

InsideART, Fall 2020— *The Neighbors: Slide Shows for America*

**Title**

The “Road Trip”

**Estimated Time for Completion of Lesson**

3 class periods/days

**Concept/Main Idea of Lesson**

Students will understand the significance of travel via “road trips” and effects of using photography as social documentary of people and places visited during one’s travels.

**Intended Grade Levels**

Grades 9-12

**Infusion/Subject Areas**

Visual Arts

Social Studies

**Curriculum Standards**

- Visual Arts:

VA.912.C.1.2: Use critical-thinking skills for various contexts to develop, refine, and reflect on an artistic theme.

VA.912.C.3.1: Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork.

VA.912.C.3.3: Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.

- Social Studies:

SS.912.H.1.5: Examine artistic response to social issues and new ideas in various cultures.

SS.912.H.3.1: The effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.

SS.912.H.2.5: Describe how historical, social, cultural, and physical settings influence an audience’s aesthetic response.

SS.912.S.6.8: Investigate the consequences in society as result of changes.

SS.912.S.6.8: Evaluate possible solutions to resolving social problems and the consequences that might result from those solutions.

SA.912.S.1.4: Examine changing points of view of social issues, such as poverty, crime, and discrimination.

**National Standards for Arts Education**

Anchor Standard 4: Understanding the visual arts in relation to history and cultures.

Anchor Standard 7: Perceive and analyze artistic work.

Anchor Standard 8: Interpret intent and meaning in artistic work.

National Council for the Social Studies

Culture

Time, Continuity, and Change

People, Places, and Environments

Individuals, Groups, and Institutions

Power, Authority, and Governance

**Instructional Objective**

The student will:

- Examine the historical significance of “historical road trips”;
- Examine the power of using photography as social documentary;
- Brainstorm the intent behind Hatleberg’s various exhibitions highlighting his various “road trips”;
- Evaluate the significance of ambiguity in photography;
- Create an exhibition of at least 4 works that represent the “subdued moments” and “less-travelled” portions of the state/city/town/community the student lives in.

**Learning Activities Sequence****Pre-Active Teaching**

Review the information provided in the “Notes View” of the PowerPoint and then view the PPT in “slide show” mode to become acquainted with the animations embedded.

**Attention-Getter:***Day 1:*

Activate the PowerPoint prior to the start of class so the first slide is displayed as students enter the classroom.

*Advance to slide 2* once students are in their seats and class time has begun.

**Activity:** Road Trips in the Movies.

Ask students to view each image as you advance the presentation. Click to animate the images one at a time.

Engage the class in a whole class in discussion based on the following questions:

- What are road trips?
- Why do people take road trips?
- What purpose(s) do they serve?
- What can you learn from a road trip?

**Learning Activities:**

*Advance to slide 3.* Explain to students that road trips are an iconic component to life in the United States. Ever since the advent of the automobile --- and especially after President Eisenhower’s Highway Act of 1956 --- Americans have taken to road travel to explore their country (see History article for more information:

<https://www.history.com/topics/us-states/interstate-highway-system> and Federal Highway Administration:

<https://www.fhwa.dot.gov/publications/publicroads/96summer/p96su10.cfm>)

*Advance to slide 4*

**Activity:** “Historical Road Trips” **T**hink-**W**rite-**P**air-**S**hare.

- **T-W:** Have students independently think about all the “road trips” that have shaped history and write their ideas down.
- **P:** Have students’ pair with a partner and take turns sharing their thoughts. The end result should be a combined list of ideas.
- **S:** Have student pairs take turns sharing their list as a volunteer writes all ideas on the front board. Pairs should only share ideas not already listed on the classroom master list. Continue this process until all ideas are represented on the classroom list.

*Advance to slide 5*

**Activity:** “Historical Road Trips”

- For this activity, have students divided up into groups spaced out throughout the room. Each group will need a computer with internet connection. Assign each group a “historical road trip” and have the corresponding video loaded and ready to be viewed on each computer/ipad/electronic device.

