

# Light Catchers

## ADVENTIST HERITAGE LESSON PLAN

### Engage

After going into vision, Ellen White would express that she had “seen a better world” and everything around her was now so very dim.

Read the chapter “My First Vision” from *Early Writings*. How can we, who live in that world darkened by sin, still “catch the light” of Jesus and shine it out to the world around us?

#### Essential Question

How can art illustrate the dramatic contrast between light and dark?

#### Standards

FA.5-8.VA. 1, 5, 8, 13, 15, 16

#### Learning Intentions

Students will be exposed to the art of stained glass and its purpose.

#### Art Terms

##### STAINED GLASS:

colored glass used to form pictorial or decorative designs, notably for church windows, by setting contrasting pieces in a lead framework like a mosaic or by painting.

#### Materials

- tissue paper
- Black construction paper or cardstock
- Adhesive
- scissors

### Explore

Have students research European cathedrals to look for examples of stained glass or research together as a class.

### Discuss

How might the student transfer the elements of color, form, and line into a visual portrayal of light?

### Create

Students make a window “light catcher” (stained glass) using black construction paper and various colors of tissue paper.

Watch the video for an example of how students can create their “light catcher.”

Video: **Tissue Paper Stained Glass**

### Connect

White light is made of all colors. Use prisms to demonstrate how light is broken up into the visual colors of the spectrum.

Choose a project for the whole class to engage in the “catch the light” concept such as making cards for the sick, collecting money for a mission project, raking the leaves of a shut-in’s yard, etc.

### Present & Reflect

Share with classmates what you’re looking forward to the most about being in heaven with Jesus.

What is the “dark” of this world that you are anxious to leave behind?

### Success Criteria

1. Student will create a paper version of stained glass.
2. Student’s work includes elements of dark and light.
3. Student’s work reflects appropriate effort for their age and ability level.