

STORIES OF PLACE

AN INTEGRATED ARTS ELEMENTARY ACTIVITY

INTRODUCTION

Passing Through: The Allure of the White Mountains

The White Mountains have fascinated and attracted individuals since explorers first saw the mountain peaks while sailing off the coast of New England. Since that time the area has attracted many individuals who came to explore the area, do scientific research, paint the landscape, and make a living. The group that did the most to spread the word about the White Mountains and its unique landscape were the visitors who came to the region for leisure. More sophisticated roads, rail lines, and commercial modes of travel were developed and established. Growing tourism was also supported by the growth in lodging for the travelers. The urban, wealthy travelers were joined by the growing middle class who, by the mid-1850s, were able to afford travel and vacation time to the White Mountains. Middle class tourists came at a time when the railroad made travel was easier; their journey to and time in the area shortened as they traveled a well-trod path. The accommodations they stayed in were far more sophisticated and comfortable than the rustic accommodations of the early travelers. What was once an unknown region became a beloved region because of shared stories and the tourist industry. The White Mountains still attract many to hike, make art, climb and experience what the early visitors discovered.

The activity and essential questions have been designed to meet a range of ages and abilities. They are foundations that may be modified and changed to meet the needs of educators in their classroom and community.

The following website contains information and resources for this activity:
**[plymouth.edu/museum-of-the-white-mountains/exhibitions/
passing-through-the-allure-of-the-white-mountains](http://plymouth.edu/museum-of-the-white-mountains/exhibitions/passing-through-the-allure-of-the-white-mountains)**

Additional images, artifacts and primary documents about the history of the White Mountains:
plymouth.edu/museum-of-the-white-mountains

Essential Questions

- Why were the White Mountains alluring to early tourists?
- What makes a place personally important?
- Why is it important to tell others about a beautiful place?
- What impact do tourists have on undeveloped areas?

Media and Materials: Mixed Media Collage

- Found/Magazine Images
- Glue
- Pencils
- Paper
- Paint
- Paint Trays
- Paint Brushes
- Water Containers
- Scissors
- Tape

** Materials and resources may be modified to meet the needs of students and teachers.*

Learning Objectives

Students will be able to:

- Explore and investigate the aesthetic qualities of the White Mountains and identify and analyze the qualities that attracted visitors to the region and the role the White Mountains played in their lives.
- Investigate and explore the impact increased tourism had on the White Mountains and its landscape and understand the positive and negative implications this had.
- Investigate the aesthetic qualities of the White Mountains and compare and contrast those qualities with areas in their local community they feel are aesthetically beautiful and valuable, and visually express those feelings in a narrative mixed media collage.
- Investigate, explore and identify how visual imagery evokes feelings and tells personal stories and use this knowledge and understanding to create a narrative mixed media collage that uses visual imagery to create a sense of emotion and express a personal feeling of importance.

Description of the Lesson

This lesson is an investigation, exploration and discussion of the unique landscape of the White Mountains and the history of the area focusing on the personal stories and discoveries of its early visitors. The students will investigate and explore the history, personal stories and visual images recorded and created by visitors to the region, as found in the online exhibit catalogue, as a catalyst for discussion of the aesthetic qualities of the landscape and region that attracted tourists to the White Mountains. Students will look at the aesthetic and physical qualities of the landscape of the White Mountains and investigate why it was alluring to tourists and the reasons why they came to the area. Through their discussion and exploration, students will make connections between the alluring aesthetic qualities early tourists of the White Mountains saw and areas in the students' own community they feel are aesthetically beautiful and that they personally value and find alluring. The students will express their understanding, value, and visual interpretation of the aesthetic qualities and meaning of the site in their community in a mixed media collage utilizing color, imagery and composition to express their feelings.

Anticipated Length of the Lesson

30 to 40 minutes each class

3 to 4 class days in length

** Class time may vary from school to school. The sequence may be modified to fit to a school's instructional schedule.*

Sequence of Daily Lessons

The following is an outline of the possible sequence of procedures for the activity. This foundation may be modified as needed by the instructor.

