

FIND YOURSELF!

LESSON 5: PERSONAL MANTRA (FUTURE SELF)

Theme: Identity

Grade: Middle School

Time: 6-7 classes (50 minutes in length)

Introduction

A person's future self is something that is developed, not just something that happens. The purpose of this lesson is to help students realize that they make choices every day, and their actions have consequences, good and bad. This lesson is designed to have students contemplate the type of person they want to be (future self), and find or create a phrase or statement that they can use as a personal mantra. This mantra should focus their energies in constructive ways, setting their sights on positive outcomes and working towards a goal.

Some artists incorporate quotes and phrases in their artwork. Contemporary artist Jenny Holzer is known for her truisms that point out the obvious. She projects the words on the sides of buildings and landscapes, the words themselves being the artwork. "Be bold with your ideas" and "You are a victim of the rules you live by" are both truisms by Holzer that can act as a prompt to develop one's identities with purpose.

Sister Corita Kent is another artist that appropriates phrases from songs, scripture, and quotes into her serigraphs. Some of her work calls for change now, while others express hope for the future. The print *Birth is a Dancing Star* is an example of the latter, using Nietzsche's quote "You must carry a chaos inside you to give birth to a dancing star."

In this lesson, students will contemplate the characteristics that they desire for their future selves. They will search for a phrase or quote that will remind them to strive for these characteristics, and create a mixed-media work that incorporates the message into the art.

Resources

Jenny Holzer's truisms ["Be bold with your ideas"](#) and ["You are a victim of the rules you live by"](#)
Sister Corita Kent's serigraphs [Birth is a Dancing Star](#)
[Video showing change in identity from middle school to adult](#)

Stage 1: Desired Results

Understandings

Students will understand that...

- A person has control over how his or her future identity is developed.
- A person's identity evolves and changes over time.
- Some artists use quotes in their artwork.
- They can create artwork using a quote or phrase as a mantra.

Essential Questions

- How is one's identity developed?
- How can words express one's characteristics and future identity?
- How do some artists use words and text in their art?

<p>Knowledge <i>Students will know [how to]...</i></p> <ul style="list-style-type: none"> • What a mantra is. • What characteristics they want to possess in the future. • That people share words of advice from their own experiences. 	<p>Skills <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Explore characteristics that are desirable for their future selves. • Create a mixed-media artwork that includes the text of their personal mantra.
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<p>Washington State EALR's</p> <p>1.1: Understands and applies arts concepts and vocabulary. 1.2: Develops arts skills and techniques. 1.3: Understands and applies arts genres and styles of various artists, cultures, and times. 2.1: Applies a creative process to the arts. 2.2: Applies a performance and/or presentation process to the arts. 2.3: Applies a responding process to visual arts.</p>	<p>3.1: Uses the arts to express feelings and present ideas. 3.2: Uses the arts to communicate for a selected purpose. 3.3: Develops personal aesthetic criteria to communicate artistic choices. 4.2: Demonstrates and analyzes the connections among the arts and between the arts and other content areas. 4.4: Understands how the arts influence and reflect cultures/civilization, place and time.</p>
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Stage 2: Assessment Evidence

Performance Task:

Students will create mixed-media works of art that incorporate an inspirational quote that expresses something they aspire to in their futures.

Student self-assessment and teacher assessment using teacher-made rubric (attached).

Other evidence:

- Mind map: Students will create a mind map involving memories to demonstrate reflection of their memories.
- Student reflection

Stage 3: Learning Activities

(Steps taken to get students to answer Essential Questions and complete Performance Task.)

- Show the [video](#) of a judge talking about the plaintiff as a middle school student.
What was the plaintiff's perceived identity as a middle school student?
How would you describe his identity in this video?
How did the plaintiff change over time?
- Discuss how identities are fluid and change as a person changes. Use examples from your own life, if applicable.
- Ask students to think of examples from popular culture of a character changing over time. How did they change? (Example: Felonious Gru in "Despicable Me" or Beatrice 'Tris' Prior in "Divergent." Looking at the character at the beginning of the movie and the end of the movie, which would the student want to be like?)
- Have students contemplate the characteristics of the person they want to be in the future and write down seven descriptive terms.
- Students walk around the class and read each other's lists. When they see a term that they also wrote on their list, they put a star next to it.
- When students return to their seat, ask them to update their list, adding other characteristics that they deem desirable for their future self.
- Add these desired qualities onto their mind map in a section for "Future self."

- Show the work *Birth is a Dancing Star* by Sister Corita Kent and ask the following questions.
 - What do you see here?
 - What do you think is happening in this picture? What makes you say that?
 - What does the quote mean?
 - Why do you think the artist chose this quote for her art?
- Show work by Jenny Holzer. Discuss the statements ““Be bold with your ideas” and “You are a victim of the rules you live by.”
 - Why do you think the artist chose these statements?
 - Who is the message intended for?
- Explain to the students that they will be finding or creating a quote, which will become a personal mantra, something to repeat to remind them of the person they want to become, the identity of their future self. Offer examples from songs, writers, athletes, artists, etc. Show students how to search for quotes on the internet.
- Show examples of mixed-media journal pages as examples of finished artworks that incorporate quotes. Discuss different options for completing the artwork. Words can be computer generated, painted, drawn, cut from magazines or boxes, letters from board games, etc. Discuss quality and neatness of the finished product. Provide a variety of letter stencils and examples of different fonts.
- Give students time to find a quote and create a mixed-media work of art using the quote.
- Add the quote to their mind map.
- Ask for student volunteers to share their work with the class, or use popsicle sticks for random selection.
 - What does this quote mean to you?
 - How will it help you to become the person you want to be?
- Complete the self-assessment.

Rubric for PERSONAL MANTRA

Assignment: Students will find or create a quote about the person he or she wants to be in the future. The quote will serve as a reminder to work towards being that person.

The finished product will be a mixed-medium artwork incorporating a quote.

To receive a "satisfactory," the student must:

- Fill the page in his/her artwork.
- Use quote that is legible and easy to read.
- Incorporate the quote into the artwork in an interesting way.
- Add four desired qualities for future self on the mind map.
- Describe what the quote means to the student on the self-assessment.
- Describe what they saw in the selected artists' works.
- Find examples from popular culture of a character whose identity changed.

To receive a "proficient," the student must meet all of the criteria for a "satisfactory" and:

- Add five or more desired qualities for future self the mind map.
- Create an artwork with an interesting font and/or material.
- Demonstrate use of detail, color blending, and contrast to add dimension and visual interest to the artwork.
- Interpret what they saw in the selected artists' works.
- Discuss how characters from popular culture changed over time.

To receive an "exceptional," the student must meet all of the criteria for a "proficient" and:

- Create an artwork that includes a strong focal point to draw the viewer's attention
- Interpret and show deeper insight into the selected artists' works.
- Reveal deeper insight into why a character's identity changed over time

STUDENT SELF-ASSESSMENT

List three things that you learned in this lesson:

1. _____

2. _____

3. _____

What does this quote mean to you? _____

How can this quote help you become the person you want to be in the future? _____

Here is something that I would like to do better: _____

I can do this by: _____

Describe an example of someone's identity changing over time (fictional or real). Explain how it changed. _____

