



Tramping among the White Hills with Guy Shorey

Guy Shorey (1881-1961), observer, artist and entrepreneur, has left behind a body of photographs which chronicles the lives of both the people and the land of a not too distant past in the White Mountains of New Hampshire, what Shorey called the “White Hills.” When most men of Shorey’s time worked for the railroad or the lumber company, he struck out on his own to become a hiker, photographer/artist and entrepreneur. Because of his individualism, we are provided an aesthetic look into the people and places of the north country of his time.

Although Shorey suffered from arthritis and was unable to “tramp” through his “White Hills” after the age of 40, he left behind a visual documentation which not only provides us with images of the mountains, but, also, of the people who worked and played in the Androscoggin Valley. He promoted his white hills through his photographs, by post cards, brochures and books which he sold at his studios in Gorham and Randolph, New Hampshire.

In the mid-1920's Shorey decided that the grand expansive scenery of the White Mountains required a large negative and consequently, he produced over 350 photographs using a 7" x 17" camera.

The following activities have been designed to teach students how to critically look at the visual images: to notice details, personally respond, ask questions, and reflect about the meanings; to discover for themselves the differences and similarities between their lives and the culture and times of Guy Shorey and his "Tramping through the White Hills."

Elementary School Lesson Plan

Observing Guy Shorey A Photograph is Worth One Thousand Words

Guy Shorey was not only an entrepreneur and artist/photographer of the White Mountains of New Hampshire. He was also a keen observer of the people and natural wonders of the land and times in which he lived. He captured his observations in the photographs he took. The following lesson plan is designed to engage elementary school students in the process of observing details in Shorey's photographs and imagining what the people are doing, thinking and feeling and how those thoughts and emotions may be the same or different from the students'.



Essential Questions

Can the observation of a photograph tell you a story about the people and places captured in it?

By looking closely can you tell how a person may be feeling or thinking?

Can looking at a photograph cause you to imagine a story of the what, where, when, how and why of the people in the photograph?

Materials, Supplies and Technologies

Pencil and paper

Learning Objectives

Students will be able to:

Closely observe and identify elements in Shorey's photographs in order to tell and imagine a story which the photographs elicit.

Closely observe and identify elements in Shorey photographs to distinguish differences and similarities from the past and present.

Write stories based on the Shorey photographs observed.

Description of Lesson

This activity entails the close observation and critical exploration of selected photographs by Guy Shorey with the objective of imagining the feelings, thoughts and actions of the people in the photographs with the final objective of writing a story for each photograph. It is expected that the teacher will lead discussions in looking closely and finding differences and similarities in the photographs of Shorey and the present. Students will produce their own stories which best describe the selected photos.

Anticipated Length of Lesson

**Class time may vary from school to school.*

Sequence of Daily Lessons

This lesson is one day in length.

Day 1: Students will closely observe the two photos at the top of the lesson. As they look at each, they may ask themselves, the following, but not limited to, Who are those people? What are they doing? How are they feeling? What are they thinking? How do I know what I think they are feeling and thinking? What might they be hearing? Seeing? Can I imagine their story? How are they the same and/or different from the present? Could I be where they are? Would I want to be doing what they are doing?

After detailed, close and critical observation students will write imagined stories based on the answers to their questioning.

Art History Component

Teacher will provide an overview of the photographs of Guy Shorey, including review of his photographs.

Assessment Plan

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

Vocabulary

Guy Shorey

Observation

Standards *Visual Arts Standards*

Standard 3. Choose and evaluate a range of subject matter, symbols, and ideas.

Standard 4. Understanding 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

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- SS - 3.10.6.8 - Employ photographs to classify areas as rural, suburban, and urban, and to identify similarities and differences in land use in those areas.
- SS - 3.11.6.2 - 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 - 3.11.6.4 - Discuss the attachments people have for a particular place and region as well as their sense of belonging in certain places and regions.
- SS - 3.13.10.4 - Evaluate, take, and defend positions concerning the ways changing population patterns can influence the environment and society.
- SS - 3.14.6.1 - Identify and discuss ways people depend upon, use, and alter the physical environment.
- SS - 3.15.10.1 - Evaluate sites within their community or region in order to identify the best location for a particular activity (for example, school, factory, shopping area, waste treatment plant).
- SS - 3.15.10.4 - Use the concept of sustainable development to analyze how different countries respond to changes in population and

the needs of society.

- SS - 4.16.6.6 - 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 - 4.16.6.10 - Discuss the importance of individuals and groups that have made a difference in history, and the significance of character

and actions for both good and ill.

- SS - 4.16.10.4 - Examine historical materials relating to a particular region, society, or theme; analyze change over time; and make

logical inferences concerning cause and effect.

- SS - 4.16.10.6 - Develop and implement research strategies to investigate a given historical topic.

- SS - 4.16.10.11 - 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.