

Lesson Plan

Title: A Labyrinth of Wonders	Date(s):
IN Academic Standards: <ul style="list-style-type: none">• Art 4.1.5 Locate and discuss art in the local community and throughout Indiana such as town monuments, architecture, sculpture, public art, functional art, and advertisements.• Art 4.3.2 Construct meaning and develop well-supported interpretations in works of art based on personal response, properties found in the work, peer perspectives, and research-based background information	
Materials/Resources: Website: http://www.labyrinths.org/resources/childrenslabyrinths.pdf website: http://www.printactivities.com/Mazes/Letter-Mazes.html#uppercase	
Objectives/Learning Targets: <p>The students will be able to discuss the various styles of art (architecture, sculptures, public art) that is located in the visiting to New Harmony.</p> <p>A walk through town of New Harmony, students should take pictures of any item that could be described as “art.” For example, Atheneum Visitor Center is a contemporary piece of architecture. Walk through the Roofless Church, Carol’s Garden, Church Park, Murphy Park, Oculus, and both labyrinths. Walk through the New Harmony Gallery of Contemporary Art will be another place to learn about styles of art. Students will be able to know the importance of art in the community.</p> <p>Students need to walk through both labyrinths in the town of New Harmony. When walking through the labyrinths, discussion among the students should be about the differences of a labyrinth and a maze. The comparison between the purposes of the maze and the labyrinth should be another section of the discussion. The students will be able to construct their own interpretation of a labyrinth.</p>	

Assessment: Students will choose either a.) Write a paper on the comparison and contrast of labyrinths and mazes and how they are used. or b.) Create their own labyrinth following either by the pattern of labyrinths or their own style of labyrinths. Present to the class about the various labyrinth styles and their uses.

Introduction/Motivation/Springboard: Before students go to New Harmony, have students go to <http://www.labyrinths.org/resources/childrenslabyrinths.pdf> to read about labyrinths. Have students think of questions about labyrinths. Students can be grouped in pairs or small groups. Then, the students draw a labyrinth and a maze. They can compare their drawings to the actual labyrinths in New Harmony.

Procedures/Activities/Tasks/Examples: After reading, ask students questions about what they learned in the reading.

Questions:

What plants are used to make labyrinths?

What are labyrinths used for?

Is a labyrinth a maze? Why or why not?

What other materials can you use to make a labyrinth?

After discussion of the labyrinth article, have the students pick a letter labyrinth from the alphabet (Use <http://www.printactivities.com/Mazes/Letter-Mazes.html#uppercase> to find labyrinths) to experience how labyrinths can be different from each other. This will also help students think of ways to make their own labyrinth.

Closure Activity/Extensions/Homework: After students return from New Harmony, students will be assigned a project for assessment. Students will choose to a.) Write a paper on why labyrinths are needed in a community. b.) Create three types of labyrinths by using different resources such as leaves, pencils, or paper chains made from construction paper. C.) Review the pictures taken of the various styles of art. Write a paper about a piece of art is needed in their community.

Reflection: Discuss the levels of difficulty to draw, create and walking a labyrinths. Discuss the labyrinth functions and their importance in a community park, church, or hospital. Discuss the importance of art in community, families and individuals.