



**Standard  
Connections**

**National  
Visual Arts**

Standard 2  
Standard 5  
Standard 6

**Nebraska  
Language  
Arts**

Standard 2  
Standard 3

**FROM PARTICLES TO PLANETS  
PERSUASIVE WRITING ACTIVITY  
GRADES: 9-12**

**RATIONALE:**

Students will select and discuss pieces from the Particles to Planet Exhibit that create personal emotional responses. Students will demonstrate persuasive writing by selecting the exhibit piece that he or she feels was the most powerful and write an essay convincing the museum curator to put that art piece on the cover of the exhibit brochure. Students will demonstrate skills using the elements of design in art and word choice in writing and speaking to evoke an emotional response in the observer, reader, or listener.

**MATERIALS:**

In Classroom: Large paper on wall labeled Positive and Negative

At Exhibit: A three-column horizontal paper on which to record notes about 3 powerful pieces and pencils to write notes while touring

**PROCEDURE:**

**PREVISIT:**

1. Discuss denotation and connotation and how word choice influences readers and listeners.
2. Provide students a random selection of words to place in columns labeled positive and negative. List provided at end of lesson. Ask students to brainstorm additional pairs of words illustrating positive and negative connotations to add to the list.
3. Brainstorm vocabulary that could describe visual art or scenes in regard to mood and emotional response.
4. Provide lined paper to write two short descriptions of the same scene. Choose words with positive connotations in one and negative connotations in the other. Assignment included at end of lesson.

#### AT THE EXHIBITION:

5. Provide students with paper and ask them to write notes about the art pieces while “touring the exhibit” with the art teacher. Discuss how texture, color, intensity, and mood affect our emotional choice and response to each piece. Include elements and principles.
6. Provide time for the group to independently view and reflect on each piece, jotting personal notes on the three pieces that had the most impact on them.
7. Provide a three-column note sheet for students to expand notes about these three. Sample included at end of lesson.

#### POST VISIT:

8. Ask each student to verbally discuss the piece he or she felt was the most powerful. Listeners can add details to their own personal notes.
9. Discuss writing for different audiences.
10. Using pre-write notes, plan, write, revise, and edit a persuasive composition convincing the museum curator to put his or her selection on the cover of the exhibit brochure. He or she will include a clear description of the piece and reasons why it should be the exhibit’s main feature.

#### Elementary and Junior High Modifications:

(in keeping with the State-wide Writing Assessment)

3 – 4: Put yourself in any of the various settings presented in the artwork and write a story about your adventures there.

5 – 8: Write a descriptive paragraph, essay, or poem about your favorite exhibit piece.

## It's a Matter of Perspective

Words, carefully chosen, can influence an audience or reader to think positively or negatively about a subject. Using the following pairs of descriptive words, place them in the appropriate columns. Continue the lists with pairs of your own.

malnourished, trim  
spirited, uncontrollable  
cozy, confined  
bold, gaudy  
twisted, curving  
appalling, inspiring

Positive Connotation	Negative Connotation

## **It was the Best of Times; It was the Worst of Times**

Visualize **one** of the following scenes or situations. Write two short paragraphs, one of which evokes a positive response in the reader and the other a negative response. Carefully chose words which will clearly define the point of view of the writer.

- A. A thunder and lightning storm
- B. The first snow fall (a child and / an elderly person)
- C. A first date as he come in the door (a sixteen-year-old girl / her father)

### **And the Winner Is . . .**

Select the three pieces of art that you felt were the best and most powerful of the exhibit. Expand the notes that you took while touring the exhibit with your art teacher, listing descriptive words, as well as reasons why you especially were impressed with these pieces.

Art Work #1	Art Work #2	Art Work #3