**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)

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**Class Set**

*High School Writing*

5.1b The Symbols of My Life

(Pg. 232)

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Mandala Template (copied on cardstock)

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Presentation Rubric Strips

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**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\***
	* ****Have students use a site such as [www.storybird.com](http://www.storybird.com) to write and illustrate their essays.