**Standards and Essential Question:**

* **9-WRI.C2** Develop and strengthen writing through the creation of a Mandala essay
* **9-CD.A5** Complete self-evaluations about conflict resolution, personal behavior, and core values
* **EQ:** “How do the symbols of my life connect?”

**Materials/Notes**

**Reference**

*High School Writing*

Mandala Essay

(Pgs. 219-221)

**[hswriting](https://my.avid.org/WeeksAtAGlance/9th_grade/Day108/HSWMandala108.pdf)**

**Class Set**

*High School Writing*

5.1b The Symbols of My Life

(Pg. 232)

**[hswriting](https://my.avid.org/WeeksAtAGlance/9th_grade/Day108/HSWMandalasymbols108.pdf)**

Mandala Template (copied on cardstock)

**[word 32.bmp](https://my.avid.org/WeeksAtAGlance/9th_grade/Day108/MandalaTemplate108.doc)**

Presentation Rubric Strips

**[word 32.bmp](https://my.avid.org/WeeksAtAGlance/9th_grade/Day108/PresentationRubricStrips108.doc)**

**Materials**

Colored Pens or Pencils

**Lesson**

1. **List and Share Symbols**
   * Have students take out their quickwrites from Day 106.
     + If students have not completed the selected scenarios, continue the visualization steps.
   * Pass out The Symbols of My Life handout.
   * In the left column, list the things that are most important in your life.
     + For example, people, experiences, beliefs, objects, places, etc.
   * Work with a partner (or small group) and draw or describe at least one symbol to represent each of the items on the left.
   * These symbols should then be recorded in the middle column.
     + As examples, dove represents peace, heart represents love, etc.
   * Collaborate with your partner/group to find deeper meaning behind the symbols.
2. **Model a Mandala**
   * Model a sample Mandala on the board or overhead projector using five personal symbols.
     + It can be either your own Mandala or a former student’s Mandala.
   * Place one main symbol in the center and four symbols around it.
   * Discuss or show the connecting design that holds the symbols together.
   * Discuss how the connecting design can create a unifying theme, solidify the overall message, and/or create a mood/tone.
     + For example, students might use water droplets as a connecting design throughout the Mandala because the drops represent tears and “washing away.”
     + Connecting designs might also help students later in their writing as they look for ways to transition between ideas/symbols.
3. **Create Mandala**

Documentation for Essential 6.5, 7.7

* + Help students narrow their list by asking them the following questions:
    - If you could only highlight one symbol on your list, which would it be? This symbol should be the largest in terms of meaning. It should encompass your essence and/or the most significant thing about you.
    - What symbols, when grouped together, define the most essential elements of your life?
    - What symbol offers special/unique insights about your life?
  + Have students select five symbols from their list to create their Mandala. They should think about how the different symbols work individually, yet flow together.
  + Using unlined paper, students draw a circle and make a rough sketch of their Mandala, putting the most important symbol in the middle.
    - This should be done quickly, and students should not focus on artwork.
  + Remind students about the connecting design in the model Mandala.
  + Working in small groups, complete the following:
    - Students should share their rough sketch, explaining their symbols and clarifying how it “tells their story.”
    - Peers offer feedback about the symbols and order.
    - All group members brainstorm ideas for a connecting design.
    - Following the discussion, the student selects his/her design.
  + Distribute pencils, colored markers, and scissors.
  + Provide each student with the Mandala Template on the cardstock.

1. **Homework**
   * Tell students that they will present their Mandalas in a one- or two-minute speech to the class on Day 110.
     + Encourage students to think about focusing on their voice and purposeful movement during the speech
     + Assign ordering, as necessary.
     + Pass out Presentation Rubric Strips and inform students that they will be working on eye contact and volume during this presentation.
2. **Technology Extension\***
   * **[](mailto:curriculum@avid.org?subject=9th%20Grade,%20Day%20108%20Feedback)**Have students use a site such as [www.storybird.com](http://www.storybird.com) to write and illustrate their essays.