# LHS ELA 12 Unit 4

Content Area: **ELA**
Course(s):
Time Period: **MP4**
Length:
Status: **Published**

## Unit Overview

**Theme:** Forming an Identity that is Authentic to "The Self"

**Benchmark Text Focus:** Informational

**Anchor Text:** Siddhartha

**Writing Genre Focus:** Informative/Explanatory (Research)

**Benchmark & Answer Key**

## Targeted ELA Standards

Add the appropriate **NJSLS ELA** standards with which this unit aligns. This is done by clicking "actions" and then "add standards".

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| ELA.L.SS.11–12.1 | Demonstrate command of the system and structure of the English language when writing or speaking. |
| ELA.L.KL.11–12.2 | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |
| ELA.L.VL.11–12.3 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies. |
| ELA.L.VI.11–12.4 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings. |
| ELA.RL.CR.11–12.1 | Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain. |
| ELA.RI.CR.11–12.1 | Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational |

| | text says explicitly and inferentially, as well as interpretations of the text. |
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| ELA.RL.CI.11–12.2 | Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text. |
| ELA.RI.CI.11–12.2 | Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text. |
| ELA.RL.IT.11–12.3 | Analyze the impact of the author's choices as they develop ideas throughout the text regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). |
| ELA.RI.IT.11–12.3 | Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop. |
| ELA.RI.TS.11–12.4 | Evaluate the author's choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. |
| ELA.RI.AA.11–12.7 | Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works. |
| ELA.RI.CT.11–12.8 | Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements. |
| ELA.W.IW.11–12.2 | Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. |
| ELA.W.WP.11–12.4 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. |
| ELA.W.WR.11–12.5 | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. |
| ELA.W.SE.11–12.6 | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals). |
| ELA.W.RW.11–12.7 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes. |
| ELA.SL.PE.11–12.1 | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| ELA.SL.II.11–12.2 | Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. |
| ELA.SL.PI.11–12.4 | Present information, findings and supporting evidence clearly, concisely, and logically. The |

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| | content, organization, development, and style are appropriate to task, purpose, and audience. |
| ELA.SL.UM.11–12.5 | Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. |
| ELA.SL.AS.11–12.6 | Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. |

## Weekly Structure

| Day One | | Day Two | | Day Three | | Day Four | | Day Five | | Day Six | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Reading Focus | | Reading Focus | | Reading Focus | | Reading Focus | | Reading Focus | | Reading Focus | |
| Activity | Suggested Time | Activity | Suggested Time | Activity | Suggested Time | Activity | Suggested Time | Activity | Suggested Time | Activity | Suggested Time |
| Do Now | 10 minutes | Mini-lesson review/recap | 10 minutes | Do Now | 10 minutes | Mini-lesson review/recap | 10 minutes | Do Now | 10 minutes | Mini-lesson review/recap | 10 minutes |
| Mini-lesson (I Do) | 20 minutes | Small Group Instruction (You Do) | 30 minutes | Mini-lesson (I Do) | 20 minutes | Small Group Instruction (You Do) | 30 minutes | Mini-lesson (I Do) | 20 minutes | Small Group Instruction (You Do) | 30 minutes |
| Practice (We Do) | 17 minutes | Closure | 7 minutes | Practice (We Do) | 17 minutes | Closure | 7 minutes | Practice (We Do) | 17 minutes | Closure | 7 minutes |

| Day Seven | | Day Eight | | Day Nine | | Day Ten | |
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| Writing Focus | | | | Writing Focus | | | |
| Activity | Suggested Time | Activity | Suggested Time | Activity | Suggested Time | Activity | Suggested Time |
| Do Now | 10 minutes | Mini-lesson review/recap | 10 minutes | Do Now | 10 minutes | Mini-lesson review/recap | 10 minutes |
| Mini-lesson (I Do) | 20 minutes | Individual Conferences (You Do) | 30 minutes | Mini-lesson (I Do) | 20 minutes | Individual Conferences (You Do) | 30 minutes |
| Practice (We Do) | 17 minutes | Closure | 7 minutes | Practice (We Do) | 17 minutes | Closure | 7 minutes |

## Rationale

As students approach the end of their high school journey, they are often reflecting on their identities, goals, and paths forward. Siddhartha by Hermann Hesse provides a profound exploration of self-discovery and personal growth, making it an ideal text to conclude the school year. This unit, "Self-Discovery and Personal Growth: Exploring Siddhartha," allows students to engage with themes of identity, fulfillment, and the quest for meaning, aligning with their own developmental journey.

The writing focus on research allows students to explore issues that they care about as they leave school and head to college or their careers.

The benchmark effectively synthesizes the unit with a story called "The Vision Quest" and a short info piece explaining a traditional Native American vision quest and its meaning to their culture. The story relates a young man finding his identity and the writing task allows students to engage with the text and evaluate its depiction of a vision quest based on its definition and characteristics - mirroring evaluating research sources.

## Enduring Understandings

| Content Specific | Skills Specific |
|---|---|
| • Personal growth and fulfillment often require a journey of self-discovery.<br>• True fulfillment comes from within and is not solely dependent on external achievements or possessions.<br>• Understanding different cultural and philosophical perspectives can enrich one's own search for meaning. | • Literature often uses symbols and metaphors to convey deeper meanings.<br>• Characters in literature evolve over time.<br>• Identify and compare themes across different texts |

## Essential Questions

| Content Specific | Skills Specific |
|---|---|
| • Is it important to know yourself?<br>• What does it mean to be fulfilled or to have a fulfilling life?<br>• Why is studying other cultures important? | • How does one determine the meaning of symbols in literature?<br>• Why do characters change over time in a story?<br>• How are themes developed over the course of a text? |

| | | How do themes of different texts relate to each other? |
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## Key Resources

Siddhartha by Hermann Hesse

## Supplementary Resources

Informational texts from district-approved resources.

Additional district-approved secondary ELA instructional resource list

Warm-Up Activities to Engage Students Before They Read Nonfiction Texts

## Skills, Content, Activity, Assessment

| Month | Weeks | Standards | Suggested Learning Targets | Mini-Lesson Skills | Suggested Student Centered Activities | Resources | Assessment |
|-------|-------|-----------|---------------------------|-------------------|--------------------------------------|-----------|------------|
| April | 2 | RI.CR.11-12.1<br><br>RI.CI.11-12.2<br><br>RI.IT.11-12.3<br><br>RI.TS.11-12.4<br><br>RI.AA.1 | SWBAT demonstrate their knowledge of reading an informational text by taking a pre-assessme | • Reading Pre-assessment<br>• Writing Pre-assessment | | | • LinkIt! pre-assessment - reading<br>• Informational essay writing pre-assessment |

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| | | 1-12.7<br><br>RI.CT.11-12.8<br><br>L.VL.11–12.3<br><br>L.VI.11-12.4<br><br>W.IW.11-12.2 | nt.<br><br>SWBAT demonstrate their knowledge of writing an informational essay by taking a pre-assessment. | | | | |
| | 3-4 | RI.CI.11-12.1<br><br>RL.CI.11-12.1<br><br>L.VL.11-12.3<br><br>W.WR.11-12.5 | SWBAT evaluate the credibility, relevance, and sufficiency of multiple pieces of evidence supporting a claim in an informational text.<br><br>SWBAT draw and support multiple inferences from a single literary quote using contextual and textual | Informational Text Mini-Lesson:<br><br>• Evaluating the strength of multiple pieces of evidence in support of a claim<br><br>Literary Text Mini-Lesson:<br><br>• How to draw multiple inferences from a single quote | • LHS Instructional Workshop Model Suggested Activities/Groups | Informational Writing Rubric<br><br>Information/research writing exemplar<br><br>Exploring Research Skills Pear Deck<br><br>Internet Research Checklist | • LHS Suggested Formative Reading Assessments |

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| | | | evidence.<br><br>SWBAT determine the meaning of unfamiliar words using clues from sentence structure and context.<br><br>SWBAT identify the characteristics of strong informational research writing by analyzing an exemplar and evaluating it using a rubric.<br><br>SWBAT generate a research question and revise it to ensure it is focused, | Language Mini-Lesson:<br><br>• Using sentence structure and context to determine word meaning<br><br>Writing Mini-Lesson:<br><br>• Review exemplar and rubric for an informational research essay<br><br>• Develop a self-generated research question and refine it for focus | | | |

| | | | researchable, and aligned with their topic of inquiry. | | | | |
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| | | RI.CR.11-12.2

RL.CR.11-11.2

L.VI.11-12.4

W.WR.11-12.5 | SWBAT analyze how two or more central ideas in an informational text build upon or contradict each other to shape the author's overall message.


SWBAT trace the development of two themes in a literary text and analyze how they interact to produce complex meaning.


SWBAT interpret subtle figurative | **Informational Text Mini-Lesson:**

- Analyzing how central ideas build on or contradict one another

**Literary Text Mini-Lesson:**

- Tracing how two themes evolve and intersect over a literary text

**Language Mini-Lesson:**

- Interpreting subtle figurative language (e.g., paradox, irony) | - [LHS Instructional Workshop Model Suggested Activities/Groups](#) | [Research Facts to Sentence Form](#) | - [LHS Suggested Formative Reading Assessments](#) |

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| | | | language such as paradox and irony and explain how it contributes to tone and meaning.<br><br>SWBAT locate and evaluate sources for reliability, relevance, and bias as part of preliminary research. | and tone<br><br>Writing Mini-Lesson:<br><br>• Conduct preliminary research and evaluate source reliability | | |
| May | 1-2 | RI.IT.11-12.3<br><br>RL.IT.11-12.3<br><br>L.VI.11-12.4<br><br>W.WR.11-12.5 | SWBAT explain how an author organizes and develops complex ideas using specific structural techniques and transitions.<br><br>SWBAT analyze how an author's | Informational Text Mini-Lesson:<br><br>• Explain how the author structures complex ideas and develops them.<br><br>Literary Text Mini-Lesson:<br><br>• Analyze how an author's develop | • [LHS Instructional Workshop Model Suggested Activities/Groups](#) | • [LHS Suggested Formative Reading Assessments](#) |

| | | | development of characters contributes to and reinforces a central theme. | ment of character reinforces theme. | | | |
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| | | | | Language Mini-Lesson: | | | |
| | | | SWBAT examine how an author's specific word choices create nuanced shifts in tone or meaning within a passage. | • Examine how word choice reveals subtle shifts in tone or meaning. | | | |
| | | | | Writing Mini-Lesson: | | | |
| | | | SWBAT take structured notes and categorize sources to organize research findings around central ideas. | • Use strategic note-taking and source categorization to organize research | | | |
| | | RI.CT.11-12.8<br><br>RL.CT.11-12.8<br><br>L.VL.11 | SWBAT explain how historical context influences the | Informational Text Mini-Lesson:<br><br>• Explain how historical | • [LHS Instructional Workshop Model Suggest](#) | | • [LHS Suggested Formative Reading Assessments](#) |

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| | | -12.3<br><br>W.WR.11-12.5 | language, tone, and content of a primary source document.<br><br>SWBAT compare how two texts from the same time period address a shared theme using different literary techniques or perspectives.<br><br>SWBAT track the use and development of a key term throughout a text and analyze how its meaning evolves over time.<br><br>SWBAT compose | context shapes a primary source's content and tone<br><br>Literary Text Mini-Lesson:<br><br>• Compare how two texts from the same era treat a shared theme<br><br>Language Mini-Lesson:<br><br>• Tracking how a key term evolves across a text<br><br>Writing Mini-Lesson:<br><br>• Write annotated bibliographies including summaries and source evaluations | ed Activities/Groups | | |

