

PERSONAL JOURNEYS

AN INTEGRATED ARTS HIGH SCHOOL 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 are personal journeys important?
- What is the value of nature to the individual?
- Why is it important to explore undiscovered 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:

- Investigate and explore the journeys of the early tourists to the White Mountains and identify the difficulties they experienced and the personal importance and discoveries of those journeys.
- Explore and identify the importance of discovery as a motivating factor for early visits to the White Mountains in the nineteenth century and make connections to themselves and identify motivating factors for their own personal journeys.
- Make connections between the personal importance of the early journeys to the White Mountains and the personal importance of their own journeys and express that understanding in a mixed media collage.
- Investigate and understand the role and use of visual imagery in expressing a personal narrative of journey and discovery.

Description of the Lesson

The journey to the White Mountains for early tourists was hard and treacherous, but despite this more and more visitors came from developed areas. They helped create the need for improved roads and hotels around the area. After 1860, when middle class tourists joined traveling public, they tended to stay on paths and areas prescribed in the tour guides.

This lesson is an exploration, investigation and discussion of the early tourists who came to the White Mountains to explore uncharted areas and their stories of travel and discovery. The students will investigate the stories and imagery from these nineteenth-century individuals and the importance these difficult journeys played in their lives. Through their exploration and discussions of the early journeys into the White Mountains students will explore and investigate journeys they have undertaken or want to undertake that may lead them into uncharted areas. How do the goals of their journeys compare to those of the 1830s and 1840s? What makes the journeys personally important? The students will express their understanding, meaning, and importance of personal journeys in a mixed media collage that utilizes visual imagery and composition that expresses their personal discoveries and feelings of importance of that event.

Anticipated Length of the Lesson

Estimated class length: 45 minutes

Estimated length of lesson: 4 to 5 days

** 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 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, explore, and discuss the motivation for early journeys to the White Mountains, what discoveries were made, and the role the journeys played in the individuals' lives. In this discussion the students will explore and investigate personal journeys they have made (or will make) into unknown areas and discuss the role they play or could play in their lives. In addition, they will explore and investigate comparisons and connections between the early journeys to the White Mountains and their own journeys. Following the discussion, the teacher will demonstrate the materials and process for creating a mixed media collage for the students, discuss ideas for their artwork, the use of imagery and composition to create their personal narratives 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 imagery, material/media and composition in their mixed media collages to create their personal narratives.

DAY 2-4: The teacher will refocus the students on the topic of the lesson and the goals 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 imagery, material/media and composition in their mixed media collages to create their personal narratives.

DAY 5: The teacher will refocus the students on the topic of the lesson and the goals of the activity. The students will finalize their mixed media collages before the end of the class period. At the end of the class the teacher will lead the class in a critique of their completed mixed media paintings. The critique will focus on the students' use of visual imagery, composition, elements and principles of art and design to create their mixed media collages that expresses their understanding and meaning of their personal journeys, personal discoveries and the personal importance of that event and the meaning and understanding gained from the activity and their investigation of the history of the White Mountains.

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

Art History/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 Artists

- Robert Rauschenberg
- 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

Tourism
Allure
White Mountains
Discovery
Journey
Middle Class
Mixed Media Collage
Visual Narrative
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.I4.6.1

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

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.I6.6.10

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.I6.10.4

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.I6.10.6

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

SS - 4.I6.10.11

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.

SC - 4.3.10.1

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.