud himself.
- C. To support the idea that Freud is the only psychologist who understands the complexity of the unconscious mind.
- D. To lend authority to the central ideas by citing from a reputable primary source.



**I. Choose the word that best completes the sentence. Refer to the word bank below for Questions 1-5. (2 pts. each)****warrant      manuscript      reason      solitude      brine      solidarity      scornful      lodestone**

1. The original, hand-written \_\_\_\_\_ of the novel was donated to the museum.
2. It is difficult to \_\_\_\_\_ with an overly emotional individual.
3. Kayla, who collects magnets as a hobby, was excited when she found a \_\_\_\_\_ while walking home.
4. Some would argue that the coronavirus pandemic does not \_\_\_\_\_ buying 700 rolls of toilet paper for a family of four.
5. Dwight gave Jim a \_\_\_\_\_ look because Jim kept pulling pranks on him.

**II. Circle or highlight the word that matches the definition. (2 pts. each)**

6. A person's sense of self-worth:

a. reason      b. warrant      c. ego      d. ideology

7. A pile of flammable material:

a. pyre      b. brine      c. lodestone      d. tunic

8. A state of physical or mental weariness:

a. warrant      b. compulsory      c. lassitude      d. lodestone

9. The principle of putting the group before the individual:

a. sanction      b. collectivism      c. compulsory      d. transgression

10. The state of being alone:

a. solidarity      b. lassitude      c. scornful      d. solitude

**III. In the box provided, list three possible characteristics of each: (1 pt. per correct characteristic)**

11. A **dystopian** society

1.
2.
3.

12. A **utopian** society

1.
2.
3.

13. A **peasant**

1.
2.
3.

IV. True or False: Mark each statement as true (T) or false (F). Then, if the statement is false, underline the part or parts that make it false. To get all the points for a false answer, you must underline. (2pts. for true, 3pts. for false)

- \_\_\_ 14. The **ideology** of a society usually impacts how the society runs.
- \_\_\_ 15. A **tunic** is supposed to fit tightly around the body.
- \_\_\_ 16. It is optional to follow a **compulsory** regulation.
- \_\_\_ 17. To attend a Beyoncé concert with 12,000 other fans would be a **transgression** of the rule about having no more than ten people gather in one place.
- \_\_\_ 18. Thinking that the glass had only water in it, Grace spit out the **brine** mixture because it was so sweet.

V. Answer the following question in several well-written sentences. (up to 3pts.)

19. Explain a benefit of being in **solidarity** with other people in your friend group and provide an example.

## English department student directions for the week of April 20 to April 27

1. This week you will read chapters 1 and 2 of *Anthem*.
2. Complete the week 2 study guide. I have included the directions here:
  - The first task for each chapter is to write a chapter summary. This should be **several sentences long**.
  - The second task offers a choice between writing a question about what you are reading or writing down something about the chapter you would like to discuss. **You must choose one or the other. Do not leave this blank!**
  - The third task in each chapter asks two questions specifically about the chapter. **Answer the question fully and provide cited textual evidence when asked to do so.**
  - The final task in each chapter is to choose a quote from the chapter that you believe is significant. Please write the full quote, the page number, and identify the speaker. Then explain the context of the quote (what is happening at this point in the story) and explain why this quote is significant.
  - Look up any **literature terms** you do not know or consult your class notes.
3. Complete this week's journal write. Be attentive to grammar and spelling as you write.
4. Your work is due Monday, April. 20 Your teachers expect that your work will be returned on time and that you show good effort.

**Please type or sign your name here indicating the work you do will be our own.** \_\_\_\_\_

**Chapter 1**

1. Chapter summary:

2. I had difficulty understanding or I would like to discuss:

3. Why does the narrator use the word "we" when referring to himself? What does this lead you to understand about the society in which he lives?

4. If Equality 7-2521 is as intelligent as he believes himself to be, then why does the Council assign him to be a street sweeper? Explain your answer and cite evidence from the text.

5. Please write the full quote, the page number, and identify the speaker. Then explain the context of the quote (what is happening at this point in the story) and explain why this quote is significant.

**Chapter 2**

1. Chapter summary:

2. I had difficulty understanding/would like to discuss:

3. Why do people in this society feel so fearful? Think of another piece you have read in class this year where characters are ruled by fear. Explain how fear affects characters in both pieces.

4. On page 49, Equality 7-2521 is looking for, "some word, one single word which is not in the language of men, but which had been." To what word is he referring? Explain your response.

5. Please write the full quote, the page number, and identify the speaker. Then explain the context of the quote (what is happening at this point in the story) and explain why this quote is significant.



