

WHDE Lesson Plan

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| An Examination of Lessons Learned from <i>Siddhartha</i> (Hesse, H., 1922) |
| AUTHOR INFORMATION |
| Author: Kristine Harper State: South Carolina |
| GENERAL INFORMATION |
| Lesson Grade Span: Secondary (9-12) Targeted Grade Level/Course: World History from 1300 – Advanced Placement (AP) Estimated Time to Complete Lesson: (Two 50-minute classes) |
| FOCUSED QUESTION |
| How does Herman Hesse’s (1922) book, <i>Siddhartha</i> , demonstrate the basic tenets and Nobel Truths of Buddhism? |
| STANDARDS (STATE/C3) |
| Standard MWH-3: The student will demonstrate an understanding of the impact of religious movements throughout the world in the fourteenth through the sixteenth centuries <ul style="list-style-type: none">MWH-3.4 Explain the role of Buddhism and its impact on the cultures throughout East and Southeast Asia, including Buddhism’s basic tenets, the impact of the local rulers on religious conversion, and the religion’s enduring traditions. |
| STUDENT & TARGET OUTCOMES |
| Students will be able to identify and explain to other students the basic tenets and Nobel Truths of Buddhism. Students will demonstrate ability to justify opinions with facts. |
| LESSON OVERVIEW |
| This is a two day exercise to be used as an activity within a unit on Buddhism. Students should be allowed at least one week (including at least one weekend) to read the book <i>Siddhartha</i> (Hesse, H., 1922; English Translation by Applebaum, S., 1998) during unit of study but before the activity. |

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The teacher will provide a reading guide for students before reading commences and discussion questions for small group activity after reading is completed. Assessment will be by peer-evaluation and opinion-based essay supported by facts from the reading.

PROCEDURES

Lesson preparation:

Students will be allowed a minimum of one week (including at least one weekend) to read *Siddhartha* (Hesse, H., 1922), English translation by Applebaum, 1998. The teacher will provide the reading guide, consisting of three questions, to students before they begin the reading assignment.

The teacher will need to prepare discussion questions for Day #1, equal number of students receiving each list of questions. Students will form groups according to the questions received; all students in each group will have the same questions – these will be the A groups.

The teacher will need to prepare discussion questions for Day #2. One student from each A group will join together to form the B groups.

Small Group Work (jigsaw):

Day #1

A Groups will meet to discuss assigned questions for 20 minutes.

At the completion of A Group discussions, B Groups will be formed, composed of one member from each of the A Groups. Twenty minutes will be allowed for each member of the B Group to report on conclusions drawn during his/her A Group discussions.

Day #2

Twenty minutes will be allowed for B Groups will discuss three concluding discussion questions.

Independently, each student will then write an essay responding to the prompt: *By the end of his journey, was Siddhartha the Buddha? Support your opinion with examples from the book.*

Reading Guide (questions to consider as students read):

Focused Question: How did Siddhartha's life choices lead him to Nirvana?

- What did Siddhartha learn at each of the stops along his journey?
- Who were his teachers?
- Did Siddhartha believe the lessons taught by each of his teachers? Look for examples of whether Siddhartha embraced or rejected the lesson.

Day #1: Small Group (A Group) Discussion Questions:

Group #1A:

1. What was Siddhartha's life like as the son of a Brahman?
2. How did the experiences of his youth prepare him for his journey?
3. What did Siddhartha learn from the Samanas?
4. When Siddhartha explained the value of these lessons to Kamala, she did not agree. Was there value to these lessons?

Group #2A:

1. What was the lesson Siddhartha learned from the Gotama?
2. Why did Siddhartha choose not to follow the Gotama?
3. What did Siddhartha gain during his time with Gotama? What did he lose?
4. How did Siddhartha's decision to reject all teachings and truths impact his personal growth and journey towards Wisdom?

Group #3A:

1. What three things did Kamala tell Siddhartha were necessary for success?
2. How did Kamala measure success?
3. What skills did Siddhartha have that led him to opportunity?
4. How did the lessons Siddhartha learned from Kamala and Kamaswami impact his decisions?

Group #4A:

1. Siddhartha claimed he had three skills. What were they? Why did he believe these were valuable skills to have?
2. What were the skills Kamaswami valued? What did Siddhartha write for Kamaswami?
3. What did Siddhartha perceive as the true value of his life with the Child-People?
4. Why were the Child-People called "Child-People"?

Group #5A:

1. When Siddhartha was talking with the Gotama, he compared the world to a perfect chain. How is this similar to the lesson of the River?
2. How did the River help Siddhartha gain Wisdom?
3. In reflecting on the course his life has taken, what changes did Siddhartha observe?
4. Why did Vasudeva leave? Where did he go?

Day #2: Small Group (B Group) Discussion Questions:

1. Did Siddhartha achieve the four Noble Truths?
2. In what ways did his journey reflect the Noble 8-Fold Path?
3. In what ways did he digress from the Noble 8-Fold Path?

FORMATIVE ASSESSMENT

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Assessment:

Students will rate each of their peers from both Groups, A and B, on a scale of 1-5, based on valid contributions during the discussion periods. A score of 5 will indicate positive contributions, grounded in examples from the book, and a score of 1 will indicate non-participation. Students will then write a short (one sentence) justification for rating of fellow students.

Students will, individually, write an essay encompassing the concepts of Buddhism taught in Herman Hesse's novel *Siddhartha*.

The guiding prompt for essay: *By the end of his journey, was Siddhartha the Buddha? Support your opinion with examples from the book.*

Evaluation:

- Peer Evaluation: A participation grade will be awarded based on the average scores awarded by peers from both Groups A and B. This score can be added to the grade for the assignment or to the class participation grade at teacher's discretion.
- Essay Evaluation: This is an opinion paper; there is no right or wrong answer. Evaluation is subjective and should be focused on justification of the opinion and the critical thinking behind the justification.
 - Peer Evaluation 5% or Separate participation grade
 - Collegiate-quality Writing 25% 30%
 - Content 70% 70%

RESOURCE LIST

Hesse, Herman (1922). *Siddhartha*. S. Fischer: Berlin, Germany. [Dover Edition/Translation: Appelbaum, S. (1998). Dover Publications Inc: Mineola, NY]

MODIFICATIONS & EXTENSIONS (OPTIONAL)

Siddhartha (Hesse, H., 1922) was originally published in German language. All students should read the same translation.