Possible Topics Include (video with transcripts):

- Westward Expansion (Crash Course US History #24)  
<https://nerdfighteria.info/v/Q16OZkgSXfM/>
- The Silk Road (Crash Course World History #9)  
<https://nerdfighteria.info/v/vfe-eNq-Qyg/>
- The Railroad Journey & The Industrial Revolution (Crash Course World History #214)  
<https://nerdfighteria.info/v/GYAk5jCTQ3s/>
- The Vikings (Crash Course World History #224)  
<https://nerdfighteria.info/v/Wc5zUK2MKNY/>
- Ibn Battuta “The Great Traveler” (Extra History #1; transcript available via youtube) <https://www.youtube.com/watch?v=TEI0sVYKtg8&t=4s>
- Age of Exploration (Crash Course European History #4):  
<https://nerdfighteria.info/v/wOclF9eP5uM/>
- Indian Ocean Trade (Crash Course World History #18):  
<https://nerdfighteria.info/v/a6XtBLDmPA0/>
- Once each group has previewed their assigned video, have students collaborate with their partners to document, in writing, the highlights of the trip (e.g., trip’s purpose, who was involved, where the trip took place, and what were the effects /historical significance of the trip).
- Have each group share their writeup with the class.
- Engage students in a whole class discussion about the historical significance of these road trips.

*Day 2:*

*Advance to slide 6*

**Activity:** About the Artist Curran Hatleberg

- Share Curran Hatleberg’s biography. Notes located in the notes section of the PowerPoint.

*Advance to slide 7*

**Activity:** Curran Hatleberg's Road Trip

- Have a student read the quote from Hatleberg aloud to the class.

*Advance to slide 8*

- Visual Thinking Strategy: Engage the class in a conversation around each image by asking the following three questions one at a time (click to animate images):
  - What is going on in this picture?
  - What do you see that makes you say that?
  - What more can you find?
- Tell students that these pictures are part of Hatleberg's *Lost Coast* series representing Humboldt County, California, where he lived for six months in 2014.

*Advance to slide 9*

- Explain to students that like the pictures from the previous slide, these pictures are from an exhibition titled, *Lost Coast*.
- As this screen is displayed, ask for a volunteer to read a short write-up about Hatleberg's *Lost Coast*. Have a print copy available or a digital device with the article pulled up from the following website:  
<http://photographmag.com/reviews/curran-hatleberg-higher-pictures/>

*Advance to slide 10*

- Explain to students that you will be showing them 13 images from Hatleberg's project titled, "Shadow Country" (<https://www.newyorker.com/culture/photo-booth/floridas-shadow-country>) (slides 10-18)
- Ask students to think about the following:
  - Who are the people in these photographs?
  - What's happening to them?
  - How are we meant to feel about them?

*Advance to slide 19*

- Ask students to share their reactions to the photographs based the questions posed.
- Read aloud to the class a short article from *The New Yorker* that highlights this exhibition (<https://www.newyorker.com/culture/photo-booth/floridas-shadow-country>).
- Ask student what the word ambiguity means? Definition: "a word or expression that can be understood in two or more possible ways" (source: <https://www.merriam-webster.com/dictionary/ambiguity>)
- Click slide to animate text.
- Ask students the question, "Does the power of Hatleberg's work lie in ambiguity?"

*Advance to slide 20*

- Read the following statement aloud to students: During an interview for a column featuring documentary photographers, the interviewer asks, "Ambiguity is a very powerful element in many of your photos. In your interview with the Great Leap Sideways you elaborated on a photograph called "Denver, Tear," providing a lot of emotional context. I'd like to hear the story behind "Laurie," the red-haired girl with a bandage on her forehead. Can you tell us? Or is it better if we don't know?"
- Have a volunteer read Hatleberg's response displayed on the screen.
- Engage the class in a discussion on withholding the backstory and intent in imagery. Ask questions such as:

- If the backstory is withheld, how will the viewer ever know what was going on in the image/what the image is really all about?
- As the definition of documentary states, shouldn't social documentary photography provide the viewer with factual information/report/account? Why or why not?

#### *Advance to slide 21*

- “Road Trip” Exhibition: Ask students to think about the state/city/town/community they live in.
  - What would they include if they were to photograph a “collection of subdued moments... across the less-travelled reaches of the state” (Jacobs, 2016, para 1)?
- Have students create their own “Road Trip” exhibition. Through original artwork (e.g., picture on cell phone) or gathering artwork from various sources, create an exhibition of at least 4 works that represent the “subdued moments” and “less-travelled” portions of the state/city/town/community they live in.