**Journal entry 1: COVID-19 connection**  
**Due April 27**

Name: \_\_\_\_\_  
Teacher's name: \_\_\_\_\_ Pd. \_\_\_\_\_

Last week as you studied your vocabulary you learned what a dystopia is. So the real question is, are we living in a dystopian society today? Read the following article and then fill out the graphic organizer in Focus taking notes about how society does and does not reflect a true dystopia.

**Thoughts on Living in a State of Dystopia** by Wayne Miller *Providence Journal*

I first discovered dystopia reading Stephen King's 1978 "The Stand," about an influenza pandemic. My Texas friend Christopher Brown is also a master of the genre. One of my fiction books, the collection "Since the Sky Blew Off," includes some of my own dystopian shorts.

But I never expected to be writing the story of a real-life pandemic.

That, of course, is what I and many of my newspaper colleagues, here at The Journal and elsewhere, are doing.

The first article I wrote that referenced coronavirus disease read:

"The first American case, a man in Washington who traveled to China, was confirmed on Monday. The man fell ill but is recovering.

"While CDC considers this is a serious public health concern,' the agency wrote on its website, 'based on current information, the immediate health risk from 2019-nCoV [the strain of virus] to the general American public is considered low at this time.' "

My story was published on Jan. 22.

Eight weeks.

How long ago it seems.

Since Jan. 22, the sense of reality has dissolved — initially almost imperceptibly and then, starting around March 9, when Gov. Gina Raimondo declared a state of emergency, with whipsaw speed. We are living a new reality. More properly, surreality.

The National Guard has been called out. Testing and treatment tents are going up outside hospitals. Plans are being drawn to use facilities such as the Dunkin' Donuts Center as satellite hospitals. Schools, restaurants, stores, and pretty much everything save for essentials are closed.

"Essentials."

The word itself comforts and alarms.

#coronavirus trends and trends, the Twittersphere having become a hyper-anxious sphere.

The word "viral," as in "going," no longer seems right.

Other words and phrases that have entered the vernacular are familiar to some people — but to most of us, not.

Not like this.

*Cough etiquette. PPE. COVID-19. Shelter in place. Lockdown. Self-quarantine. Presumptive positive. Flatten the curve. Contact tracking. Social distancing. Distance learning.*

Distance.

Aloneness.

What? When? TBD. Uncertainty, open-ended.

Social creatures no more.

From the safety of our homes, as much cave as residence now, we become obsessive as we watch the news, check emails and texts, hang out on social media, hope for hope.

And seek silver linings.

We find few.

We look suspiciously at strangers, and sometimes, at non-strangers. Our hands are raw from washing and sanitizing, although that's no problem now.

Dreams offer no relief.

We wake up every day to dystopia.

Yet there is comfort. Apart physically, yes, but we are together.

Last Sunday, I went to a favorite beach in South County.

It was unseasonably warm, which at first reminded me of climate change, but I let that go and settled into the moment.

Two teenagers were laughing as they walked. Older people strolled. Dogs romped. A child dug in the sand.

We happened on a collection of cairns and hearts shaped from rocks that people had built and we built a cairn of our own. Symbolism. Faith renewal.

Lying on a blanket, we looked at the pristine afternoon, not a cloud in the sky. We whispered love-yous.

We could see clearly to Block Island, a favorite vacation spot. Wonderful memories surfaced. Ones to be made on some fine tomorrow brought a smile.

Back home, the crocuses were blooming and the daffodils were not far behind. Birds sang. We played fetch with our puppy, oblivious to the world beyond our yard. We checked in on loved ones and cooked a good meal.

I thought of how dystopian fiction typically ends in desolation, the evil King character Randall Flagg roaming unchecked, the planet returned to the cockroaches, the sky blown off.

I thought of previous real-life dystopias, the Black Death and Spanish flu especially.

Our species survived, with none of the weapons available to us in 2020.

Unlike in fictional dystopia, this screen will not fade to black.

Be well.

Be safe.

Ignore rumor and nonsense. Heed direction from our public-health authorities and trusted leaders.

Some day soon, maybe see you on Block Island.

## Are we living in a dystopia?

As you read the article, take notes fill out the graphic organizer taking notes about how society does and does not reflect a true dystopia.

How society <u>does</u> reflect a dystopia	How society <u>does not</u> reflect a dystopia

After reading the article make a judgement. Are we living in a true dystopia? If so, why? If not, why not? Please answer this question in several well-written sentences. If you are writing your response, please continue your answer on the back of this page. If you are typing your answer, please continue to another page as needed.