

## **Interview and Research an Artist**

### **Language Arts Benchmarks in Writing met...**

#### Writing Process (all)

- Determine a purpose and audience and generate a topic
- Use graphic organizers
- Revise
- Edit
- Judge quality of own work
- Prepare final copy for publication

#### Writing Applications (C & D)

- Produce letters
- Produce an informational essay

#### Writing Conventions (all)

- Use correct spelling, punctuation, capitalization, and grammar

#### Research (all)

- Formulate questions and develop plan for gathering information
- Locate and summarize information
- Organize information
- Document quotes
- Communicate findings

#### Communication (A, C-F)

- Use effective listening strategies
- Use effective presentation techniques
- Select appropriate organizational structure
- Present ideas logically and effectively
- Use a variety of presentation methods

## Interview and Research an Artist

### Procedure

#### **Day 1**

1) Teacher should go over paraphrasing, summarizing, plagiarism, how to note resources, and how to quote. Explain the idea of an informational essay.

#### **Day 2**

2) Students will go to [www.clevelandartandhistory.org](http://www.clevelandartandhistory.org), click on student resources, and investigate the [Research Topics links](#) on the left side of the page. Students should note their thoughts and feelings about each art form in their journals. (Which they like and why, and which they do not like and why.)

3) Students should read and complete the exercises on the [Word Tools link](#).

4) Students now choose an art form that they prefer (painting, sculpture, etc.) and perhaps they even prefer representational or nonrepresentational.

5) Next the students should go to the [Artists link](#) at the top of the page and search for an artist that works in the form that they like best (ceramics, photography, etc.). Students should look for an artist whose work they like, and who is alive. Some children may need to search outside this web site for artists, but they should exhaust this web page's directory first. (Be sure students write down whom they chose and any information found on him or her.)

6) Students should search the web for any information on the artist including the artist's actual web site. The [Links link](#) at the top of the Cleveland Art and History web page will offer more web sites for the students to use in their quests for artists and information. Children should be taking notes, noting resources, looking for a way to contact the artist (email, address, phone number), and printing off pictures. Homework should be to continue to research the chosen artist.

#### **Day 3**

7) Students should prepare an introductory letter to the artist (to be mailed or emailed later). In this letter, they should state that they would like to interview the artist, reason for the interview, and attempt to set up the logistics of the interview (how, when). This should be a professional letter, therefore teachers may need to teach or review how to create such a letter. Homework should be to revise and edit the letters.

#### **Day 4**

8) Students should peer edit and teacher should edit letters so that final copies can be typed or hand written and sent out on day 5. Students should look over gathered information and create questions to use in their interview. For homework, finish interview questions.

#### **Day 5**

9) Share prepared interview questions with the class in order to check appropriateness and offer ideas. Create a final interview sheet and be sure that letters are emailed or mailed out.

\*Depending on interview schedules, students will obtain their information at different times. Have them complete their final informational essays immediately following their interviews so that the information is fresh in their minds. It would be best to set a time frame for the interviews

(for example, all must be done with in one week). If multiple students chose the same artist, have them work together on the interview questions and also conduct one interview.

**Day 6**

10) Go over expectations for informative essay and presentation to class. The class presentation should include visuals of the artist and or his/her work.

11) Write thank you letters to the artists.