#### Day 3:

**Closure:** Have students share their “Road Trip” exhibition via a gallery walk (half the students display their work while the other half move around the room and view the works, ask questions, and make comments. Then switch).

#### Evaluation

- In class discussions
- Road Trip exhibition

#### Optional Extension Activity

##### *Nickel & Dimed*

- Have students either read the book, *Nickel & Dimed* or watch the following two talks by Barbara Ehrenreich about *Nickel and Dimed: On (Not) Getting By in America* (the first one in 2001 and the second in 2017)
  - <https://www.c-span.org/video/?164534-1/nickel-dimed-not-america>
  - <https://www.youtube.com/watch?v=ezjtD4JGI7g>
- Read the afterword for the book, *Nickel and Dimed* written in 2011, during the aftermath of the recession that hit the US a few years earlier (<http://www.tomdispatch.com/archive/175428/>). Ask:
  - What feelings does this afterword evoke? Thoughts?
- Have students pretend it's 2011 and they are President Obama when this afterword was written. What action/s may they take as a result to address the issues brought up in the book and in the afterword? Have students create a “fireside chat” (an informal conversation) where they address the Union regarding these issues and the steps they plan address the issues/problems. Mediums to create this fireside chat may include but are not limited to podcasts, video recordings, performances, poems, artwork.

#### Materials and Resources

- Power Point Presentation
- Enough computers/laptops/ipad/electronic device for the “historical road trip” activity

### **Internet Links**

Crash Course European History (nd.) Age of exploration.

<https://nerdfighteria.info/v/wOclF9eP5uM/>

Crash Course US History (nd). Westward expansion.

<https://nerdfighteria.info/v/Q16OZkgSxfM/>

Crash Course World History (nd.). Indian ocean trade.

<https://nerdfighteria.info/v/a6XtBLDmPA0/>

Crash Course World History (nd). The railroad journey & the industrial revolution.

<https://nerdfighteria.info/v/GYAk5jCTQ3s/>

Crash Course World History (nd). The silk road.

<https://nerdfighteria.info/v/vfe-eNq-Qyg/>

Crash Course World History (nd). The Vikings.

<https://nerdfighteria.info/v/Wc5zUK2MKNY/>

C-Span (2011, May 22). Nickel and dimes: On (not) getting by in America.

<https://www.c-span.org/video/?164534-1/nickel-dimes-not-america>

Ehrenreich, B. (2011, August 9). Tomgram: Barbara Ehrenreich, on Americans (not) getting by (again). <http://www.tomdispatch.com/archive/175428/>

Ehrenreich, B. (2017, April 18). Nickel and dimes: On (not) getting by in America.

<https://www.youtube.com/watch?v=ezeitD4JGI7g>

Extra History. (2020, March 7). Ibn Battuta: The great traveler.

<https://www.youtube.com/watch?v=TEI0sVYKtg8&t=4s>

Jacobs, G. (2016, March 27). Florida's shadow country.

<https://www.newyorker.com/culture/photo-booth/floridas-shadow-country>

Teicher, J. G. (2020, June). Curran Hatleberg.

<http://photographmag.com/reviews/curran-hatleberg-higher-pictures/>

Teicher, J. G. (2013, September 18). On the road to photograph America.

<https://slate.com/culture/2013/09/curran-hatleberg-photographs-america-in-dogwood-and-the-crowded-edge.html>

### **Images**

<https://www.familyvacationcritic.com/best-kids-movies-for-road-trips/art/>

<http://curranhatleberg.com/>

[https://www.vice.com/en\\_us/article/wd4n4y/mossless-in-america-currant-hatleberg](https://www.vice.com/en_us/article/wd4n4y/mossless-in-america-currant-hatleberg)

<http://blog.richmond.edu/livesofmaps/files/2014/11/download.png>

**References**

Ehrenreich, B. (2011). *Nickel and dimed: On (not) getting by in America*. Picador.

History. (2019, June 7). The interstate highway system.

<https://www.history.com/topics/us-states/interstate-highway-system>

Weingroff, R. F. (1996). Federal-Aid Highway Act of 1956: Creating the Interstate System. <https://www.fhwa.dot.gov/publications/publicroads/96summer/p96su10.cfm>