Literature 2
Lesson Plan
“Siddhartha”

Subject:  
- **Language Arts:** Literature 2

Level:  
- Grades 9-12

Abstract:  
- In this lesson, students will read and respond in a variety of ways to *Siddhartha* by Herman Hesse. The activities are designed to enhance the students’ interpretation of literature and their writing skills.

- Students will write a business letter to the author.
- Students will write a reflective essay.

Invitation:  
I have handed each of you a quote from the novel we will be reading. For the next two minutes, you are to read the quote to as many other students as possible. Then you will line up in numerical order, and you will read your quotes to the entire groups, beginning with #1. Afterward, you will speculate on what this novel is about based on the quotes that were shared, and explain which of the quotes relate to your personal experience.

Situations:  
- **Where:** Students will be expected to read the novel outside of class. Writing in response to the novel will be done in class.
- **When:** This unit takes place during language arts.
- **How Long:** This unit can take two to three weeks.

Tasks:  
- **Task 1:** Students will participate in the activity described in the Invitation, and speculate on what the novel is about.
- **Task 2:** Students will reflect on quotations. This is a practice activity that prepares students for the rotating journal.
• **Task 3:**
  Students will be given the directions for the rotating journal.

• **Task 4:**
  Students will discuss, in pairs or small groups, the concepts and opinions expressed in the rotating journals.

• **Task 5:**
  The teacher will provide students with a vocabulary list that includes words from the novel. Each student will be assigned a word from the list and create a page for the Class Encyclopedia.

• **Task 6:**
  Each student will read their contribution to the Class Encyclopedia to the class, so that every student understands each concept.

• **Task 7:**
  Each student will write a found poem using text from the novel.

• **Task 8:**
  Students will imitate the writing style of Herman Hesse, using the structure of selected sentences and paragraphs from the novel.

• **Task 9:**
  Students will play Vocabulary Bingo to review the vocabulary list.

• **Task 10:**
  Students will work in groups with each group focused on a different chapter in the novel. Each group will create a mandala that symbolizes key concepts in their assigned chapter, and they will share the mandala with the whole class.

• **Task 11:**
  Each student will write a business letter to the author.

• **Task 12:**
  Each student will write a reflective essay in response to an idea or theme in the novel.
Interactions:
• Full Class:
The teacher will:
  • Introduce the project and invite students.
  • Introduce the rotating journal assignment.
  • Provide students with traditional and Internet research sources for the Class Encyclopedia assignment.
  • Provide direct instruction on specific skills such as formatting a business letter.
  • Provide examples and background information to prepare students for writing in response to the novel.
  • Facilitate group activities.

• Small Group: Students will work in small groups to discuss the novel, and will provide feedback to peers in writing response circles.

• Individual: Each student will receive credit for completing all assignments and participating in activities. Each student will write drafts and publish documents individually.

Standards:
READING
• 2.0. WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT
  • Students apply their knowledge of word origins both to determine the meaning of new words encountered in reading materials and to use those words accurately.

LITERARY RESPONSE AND ANALYSIS
• 2.0. Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They conduct in-depth analyses of recurrent themes.
• 3.0. Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They conduct in-depth analyses of recurrent themes. The selections in Recommended Readings in Literature, Grades Nine Through Twelve illustrate the quality and complexity of the materials to be read by students.
• 3.1 Analyze characteristics of sub genres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.
• 3.2. Analyze how the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claims.
3.6. Analyze the way in which authors through the centuries have used archetypes drawn from myth and tradition in literature, film, political speeches, and religious writings.

WRITING STRATEGIES

- 1.0 Students write coherent and focused texts that convey a well-defined perspective and tightly-reasoned argument. Student writing demonstrates awareness of audience and purpose and use of the stages of the writing process, as needed.
- 1.3. Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.
- 1.5. Use language in natural, fresh, and vivid ways to create a specific tone.
- 1.9. Revise writing to highlight individual voice, improve the style and sentence variety, and enhance subtlety of meaning and tone in ways that are consistent with purpose, audience, and genre.
- 2.2 Write responses to literature.
- 2.3 Write reflective compositions.

WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS:

- 1.0. Students write and speak with a command of standard English conventions.
- 2.5. Write business letters:
  - Provide clear and purposeful information and address the intended audience appropriately.
  - Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients.
  - Highlight central ideas or images.
  - Follow a conventional style with page formats, fonts, and spacing that contribute to The documents’ readability and impact.

Assessment:

- **Assessment 1:** Students will receive credit for tasks completed and for participation in activities.

- **Assessment 2:** Written assignments will be graded using a rubric that examines the student’s work on the basis of: 1) the criterion of the assignment, 2) quality of thinking and writing, and 3) standard English conventions.
Tools:
- An Internet browser
- Microsoft Word

Project Tips and Alternatives:
- Tip #1:
  To clarify what is expected from students in the rotating journal, provide sample responses of acceptable and unacceptable journal entries. (The teacher may have to write these.) This assures that students will select salient quotes and write thoughtful entries.

- Tip #2:
  When assigning pairs for the rotating journal, if there is an odd number of students, or if a student is absent and the partner is “orphaned,” here are two possible solutions:
  
  a. Create a group of three: Student A passes to Student B who passes to Student C, who passes to Student A.
  b. The teacher partners with the lone student.

- Tip #3:
  If there is a budget for duplicating materials, “publish” more than one copy of the Class Encyclopedia, which students will find helpful as a study aid.

- Tip #4:
  Students will benefit from reading many varied examples of reflective essays. Consider the reading levels and interests of your students and select essays from contemporary writers: Lewis Thomas, Alice Walker, Dave Barry, Roy Blount, Stephen Jay Gould, Oliver Sachs, Annie Dillard, Barry Lopez, Loren Eiseley. Without proper modeling, students will not understand how to write a reflective essay.
Attachments:
- “Sample Quotes from Siddhartha”
- “Reflecting on Quotations”
- “Rotating Journal”
- “Class Encyclopedia”
- “Found Poem”
- “Imitation Writing”
- “Vocabulary Bingo”
- “Chapter Review”
- “Letter to the Author”
- “Reflective Essay”
- “Step Sheet: Creating a New Document”
- “Step Sheet: Inserting a Graphic in a Document”
- “Step Sheet: Formatting a Business Letter in Microsoft Word”

Web Resources – Content:

About Siddhartha, the novel:
- Siddhartha by Hermann Hesse: A searchable online version
- Sparknotes: Siddhartha
- Siddhartha Website Project
  http://schools.wcpss.net/enloe/projects/candc/johnson45/siddhartha45/

About Siddhartha Gautama:
- Birth of Prince Siddhartha
- Introduction to Siddhartha Gautama
  http://www.mc.maricopa.edu/academic/cult_sci/anthro/axis/buddha1.html
  a. Life of the Buddha
     http://it.stlawu.edu/~mmac/buddhalife/index.htm
- The Man Who Woke Up
  http://www.dynahost.net/education/berosus2/india/in01.html#Buddhism
- Who was the Buddha?
  http://www.tricycle.com/buddhistbasics/whowasbuddha.html
About Found Poems:

b. What is a Found Poem?
http://members.aol.com/HuntressKE/private/poemStyle8.html

• “MAYAKOVSKY IN NEW YORK” by Annie Dillard

About Mandalas:

• Mandalas on the Web
http://www.abgoodwin.com/mandala/ccweb.shtml

• Exploring the Mandala
http://www.graphics.cornell.edu/%7Ewbt/mandala/

• What is a Mandala?
http://www.mandalaproject.org/What/Index.html

About Reflective Essays:

• Reflection: A Webquest for English II Writers
http://www.umeedu.maine.edu/coehd/reflection/

• A Loren Eiseley Reader
http://www.geocities.com/Athens/4189/

• “The Language of Animals” by Barry Lopez
http://www.gn.apc.org/resurgence/issues/lopez192.htm

• “Mute Dancers: How to Watch a Hummingbird” by Diane Ackerman

• “Two Languages of the Mind, but One of the Heart” by Louise Erdrich

Web Resources – Word:

• A list of linked web resources for Word can be found on the Word Resources page.

Assistive Technology:

• Please refer to the Assistive Technology section for information on methods and devices to help ensure that all students have access to the curricula in the least restrictive environment.