



## 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."

### High School Lesson Plan

## Guy Shorey, Entrepreneur Postcards from Home

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Guy Shorey was not only an artist/photographer and observer of the White Mountains. He was also an entrepreneur who hoped to encourage tourists to visit and appreciate the natural wonders which he captured in his photographs. The following lesson plan is designed to engage high school students in the process of observing their surroundings, photographing the people and places of their communities and using those images to make postcards and other promotional pieces which are designed to encourage others to visit and explore.

## **Essential Questions**

What makes my community a special place to live?

How can I convey the significant aspects of my community through images and words?

What can I do to encourage others to find the same significant feelings about my community that I do?

## **Materials, Supplies and Technologies**

Digital cameras (*can be of any quality, including cell phones, iPods or other devices.*)

Computers, with photo manipulation abilities like Photoshop (*if computer facilities are not available, scissors and glue will be necessary for cutting and pasting.*)

Paper for printing photographs, postcards and other promotional brochures

## **Learning Objectives**

Students will be able to:

Personally observe and identify people and places which epitomize the daily life and uniqueness of their communities.

Compare and contrast their images with those of Guy Shorey.

Explore, identify and express what is special about their communities using words and image.

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.

## **Description of Lesson**

This activity entails exploration and discussion of the works of Guy Shorey with the objective of understanding how he promoted tourism in the white mountains using his photographs in a variety of promotional pieces, including postcards and brochures. It is expected that the teacher will lead discussions concerning Shorey's work so that students may analyze how he was able to use his work to provide visual and verbal support for his promoting the beauty and times of the White Mountains in which he lived, including his use of composition and contrast in his photographs. Teacher and students will also engage in the practical exercise of producing their own postcards and brochures to promote their own communities in providing visual and verbal support to the times and places which best describe their lives there.

## **Anticipated Length of Lesson**

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

30 to 40 minutes each class

3 to 6 class days in length

## **Sequence of Daily Lessons**

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

Day 1: The teacher will lead a discussion of the works of Guy Shorey, including a review of his photographic and promotional works. Questioning should include vocabulary and issues relevant to understanding his use of photographs, postcards and brochures in promoting the White Mountains. The teacher will also make sure that all students have cameras in order to take photographs for this activity.

Day 2: The teacher will refocus students on the elements of Shorey's work with an eye toward producing their own photographs and promotional materials. Students will be asked for homework to take pictures of people and places around their hometowns, keeping in mind the need to produce images which will encourage visitors. Students during class will be asked to produce language for their promotional materials to be incorporated in their work.

Day 3: *(This lesson will probably need to be extended over 2 to 4 days additional time, depending on the size of the class, class time blocks and whether or not computer programs or manual cut and paste will be used.)* Students will return to class with their images and begin the process of designing and producing promotional materials using their words and images. Teacher will work with students in understanding the computer technology needed to produce their promotional works. *(After students have produced their promotional pieces, teacher may want to display for others to view.)*

*\*It is understood that some communities may be rural and some urban. The foregoing activity takes this into consideration, as it is important for students to reflect on their own communities.*

## **Art History Component**

Images from the Shorey exhibit at Drerup Gallery;

Guy A. Gosselin and Susan B. Hawkins, *Among the White Hills. The Life and Times of Guy L. Shorey*. Portsmouth: Peter E. Randall, for the Mount Washington Observatory, 1998;

Page Helm Jones, *Evolution of a Valley. The Androscoggin Story*. Canaan, New Hampshire: Phoenix, 1975

D.B. Wight, *The Androscoggin River Valley. Gateway to the White Mountains*. Rutland, Vermont: Charles E. Tuttle, 1967;

Peter Crane, *Guy Shorey: Among the White Hills*.

## **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.

## **Vocabulary**

Composition

Contrast

Entrepreneur

Rural

Tourism

Urban

## **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. 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**

New Hampshire Curriculum Frameworks

- 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.