

Religion and Identity -- Siddhartha

Content Area: **ELA**
Course(s):
Time Period: **Marking Period 1**
Length: **4 weeks**
Status: **Published**

Overview:

UNIT GOALS, ESSENTIAL INQUIRY

Students will ask, “How do religion affect cultural identity?” as they explore identity, culture, and meaning in literature. Students will examine how authors from different cultures and eras approach universal questions such as how do culture and religion influence our values, attitudes, and behaviors? Students will probe the nature of human existence and how faith and religion formulate one's worldview. Students will also examine the role of religion in conflict. They will consider how literary works from a variety of cultural viewpoints can help them navigate these issues of importance in their own lives.

KEY or ANCHOR STANDARDS:

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LA.9-10.CCSS.ELA-Literacy.RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
LA.9-10.CCSS.ELA-Literacy.RL.9-10.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
LA.9-10.CCSS.ELA-Literacy.RL.9-10.7	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).
LA.9-10.CCSS.ELA-Literacy.CCRA.R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Enduring Understandings

Enduring Understandings:

1. Research helps us discover, learn and use information
2. Novels have particular designs which convey themes through literary elements and devices.*
3. Conflict, adversity and traumatic experiences test one’s faith.
4. There are numerous theories of human nature and behavior.
5. Both the choices one makes and the circumstances beyond one’s control define character and

relationships.

Optional

Essential Questions

1. How does religion shape one's worldview?
2. What are the basic premises of the world's major religions? What are the connective threads in various religious belief systems?
3. How does religion- or the absences of it- shape morals, values, and cultural attitudes?
4. How can an understanding of world religions enhance our global citizenship?
5. What force(s) in the plot and in our lives create significant moments of change and character growth?

Student Learning Objectives: Students will be able to . . .

Students will be able to (do):

1. Conduct short research to inform their understanding of Hesse's audience, purpose, context, and his biography
2. Formulate their own ideas and opinions about religion and identity
3. Identify key historical events influencing Hesse and humans living in his times, including his upbringing with Christian Missionaries, his connections to India, World War I, his struggle with depression, and his simplistic lifestyle
4. Connect aspects of Hesse's novel (theme, character, plot, purpose) to another self-selected work of art
5. Identify key terms related to Hindu and Buddhist philosophy
6. Delineate how the Hindu tradition informed and influenced the Buddhist tradition
7. Identify Archetypal qualities within a text, specifically the Archetypal Characters (Outcast, Rebel, Mentor, Hero), Archetypal Symbols (water, forest, river), and Archetypal Patterns (Journey, Redemption, Initiation, Fall)
8. Trace patterns within a plot, specifically the pattern of Siddhartha searching for enlightenment/happiness, seeking a mentor, standing up to that mentor, and then walking away to forge

his own path.

Students Will Know (Facts and Basic Concepts)

- Definitions of Literary Terms (imagery, symbolism)
- Basic tenets of major world religions, as expressed and intimated by an author/text
- Hesse's biographical background
- Static vs. Dynamic Characters within a text
- Archetypes within Narratives as well as Archtypal characters.

Common Core State Standards

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LA.9-10.CCSS.ELA-Literacy.W.9-10.2b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LA.9-10.CCSS.ELA-Literacy.RL.9-10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
LA.9-10.CCSS.ELA-Literacy.RL.9-10.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
LA.9-10.CCSS.ELA-Literacy.SL.9-10.1a	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
LA.9-10.CCSS.ELA-Literacy.CCRA.W.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
LA.9-10.CCSS.ELA-Literacy.CCRA.RL.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LA.9-10.CCSS.ELA-Literacy.CCRA.RL.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LA.9-10.CCSS.ELA-Literacy.CCRA.RL.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
LA.9-10.CCSS.ELA-Literacy.CCRA.SL.5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
CCSS.ELA-Literacy.L.9-10.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
CCSS.ELA-Literacy.RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations)

develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

21st Century Themes and Skills

CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.

Interdisciplinary Connections

Connections to Global Issues in # 5 of Learning Objectives and #3 for Enduring Understandings

Learning Activities

Activities

Text Analysis

- Students write responses -- both brief and extended-- throughout their reading.
- Whole class and small group discussions

Responding to the text

- Identification and discussion of significance of literary devices, plot structure and impact, characterization, etc.
- Close reading of texts, including class discussions and regular study guide questions to guide discussions.
- Periodic reading checks

- Vocabulary Development

Research

- Minor (limited) research given specific resources to uncover some of the [religious](#) and [author biographical](#) background concerning the novel. This could be in the form of a preliminary Webquest or presentation as products to assess understanding of background information necessary to understanding the texts.
- Web-based research on the authors to lead to writing about the decisions to include/ignore autobiographical aspects as they constructed their texts.
- Students will research and select another work of art that has thematic connections with a [chapter within Siddhartha](#).

Text Specific

- K-W-L (know, want to know, learn) chart to be amended and organized by historical time period or genre (or both) or Read Like a Reader/Read Like a Writer chart.
- Study Guide Questions [Chapters 1-2](#) [Chapters 3-4](#) [Chapters 5-6](#) [Chapters 7-8](#) [Chapter 9](#) [Chapter 10-12](#)

Pacing Guide

Summative Asesement

- [Unit test](#)

Essay incorporating text and research

Standards: