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- first page of the Study Question Answer Key
- first page of the Multiple Choice Quiz Section
- first Vocabulary Worksheet
- first few pages of the Daily Lessons
- a Writing Assignment
- first page of the Extra Discussion Questions
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TEACHER'S PET PUBLICATIONS

LITPLAN TEACHER PACK™

for

Siddhartha

based on the novel by
Hermann Hesse

Written by
Susan Woodward

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ABOUT THE AUTHOR

Hermann Hesse

Hermann Hesse, a German writer, was born in Calw in the Black Forest on July 2, 1877. He was the son of Johannes Hesse and Marie Gundert, both from missionary families. It was their hope that their son would follow in the family tradition of theology, and in his own way, he did. His novels explored the duality of spirit and nature as well as the individual's spiritual search outside the restrictions of society. Studying and undergoing psychoanalysis under J.B. Lang, assistant to the Swiss psychologist Carl Jung, led Hesse to depict the protagonist's journey into the inner self in many of his novels. In several of his works, a spiritual guide assists the hero in his quest for self-knowledge. For this work, Hesse was awarded the Nobel Prize for Literature in 1946.

While working as a bookshop clerk and a book dealer in Tübingen, Hesse joined a literary circle called Le Petit Cénacle. Through his association with this circle, Hesse became determined to become a writer. His first published works were *Romantische Lieder* and *Eine Stunde Hinter Mitternacht* 1899. His first true success came in 1904 when his novel *Peter Camenzind* about a young man who leaves his life in the big city in order to live like St. Francis of Assisi.

After a trip to India in 1911, Hesse became interested in studying Eastern religion, which led to *Siddhartha* (1922), a fictional account of the life of Buddha, Siddhartha Gautama. The culture of ancient Hindu and the ancient Chinese had a great influence on Hesse's works.

Hermann Hesse married three times throughout his life. His first wife was photographer Maria Bernoulli (married 1904), with whom he had his three sons. After his wife suffered from severe mental disabilities and his youngest son became extremely ill, he and Maria eventually divorced in 1924. He was then briefly married to Ruth Wenger, the daughter of Swiss writer Lisa Wenger, in 1924. The marriage only lasted several months. In 1931, Hesse married Ninon Dolbin with whom he stayed until his death in 1962.

The influence of Carl Jung was expressed in Hesse's *Demian* (1919) for which he earned critical acclaim. Much like 1922's *Siddhartha*, *Demian*'s protagonist is torn between his orderly bourgeois existence and a chaotic world of sensuality. This Jungian process of individuation faced by his characters mirrors Hesse's own journey through life.

Other important works include *Der Steppenwolf* (1927), from which the California rock band took its name, and what has been touted as his masterpiece, 1943's *Das Glasperlenspiel* (The Glass Bead Game). The band Steppenwolf released the song "Born to be Wild" in 1968 reflecting how *Der Steppenwolf*'s protagonist, Harry Haller, goes through his mid-life crisis and must choose between life of action and contemplation. The setting of *Das Glasperlenspiel* is in the future in the imaginary province of Castilia, an intellectual, elitist community, dedicated to mathematics and music. The novel is the story of Knecht's search for wisdom and his eventual rise to Magister Ludi, "The Master of the Games."

Hermann Hesse died peacefully in his sleep on August 9, 1962 from a cerebral hemorrhage at the age of eighty-five.

INTRODUCTION *Siddhartha*

This LitPlan has been designed to develop students' reading, writing, thinking, and language skills through exercises and activities related to *Siddhartha* by Hermann Hesse. It includes seventeen lessons, supported by extra resource materials.

The **introductory lesson** introduces students to Joseph Campbell's Hero's Journey. Following the introductory activity, students are given a transition to explain how the activity relates to the book they are about to read. Following the transition, students are given the materials they will be using during the unit. At the end of the lesson, students begin the pre-reading work for the first reading assignment.

The **reading assignments** are approximately thirty pages each; some are a little shorter while others are a little longer. Students have approximately 15 minutes of pre-reading work to do prior to each reading assignment. This pre-reading work involves reviewing the study questions for the assignment and doing some vocabulary work for selected vocabulary words they will encounter in their reading.

The **study guide questions** are fact-based questions; students can find the answers to these questions right in the text. These questions come in two formats: short answer or multiple choice. The best use of these materials is probably to use the short answer version of the questions as study guides for students (since answers will be more complete), and to use the multiple choice version for occasional quizzes.

The **vocabulary work** is intended to enrich students' vocabularies as well as to aid in the students' understanding of the book. Prior to each reading assignment, students will complete a two-part worksheet for selected vocabulary words in the upcoming reading assignment. Part I focuses on students' use of general knowledge and contextual clues by giving the sentence in which the word appears in the text. Students are then to write down what they think the words mean based on the words' usage. Part II nails down the definitions of the words by giving students dictionary definitions of the words and having students match the words to the correct definitions based on the words' contextual usage. Students should then have an understanding of the words when they meet them in the text.

After each reading assignment, students will go back and formulate answers for the study guide questions. Discussion of these questions serves as a **review** of the most important events and ideas presented in the reading assignments.

After students complete reading the work, there is a **vocabulary review** lesson which pulls together all of the fragmented vocabulary lists for the reading assignments and gives students a review of all of the words they have studied.

Following the vocabulary review, a lesson is devoted to the **extra discussion questions/writing assignments**. These questions focus on interpretation, critical analysis, and personal response, employing a variety of thinking skills and adding to the students' understanding of the novel.

There are three **writing assignments** in this unit, each with the purpose of informing, persuading, or expressing personal opinions. Introspection journal entries will be converted into a poetic reflection of the students' personal journeys towards self-knowledge. Students will also complete a poetry analysis and relate the poets' messages to themes in *Siddhartha*. In the persuasive assignment, students will take a position on Siddhartha's decision regarding his son and defend the position with textual support from the novel and the Four Noble Truths.

There is a non-fiction **reading assignment**. Students must read non-fiction articles, books, etc. to gather information about their themes in our world today.

The **review lesson** pulls together all of the aspects of the unit. The teacher is given four or five choices of activities or games to use which all serve the same basic function of reviewing all of the information presented in the unit.

The **unit test** comes in two formats: multiple choice or short answer. As a convenience, two different tests for each format have been included. There is also an advanced short answer unit test for advanced students.

There are additional **support materials** included with this unit. The **Unit Resource Materials** section includes suggestions for an in-class library, crossword and word search puzzles related to the novel, and extra worksheets. There is a list of **bulletin board ideas** which gives the teacher suggestions for bulletin boards to go along with this unit. In addition, there is a list of **extra class activities** the teacher could choose from to enhance the unit or as a substitution for an exercise the teacher might feel is inappropriate for his/her class. **Answer keys** are located directly after the **reproducible student materials** throughout the unit. The **Vocabulary Resource Materials** section includes similar worksheets and games to reinforce the vocabulary words.

The **level** of this unit can be varied depending upon the criteria on which the individual assignments are graded, the teacher's expectations of his/her students in class discussions, and the formats chosen for the study guides, quizzes and test. If teachers have other ideas/activities they wish to use, they can usually easily be inserted prior to the review lesson.

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UNIT OBJECTIVES *Siddhartha*

1. While reading Hermann Hesse's *Siddhartha*, students will work both independently and in cooperative groups.
2. Students will demonstrate their understanding of the text on four levels: factual, interpretive, critical, and personal.
3. Students will spend time in personal reflection, examining their own personal growth and self-knowledge.
4. Students will practice reading aloud and silently to improve their skills in each area.
5. Students will answer questions to demonstrate their knowledge and understanding of the main events and characters in *Siddhartha* as they relate to the author's theme development.
6. Students will enrich their vocabularies and improve their understanding of the novel through the vocabulary lessons prepared for use in conjunction with the novel.
7. The writing assignments are geared to several purposes:
 - a. To have students demonstrate their abilities to inform, persuade, express their own personal ideas, or be creative
 - b. To check students' reading comprehension
 - c. To make students think about ideas presented in the novel
 - d. To encourage logical thinking
 - e. To provide an opportunity for students to practice good grammar and improve their use of standard, written English
8. Students will read aloud, report, and participate in large and small group discussions to improve their public speaking and personal interaction skills.

READING ASSIGNMENTS *Siddhartha*

| Date Assigned | Assignment | Completion Date |
|---------------|---------------------------------------|-----------------|
| | <i>Assignment 1</i> Chapters 1-2 | |
| | <i>Assignment 2</i> Chapters 3-4 | |
| | <i>Assignment 3</i> Chapters 5-6 | |
| | <i>Assignment 4</i> Chapters 7-8 | |
| | <i>Assignment 5</i> Chapters 9-10 | |
| | <i>Assignment 6</i> Chapters 11-12 | |

UNIT OUTLINE *Siddhartha*

| | | | | |
|--|--|--|--|--|
| 1 | 2 | 3 | 4 | 5 |
| Introduce Hero's Journey Begin Journal Entries (WA#1) PVR Ch 1-2 | Study ?s 1-2 Characterization & Departure Stage PVR Ch 3-4 | Study ?s 3-4 Quiz Ch 1-4 Nonfiction Work PVR Ch 5-6 | Study ?s 5-6 PV Ch 7-8 Read Aloud Ch 7-8 | Study ?s Ch 7-8 Quiz Ch 5-8 4 Noble Truths & 8-Fold Noble Path PVR 9-10 |
| 6 | 7 | 8 | 9 | 10 |
| Study ?s 9-10 Initiation Stage PVR Ch 11-12 | Study ?s 11-12 Quiz Ch 9-12 Return Stage | Vocabulary Work | Poetry Analysis Writing Assignment #2 | Figurative Language Exercises |
| 11 | 12 | 13 | 14 | 15 |
| Creative Writing Day 1: Planning with a Partner | Creative Writing Day 2: Composing the Poem | Group Work: Extra Discussion Questions | In-Class Writing: Writing Assignment #3 | Peer Editing and Revision: WA #3 |
| 16 | 17 | 18 | | |
| Review Materials | Unit Test | Open Mike: Share Poems (Optional) | | |

Key: P = Preview Study Questions V = Vocabulary Work R = Read

LESSON ONE

Objectives

1. To become familiar with the elements of Joseph Campbell's Hero's Journey
2. To relate the Hero's Journey pattern to three familiar films
3. To introduce Hermann Hesse and his novel *Siddhartha*
4. To preview the study questions and vocabulary for Chapters 1-2
5. To read Chapters 1-2

Activity 1

Ask students to brainstorm what makes a good heroic tale. They should list at least three elements that should be included. Write students' ideas on the board as students share them aloud.

Joseph Campbell, after studying the myths and legends of cultures all over the world, developed what he called The Hero's Journey. The behavioral pattern/growth of the heroes of these myths and legends seemed to form a recurring pattern, which Campbell outlined in his book *The Hero With a Thousand Faces*. The Hero's Journey is almost always a quest for self-knowledge, and *Siddhartha* goes through his own journey to find just that.

Distribute copies of Steps In The Hero's Journey (master following this lesson). Discuss the steps using the examples given from three films: *The Wizard of Oz*, *Harry Potter and the Sorcerer's Stone*, and *Indiana Jones and the Last Crusade*.

Activity 2

Distribute Writing Assignment #1 and discuss the directions in detail. Explain to students that they will be keeping a journal of personal reflections as they examine their own gaining of self-knowledge. After the entries have been completed, each student will write a poem outlining his/her personal journey. Give students time to write their first journal entries.

Activity 3

Give brief notes about the life of Hermann Hesse (see the introductory materials for this LitPlan), and discuss how certain aspects of his life might have led him to write a book about spiritual growth and the gaining of self-knowledge.

Activity 4

Distribute the materials students will use in this unit. Explain in detail how students are to use these materials.

Study Guides Students should read the study guide questions for each reading assignment prior to beginning the reading assignment to get a feeling for what events and ideas are important in the section they are about to read. After reading the section, students will (as a class or individually) answer the questions to review the important events and ideas from that section of the book. Students should keep the study guides as study materials for the unit test. **Review the study questions for Assignment 1 while you're looking at the study guides.**

Vocabulary Prior to each reading assignment, students will do vocabulary work related to the section of the book they are about to read. Following the completion of the reading of the book, there will be a vocabulary review of all the words used in the vocabulary assignments. Students should keep their vocabulary work as study materials for the unit test. **Do Assignment 1 together orally to show students how to do the vocabulary worksheets.**

Reading Assignment Sheet You need to fill in the reading assignment sheet to let students know

WRITING ASSIGNMENT #1 *Siddhartha*

PROMPT

Webster defines introspection as the "contemplation of one's own thoughts, feelings, and sensations; self-examination." For this series of exercises you will be called upon to examine your own personal Hero's Journey and write journal entries to reflect upon your own strengths and weaknesses as you work to reach your Ultimate Boon and the Freedom to Live, as noted in Campbell's *Steps in the Hero's Journey*.

Be honest with yourself. These entries will not be collected or read by anyone but YOU; therefore, you will only get out of this exercise what you put into it. All of these entries will be completed in class. After you have completed the journal entries, you will compose a poem that reflects your personal journey towards self-knowledge. The poem will be collected and graded.

PREWRITING

You will be prompted to complete the following journal entries during class time:

Journal Entry One

Fully describe a goal you are working toward. What is the purpose of this goal? What will it help you to achieve after attaining it (your Ultimate Boon)? What strengths do you possess that will help you along the way?

Journal Entry Two

Re-examine your goal. What fears or weaknesses within you (inner obstacles) need to be overcome in order to attain this goal? Do not reflect on outside obstacles. What knowledge or skills do you lack at this point which may hinder your progress if not addressed?

Journal Entry Three

What mentor/helper do you have on your journey to guide you? What skills/talents does this person possess that you would like to acquire within yourself? What tools or gifts have you been given that will help you along the way? What strengths do you have available within you?

Journal Entry Four

What outside obstacles must be faced in order to achieve your goal? How will you successfully overcome these obstacles while still maintaining your true sense of self? How can you honestly bring about change without compromising your own principles or values?

Journal Entry Five

After you have obtained your present goal, what will you do with your new knowledge/skill/gift (Ultimate Boon)? How do you suppose your life will be different after you have succeeded at this task? How may it benefit your life? How might it benefit the lives of others?

Journal Entry Six

Imagine that you have NOT been able to attain your chosen goal. How might this affect your overall journey? What adjustments might need to be made in the event that the original goal set is unobtainable? Will the possibility of falling short of attaining your Ultimate Boon change the way you view yourself or the way you believe others will perceive you? Do you believe that the effort put into the journey will have been wasted? Or do you believe that learning from mistakes/failure is a part of the learning process? Explain your answer in depth.

DRAFTING

Your poem will be a narrative poem (a short story in poetic form) that outlines your personal journey towards your chosen goal. Be sure to include the use of the poet's tools (such as