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| | | | annotated bibliographies that summarize and assess the relevance and credibility of each source. | | | |
| | 3-4 | RI.TS.11-12.4<br><br>RL.TS.11-12.4<br><br>L.VL.11-12.3<br><br>W.IW.11-12.2<br><br>W.WR.11-12.5 | SWBAT analyze how an author's structural choices clarify or obscure reasoning and impact the effectiveness of an argument.<br><br>SWBAT evaluate how an author's structural choices, such as ambiguous or non-linear endings, affect a text's overall | Informational Text Mini-Lesson:<br><br>• Analyze how structural choices impact clarity and logic in arguments.<br><br>Literary Text Mini-Lesson:<br><br>• Evaluate how structure (e.g., non-linear or ambiguous endings) impacts meaning.<br><br>Language Mini- | • [LHS Instructional Workshop Model Suggested Activities/Groups](#) | | • [LHS Suggested Formative Reading Assessments](#) |

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| | | | meaning. | Lesson: | | | |
| | | | | • Consulting reference tools (etymology, dictionary, thesaurus) to refine word choice | | | |
| | | | SWBAT use reference tools such as etymologies, dictionaries, and thesauruses to choose precise and effective word choices. | | | | |
| | | | SWBAT write body paragraphs that synthesize evidence from multiple sources to develop and support key ideas clearly and logically. | Writing Mini-Lesson:<br><br>• Draft body paragraphs that synthesize research and develop key ideas | | | |
| | | RL.CR. 11-12.1<br><br>RL.CR. | SWBAT synthesize informati | Informational Text Mini-Lesson: | • [LHS Instructional Worksh](#) | | • [LHS Suggested Formative Reading](#) |

| | | 11-12.1<br><br>RI.CT.11-12.8<br><br>RL.CT.11-12.8<br><br>L.VI.11-12.4<br><br>W.IW.11-12.2<br><br>W.WR.11-12.5 | on from multiple sources to generate a nuanced and original conclusion on a research topic.<br><br>SWBAT synthesize literary evidence from multiple texts to support a unique interpretation or critical analysis.<br><br>SWBAT analyze how an author's deliberate language choices deepen the meaning and emotional impact of key passages.<br><br>SWBAT integrate | • Synthesize multiple sources to form a complex, original conclusion.<br><br>Literary Text Mini-Lesson:<br><br>• Synthesize evidence across texts to develop a unique interpretation.<br><br>Language Mini-Lesson:<br><br>• Analyze how language choices deepen meaning in key passages.<br><br>Writing Mini-Lesson:<br><br>• Integrate quotes and citations smoothly and ethically into | op Model Suggested Activities/Groups | | Assessments |

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| | | | quotes and paraphrases into their writing smoothly and ethically using correct in-text citations. | research writing | | | |
| June | 1-2 | RL.CR. 11-12.1<br><br>RL.TS.11-12.4<br><br>RI.AA.11-12.7<br><br>L.VL.11-12.3<br><br>W.IW.11-12.2<br><br>W.WR.11-12.5 | SWBAT evaluate the reasoning, purpose, and arguments in a seminal U.S. or global text and assess their relevance and effectiveness.<br><br>SWBAT analyze how an unresolved or ambiguous ending influences a reader's interpretation and understanding of the text's | Informational Text Mini-Lesson:<br><br>• Evaluating reasoning, purpose, and argument in a seminal historical text<br><br>Literary Text Mini-Lesson:<br><br>• Analyze how unresolved or ambiguous endings deepen interpretation.<br><br>Language Mini- | • [LHS Instructional Workshop Model Suggested Activities/Groups](#) | • [LHS Suggested Formative Reading Assessments](#) |

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| | | | message.<br><br>SWBAT determine the meaning of complex words and phrases using multiple strategies, including context clues and reference materials.<br><br>SWBAT write a conclusion that synthesizes their research findings and articulates the broader significance of their topic. | **Lesson:**<br><br>• Determine meaning using a range of strategies and tools.<br><br>**Writing Mini-Lesson:**<br><br>• Compose a powerful conclusion that synthesizes findings and articulates significance | | | |
| | | RI.CR.11-12.1<br><br>RI.CI.11-12.2<br><br>RI.IT.11-12.3<br><br>RI.TS.1 | SWBAT to demonstrate their knowledge of an informational text by taking a | • Reading benchmark MP 4<br>• Writing benchmark MP 4<br>• End of MP reflection | | • [End of MP Reflection](#)<br>• [Research Essay Rubric](#) | • LinkIt! Benchmark MP 4<br>• End of MP Reflection |

| | | 1-12.4<br><br>RI.AA.1<br>1-12.7<br><br>RI.CT.1<br>1-12.8<br><br>L.VL.11<br>–12.3<br><br>L.VI.11-<br>12.4<br><br>W.IW.1<br>1-12.2 | benchmar<br>k<br>assessme<br>nt.<br><br><br>SWBAT<br>reflect on<br>their<br>learning<br>in<br>reading<br>and<br>writing<br>througho<br>ut<br>marking<br>period 4<br>by<br>creating<br>SMART<br>goals. | | | | |
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## Spiraling for Mastery

| Content or Skill for this Unit | Spiral Focus from Previous Unit |
|---|---|
| • **Content**<br><br>  1. **Plot and Structure**<br><br>    ▪ **Journey of Self-Discovery**: Exploration of Siddhartha's journey from a young man to spiritual enlightenment, focusing on the key stages of his life—his time as a Brahmin, his experiences with the Samanas, his relationship with Kamala, and his time by the river with Vasudeva.<br>    ▪ **Circular Structure**: Understanding the cyclical nature of the plot, where Siddhartha's journey ends where it began, symbolizing the concept of eternal | • This is the content or skill that aligns with the current content and skills from this unit. Please note where this can be f<br><br>**Skills to Spiral**<br><br>  1. **Critical Reading and Analysis**<br><br>    ▪ **From *Shawshank Redemption***: Students engaged in close reading of the novella, analyzing themes, character development, and literary techniques.<br>    ▪ **In *Siddhartha***: Apply these close reading skills to analyze Hesse's portrayal of Siddhartha's spiritual journey, focusing on character development, thematic |

recurrence and the cyclical nature of life.

2. **Themes**

  - **The Search for Enlightenment**: Examination of the theme of spiritual seeking and how Siddhartha's journey reflects different paths to understanding and inner peace.
  - **The Role of Teachers and Self-Reliance**: Discussion on Siddhartha's interactions with various teachers, including the Buddha, and his eventual realization that true wisdom cannot be taught but must be experienced personally.
  - **Duality and Unity**: Exploration of the dualities present in the novel, such as spiritual vs. material life, and how Siddhartha ultimately finds unity and oneness in all experiences.
  - **Time and Timelessness**: Analysis of how the novel portrays time as both linear and cyclical, and how Siddhartha's understanding of time evolves throughout his journey.
  - **The Natural World as a Guide**: Discussion of how nature, particularly the river, serves as a symbol and a guide in Siddhartha's quest for enlightenment.

3. **Character Analysis**

  - **Siddhartha**: In-depth analysis of Siddhartha's character, focusing on his internal conflicts, his development through different stages of life, and his ultimate realization of spiritual enlightenment.
  - **Govinda**: Exploration of Govinda as a foil to

exploration, and the use of symbolism.

2. **Theme Analysis**

  - **From *Shawshank Redemption***: Students explored themes such as hope, justice, and friendship.
  - **In *Siddhartha***: Extend this exploration to themes like enlightenment, self-discovery, and the cyclical nature of time. Compare and contrast how these themes are developed in both works, noting similarities and differences in their treatment.

3. **Character Analysis**

  - **From *Shawshank Redemption***: Focused on characters such as Andy Dufresne, Red, and Warden Norton.
  - **In *Siddhartha***: Apply these character analysis skills to Siddhartha, Govinda, Kamala, and Vasudeva. Explore how Hesse develops these characters, their roles in Siddhartha's journey, and their symbolic significance.

4. **Comparative Analysis**

  - **From *Shawshank Redemption***: Compared the novella to its film adaptation, analyzing adaptation choices and differences in narrative focus.
  - **In *Siddhartha***: Compare Hesse's novella to other literary works or philosophical texts, examining how different narratives approach themes of self-discovery, spirituality, and enlightenment.

Siddhartha, his role as a faithful follower, and his own path to spiritual understanding.

- **Kamala**: Examination of Kamala's role in Siddhartha's life, representing love, desire, and the material world.
- **Vasudeva**: Analysis of Vasudeva, the ferryman, as a representation of wisdom, patience, and the understanding of life's flow.

4. **Literary Devices and Techniques**

- **Symbolism**: Analysis of key symbols such as the river, the snake, and the stone, and their significance in representing themes of change, unity, and the passage of time.
- **Motifs**: Exploration of recurring motifs like water, circles, and opposites, and how they contribute to the novel's exploration of spiritual themes.
- **Narrative Style**: Discussion of Hesse's simple, lyrical prose style and how it reflects the novel's themes of simplicity, clarity, and spiritual depth.
- **Allusions**: Examination of the novel's allusions to Eastern philosophies, particularly Buddhism and Hinduism, and how these influence the narrative and themes.

5. **Philosophical and Religious Context**

- **Buddhism and Hinduism**: Understanding the basic tenets of Buddhism and Hinduism as they relate to the novel, including concepts like samsara, nirvana, and the Four Noble Truths.
- **Existentialism**: Exploration of existential themes in the novel, such as the search for

5. **Discussion and Presentation**

- **From *Shawshank Redemption***: Students participated in discussions about themes, characters, and adaptation choices, and presented analyses of key elements.
- **In *Siddhartha***: Continue this by facilitating discussions on Hesse's philosophical ideas, the novel's narrative structure, and its symbolic elements. Have students present their analyses of key themes, characters, or the novel's spiritual context.

## Content to Spiral

1. **Themes**

- **From *Shawshank Redemption***: Explored themes such as hope, despair, and institutionalization.
- **In *Siddhartha***: Apply these thematic insights to explore Hesse's treatment of spiritual seeking, duality, and the unity of experience. Compare how hope and despair manifest in Siddhartha's journey versus the characters in *Shawshank*.

2. **Character Development**

- **From *Shawshank Redemption***: Analyzed the psychological depth and growth of characters like Andy and Red.
- **In *Siddhartha***: Focus on Siddhartha's psychological and spiritual growth, as well as the development of other key characters. Compare how character development contributes to the thematic

meaning, individualism, and the rejection of prescribed paths.

6. **Critical Perspectives**

- **Psychological Perspective**: Analysis of Siddhartha's journey through the lens of psychological development, focusing on his search for identity and self-actualization.
- **Cultural and Historical Context**: Understanding the cultural and historical context of the novel, particularly in relation to Hesse's own spiritual journey and the influence of Eastern thought on Western literature.

## Skills

1. **Critical Reading and Analysis**

- Close reading of key passages to analyze character development, thematic elements, and literary techniques.
- Identifying and interpreting symbols, motifs, and allusions throughout the novel.
- Engaging with the text to develop a deeper understanding of its philosophical and spiritual messages.

2. **Theme Analysis**

- Exploring and articulating the novel's major themes, such as enlightenment, duality, and the role of the natural world in spiritual growth.
- Comparing and contrasting these themes with those in other works of literature or in different cultural or philosophical contexts.

exploration in both texts.

3. **Literary Devices**

- **From *Shawshank Redemption***: Analyzed symbolism, motifs, and narrative style.
- **In *Siddhartha***: Continue analyzing literary devices such as symbolism (e.g., the river, the snake), motifs (e.g., circles, opposites), and narrative style. Explore how these devices contribute to the novel's philosophical and spiritual messages.

4. **Historical and Philosophical Context**

- **From *Shawshank Redemption***: Examined the context of the American prison system and its representation in the film and novella.
- **In *Siddhartha***: Apply this contextual analysis by exploring the historical and philosophical context of Eastern religions, particularly Buddhism and Hinduism, and how these inform the novel's themes and characters.

ound in the curriculum.

3. **Comparative Analysis**

   - Comparing Siddhartha's journey with other literary characters' quests for meaning or spiritual enlightenment.
   - Analyzing the influence of Eastern philosophies on Western literature, particularly in the context of the novel.