- DAY 1:** The teacher will introduce the students to the imagery, history, and stories of the early visitors and tourists to the White Mountains utilizing the exhibition "Passing Through: The Allure of the White Mountains" and its accompanying catalogue, exhibit materials and website. In class, the teacher and students will investigate and explore the artwork, artifacts, and personal stories of the early visitors and tourists to the region and discuss the aesthetic qualities of the White Mountains that were discovered and drew the visitors and tourists to the area. Using this investigation and discussion as a catalyst the class will identify and discuss areas in their community they personally feel are unique, beautiful and important to them. As a class they will identify and discuss the aesthetic qualities that attract and draw them to that area and how those qualities make them feel. They will make connections and comparisons between their discoveries and stories with those made by the early visitors and tourists to the White Mountains. Following the discussion, the teacher will demonstrate the materials and process used to create a mixed media collage for the students, discuss ideas for their artwork, the use of color, imagery and composition to express their personal interpretation and feelings and give the directions and motivation for the activity. After the demonstration the students will work independently until the end of the class. At the end of the class the teacher will conduct a closure for the day's lesson with the students reflecting on the history of the White Mountains and the students' use of color, imagery and composition to create their mixed media collage.
- DAY 2:** The teacher will refocus the students on the discussion of the history and aesthetic qualities of the White Mountains and review the goals and directions of the activity. The students will work independently until the end of the class. At the end of the class the teacher will conduct a closure for the day's lesson with the students reflecting on the history of the White Mountains and the students' use of color, imagery and composition to create their mixed media collage.
- DAY 3:** The teacher will refocus the students on the discussion of the history and aesthetic qualities of the White Mountains and review the goals and directions of the activity. The students will finalize their mixed media collages before the end of class. At the end of the class the teacher will lead the class in a critique of their completed mixed media collages. The critique will focus on the students' use of color, visual imagery and composition to express their personal narrative of the importance and aesthetic qualities of the area in their community they have created and the meaning and understanding they have gained from the activity and investigation of the history and aesthetic qualities of the White Mountains.

** Modifications in sequence, estimated length, materials, media and process can be made for this lesson.*

Art History/Exhibition and Instructional Resources

Teacher and/or student selected images, artifacts and primary documents from the Passing Through: The Allure of the White Mountains exhibition.

Suggested collage artists

- Eric Carle
- Romare Bearden

** Additional materials, selected collage images and resources may be researched and added by the teacher. Mixed media collage demonstration resources may be found on the internet at sites such as YouTube and TeacherTube.*

Assessment Plan

Teachers may assess students formally and informally and design those assessment strategies using this lesson as a foundation and tailor them to their needs based upon their classroom profiles.

** Recommended assessment should be guided by the essential questions. Did the students explore, engage with, address and interpret the essential questions during the activity and in the artwork?*

Vocabulary

Community
Tourism
Middle class
Beauty
White Mountains
Narrative
Aesthetic Qualities
Mixed Media Collage
Composition
Critique

Standards

Visual Arts Standards

- Standard 1. Apply appropriate media, techniques, and processes.
Standard 2. Identify and apply the elements of visual art and principles of design.
Standard 3. Choose and evaluate a range of subject matter, symbols, and ideas.
Standard 4. Understand the arts in relation to history and culture.
Standard 5. Analyze, interpret, and evaluate their own and others' artwork.

Standard 6. Make connections among the visual arts, other disciplines, and daily life.

New Hampshire Curriculum Frameworks

SS - 3.II.6.2

Identify and discuss the human geographic features of neighborhoods and places including population density, economic activities, forms of shelter, and modes of transportation and communication.

SS - 3.II.6.4

Discuss the attachments people have for a particular place and region as well as their sense of belonging in certain places and regions.

SS - 3.I3.I0.4

Evaluate, take, and defend positions concerning the ways changing population patterns can influence the environment and society.

SS - 3.I4.6.I

Identify and discuss ways people depend upon, use, and alter the physical environment.

SS - 3.I5.I0.I

Evaluate sites within their community or region to identify the best location for a particular activity (for example, school, factory, shopping area, waste treatment plant).

SS - 4.I6.6.6

Demonstrate an understanding that people, artifacts, and documents represent links to the past and that they are sources of data from which historical accounts are constructed.

SS - 4.I6.6.I0

Discuss the importance of individuals and groups who have made a difference in history, and the significance of character and actions for both good and ill.

SS - 4.I6.I0.4

Examine historical materials relating to a particular region, society, or theme; analyze change over time; and make logical inferences concerning cause and effect.

SS - 4.I6.I0.6

Develop and implement research strategies to investigate a given historical topic.

SS - 4.I6.I0.II

Use knowledge of the past and the processes of historical analysis to carry out historical research; make comparisons; develop and defend generalizations; draw and support conclusions; construct historical explanations, narratives, and accounts; solve problems; and make informed decisions.

SC - 4.3.I0.I

Investigate how human activities, such as reducing the amount of forest cover and increasing the amount and variety of chemicals released into the atmosphere, have changed the Earth's land, ocean, and atmosphere.

SC - 4.3.I0.3

Describe possible consequences of reducing or eliminating some of the Earth's natural resources.