After Reading Strategy Instructional Routine

*Maus I and II* By Art Spiegelman

Literary Mandalas

Context:

Literary Mandalas can be used as both a during and after reading strategy; however, in this case it will be used after reading because it will be used to for students to organize their thoughts in a meaningful way once they have completed the reading. At this point in the novel the students will have read about Vladek’s passing, and the horrors of the camp. It will be important for them to express what they learned through the book.

This instruction routine works great with *Maus*, because it is similar to the format of the graphic novel. Student will make visual representations of ideas in the book particularly, in respects to their chosen character. Each student will choose two characters from the novel to represent with a literary Mandala. The Mandala will have a light and a dark side, and student will fill out each side with good and bad characteristic, symbols, and things representing their chosen character specifically found in the text. This strategy is more effective than others because students will use drawings to get them to think and focus their writings. Eventually they could take the information from what they learn in this activity to compare the characters to themself.

Purpose:

This strategy will help students recognize that everyone has both a light and dark side. This strategy will help fulfill requirement 1 for the Reading Standards for Informational Text Grades 9-10, which states, “Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.” The Literary Madala fulfills this requirement in an artistic and creative way. Students will take time think about what they have read from a specific character and record it.

Directions:

**Materials Needed:** Assignment Sheets, markers, colored pencils.
**Time:** 30 minutes; 2 min. for directions, 28 min. to work.
**Topics:** Character developments, inferences.

Step 1:
If you have time, complete this assignment before you give it to your students. This way they can see an example, and they will see that you are willing to do what they are doing. I would recommend doing the assignment for a different book, (perhaps a children’s book you could read for them) so students won’t copy the example or have to change characters. Pass out the assignment sheets: each student should get two copies since they will do two separate characters. Explain the directions. Allow students
to work in groups or pairs. By allowing them to work in groups it will keep the thoughts flowing.

If students are having a hard time getting started, work with them through an example or two. Then have them work independently, or in a group.

**Step 2:**

Pay attention while students are working independently. Allow them to ask questions and answer them. Make sure that group work isn’t one sided. Maintain an appropriate volume level in the class.

**Step 3:**

Have students turn in work the next day at the beginning of class.

**Assessment:**

Assessment will come through completion of the worksheet. Good work will create at least 6 insightful elements to the Mandala with appropriate explanations. Future assessments of the skills learned would best be done through productions. Have the students cite material in another assignment in another unit.
Step 1: We are going to create our own balanced mandalas as a class. For most of the drawing you will have a free range. This is your time to be creative and share your ideas. Every person should have a good (light) and a bad (dark side) to their characteristic. Choose a main character from the book to examine. Then, find six quotes that show different characteristic traits: 3 good traits and 3 bad traits. Use those quotes to think of symbols to represent that character. Draw the symbols on the circle provided below.
Step 2: Then on a separate sheet of paper, list all six symbols and the quotes which go with them. Explain why you think the quote and the symbol are significant. How does the quote show the reader that symbol is important.