4. **Informative/Explanatory Writing**

   - Writing essays that explain the significance of key themes, characters, and symbols in the novel.
   - Developing clear, structured explanations of the novel's philosophical and religious context.
   - Crafting informative pieces that explore the connections between the novel's events and broader spiritual or existential concepts.

5. **Discussion and Presentation**

   - Engaging in class discussions about the novel's themes, characters, and philosophical implications.
   - Presenting on specific aspects of the novel, such as its religious allusions, narrative style, or the significance of nature in Siddhartha's journey.

## Career Readiness, Life Literacies, and Key Skills

Please tag the appropriate **2020 NJSLS-CLKS** standards that align with the grade band and content/skills of this unit. This is done by clicking "actions" and then "add standards".

CRP.K-12.CRP1          Act as a responsible and contributing citizen and employee.

CRP.K-12.CRP1.1        Career-ready individuals understand the obligations and responsibilities of being a

member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

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| CRP.K-12.CRP2 | Apply appropriate academic and technical 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.CRP3 | Attend to personal health and financial well-being. |
| CRP.K-12.CRP3.1 | Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success. |
| CRP.K-12.CRP4 | Communicate clearly and effectively and with reason. |
| 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.CRP5 | Consider the environmental, social and economic impacts of decisions. |
| CRP.K-12.CRP5.1 | Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization. |
| CRP.K-12.CRP6 | Demonstrate creativity and innovation. |
| CRP.K-12.CRP6.1 | Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization. |
| CRP.K-12.CRP7 | Employ valid and reliable research strategies. |
| CRP.K-12.CRP7.1 | Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation. |
| CRP.K-12.CRP8 | Utilize critical thinking to make sense of problems and persevere in solving them. |
| CRP.K-12.CRP8.1 | Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of |

problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

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| CRP.K-12.CRP9 | Model integrity, ethical leadership and effective management. |
| CRP.K-12.CRP9.1 | Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture. |
| CRP.K-12.CRP11 | Use technology to enhance productivity. |
| CRP.K-12.CRP11.1 | Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks. |
| CRP.K-12.CRP12 | Work productively in teams while using cultural global competence. |
| CRP.K-12.CRP12.1 | Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings. |

## Interdisciplinary Connections

How does this unit connect to standards in other disciplines?  Add the appropriate **NJ SLS** here, keeping grade bands in mind.  This is done by clicking "actions" and then "add standards".

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| WL.K-12.2 | Cultures |
| WL.K-12.3 | Connections |
| SOC.9-12.1 | What are effective strategies for accessing various sources of information and historical evidence, determining their validity, and using them to solve a problem or find a solution to a public policy question? |
| SOC.9-12.1.1 | Chronological Thinking |
| SOC.9-12.1.1.1 | Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned. |
| SOC.9-12.1.1.2 | Analyze how change occurs through time due to shifting values and beliefs as well as technological advancements and changes in the political and economic landscape. |
| SOC.9-12.1.2 | Spatial Thinking |
| SOC.9-12.1.2.1 | Construct various forms of geographic representations to show the spatial patterns of physical and human phenomena. |
| SOC.9-12.1.2.2 | Relate current events to the physical and human characteristics of places and regions. |
| SOC.9-12.1.3 | Critical Thinking |
| SOC.9-12.1.3.1 | Distinguish valid arguments from false arguments when interpreting current and historical events. |

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| SOC.9-12.1.3.2 | Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias. |
| SOC.9-12.1.3.3 | Gather relevant information from multiple sources representing a wide range of views (including historians and experts) while using the date, context, and corroborative value of the sources to guide the selection. |
| SOC.9-12.1.4 | Presentational Skills |
| SOC.9-12.1.4.1 | Take a position on a current public policy issue and support it with historical evidence, reasoning, and constitutional analysis in a written and/or oral format. |
| SOC.9-12.1.4.2 | Demonstrate effective presentation skills by presenting information in a clear, concise, and well-organized manner taking into consider appropriate use of language for task and audience. |

Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.