

Famous Artist Report

Grade Level: 3

Objectives	<p>Following this activity, students will be able to:</p> <ul style="list-style-type: none"> • Conduct simplistic research using a given database • Find needed/requested information and differentiate between that and information that is of no use • Make a post on Xanga • Make a comment on Xanga • Give a small report/presentation
Materials	<ul style="list-style-type: none"> • Computer lab with enough computers for every student <ul style="list-style-type: none"> ○ Another option would be to have a schedule for students to follow, with different times slots of availability of computer use • Famous artists to be assigned to each student • A worksheet of information for students to search for <ul style="list-style-type: none"> ○ Examples would be: <ul style="list-style-type: none"> ▪ Date of Birth and Death (if applicable) ▪ What art they are known for ▪ How they became famous ▪ Interesting facts ▪ Etc. • A website or database for all students to use <ul style="list-style-type: none"> ○ Limiting resources lowers the risk of students straying away from their project ○ An example website could be: http://www.vangoghgallery.com/artistbios/ • Every student signed up for Xanga and have small instruction as to how to make a post and be able to comment on each other's posts <ul style="list-style-type: none"> ○ http://www.xanga.com/ ○ To make this process easier, teachers are encouraged to have set up students accounts already (e.g. username as their first name and password as their last name) and have created a group so students can only see their fellow students
Procedures	<ol style="list-style-type: none"> 1. Assign each student a unique famous artist and give him or her a copy of a worksheet that explains what information to find. 2. Take students to the computer lab, show them the website for research, and allow them to fill out their worksheets. 3. Later, or the next day, have students log into Xanga, and make an original post of the information they found. (This can be done in a listing format or a small report format, depending on the teacher's

	<p>preference)</p> <ol style="list-style-type: none"> 4. Students will then read and comment on each other's posts. The comments should be constructive criticism. In others words, helpful and useful, not rude or condescending. 5. After posts are made, students will give a final, small presentation* to the class. 6. Students will be graded on initial research (worksheet), original post on Xanga, comments made on Xanga, and the final presentation. <p>*An additional option would be to add a visual aide to the presentation (i.e. poster, PowerPoint presentation, etc.)</p>
<p>Assessment</p>	<p>After completing this lesson, the teachers should:</p> <ul style="list-style-type: none"> • Evaluate student's ability to conduct research based on their initial research worksheet, deciding if they were able to find the important information apart from the filler information. • Evaluate student's ability to compile the information gathered into a cognizant report of information. • Evaluate student's ability to follow instructions when using Xanga, as well as safety while using the Internet. • Evaluate students understanding of Xanga and capabilities of making helpful suggestions to fellow classmates. • Incorporate Xanga into a future lesson to open the doors to online discussions in future years of schooling. • Ask student's opinions of the lesson and if they felt that Xanga was a fun addition, or if they would rather stick to the traditional report. • Ask student's if the felt that their classmates criticism helped them when writing their final report, or if there was no change in their original plans.
<p>Standards</p>	<p>The standards covered in this lesson:</p> <ol style="list-style-type: none"> 1. 3.1.4 <i>Identify the roles of artists, docents, guards, technology experts, and curators at museums and galleries.</i> 2. 3.5.1 <i>Discover personal meaning in works of art and recognize alternative response of peers in determining personal significance.</i>