**Lesson Title:** Mandalas, Labyrinths, the Ka’aba, Interior Castles: The Divine and the Inner Self in Tibetan Buddhism, Christianity, and Islam

**Subject Area(s):** Fine Arts / Social Studies

**Grade Level:** 9

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**County:** Mercy High School, Baltimore, MD

<table>
<thead>
<tr>
<th>Maryland Standards, Indicators, Objectives</th>
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<tbody>
<tr>
<td><strong>Fine Arts Content Standard</strong> 1.0</td>
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<tr>
<td>Perceiving and Responding: Aesthetic</td>
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<tr>
<td>Education: Students will demonstrate</td>
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<tr>
<td>the ability to perceive, interpret, and</td>
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<td>respond to ideas, experiences, and the</td>
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<td>environment through visual art.</td>
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<td><strong>Fine Arts Indicator(s):</strong> 3</td>
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<td>Analyze the application of the elements</td>
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<td>of art and principles of design in</td>
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<td>artistic exemplars and personal artworks</td>
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<td><strong>Fine Arts Objective(s):</strong> b.</td>
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<tr>
<td>Explain reasons for selecting specific</td>
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<td>design concepts to convey meaning in</td>
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<td>artistic exemplars</td>
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Analyze the major traditions, customs, and beliefs of Christianity

**Objective(s) (Connecting the content areas)**

Students will:

1. Analyze why and how the mandala, labyrinth, interior castle and Ka’aba are used in Buddhism, Christianity, and Islam
2. Explain the geometric shapes used in the mandala, Ka’aba, labyrinth, and interior castle depictions and their significance.
3. Compare and contrast these religious and cultural symbols.

**Description of Lesson/Activities**

**Procedure:**

1. Lesson takes place in the school library where it is possible to reserve a section for class use. In the library will be displayed examples
2. Class periods are 75 minutes—block scheduling
3. Students will bring with them a map that locates and highlights Tibet, China, India, Spain, Italy, Israel, and Saudi Arabia
4. When students enter the library, they will receive a packet containing:
   a. KWL on mandalas, the Ka’aba, castles, labyrinths, including the example on the floor
   b. Highlights for note taking on web information that include at least one visual example of each
   c. Comparison and contrast
   d. Rubric for homework assignment
5. Class discussion of KWL
6. PowerPoint instruction that gives a short overview of the use of key elements found in these symbols including:
   a. circles, squares, rectangles
   b. castles and palaces
   c. journey to holiness, perfection
   d. sacred nature of the symbols addressed in the lesson
   e. the role of religion in art and the role of art in religion
7. Students will pursue further information on websites that give background, significance, creation, and use of these religious visual symbols of the journey to the divine in the inner self.
   a. During this time, students (in a religious school) can walk the labyrinth if they choose
8. Discussion, comparison, and contrast
9. Homework: Students will create a symbol of personal growth for them, their path to another level of development, maturity, spiritual growth

**Materials for Teacher**
1. PowerPoint presentation introduction
2. Projector and screen
3. Labyrinth for students to walk
4. Display examples of mandalas, Ka’aba, interior castles, and labyrinths
5. Completed student packet with background information

**Materials for Students**
1. Map completed with highlighted locations
2. Packet provided by teachers
3. Pens/Pencils