

ACTIVITY 3

TRAVELING PHOTO EXHIBIT

TEACHER'S NOTES

GOALS

- To engage students in conceptualizing and composing a visual exhibition.
- To engage students in writing about exhibitions and images.
- To provide students practice in documenting photographs

TIME REQUIRED

- 1 homework assignment to visit photography websites, and to conceptualize and create a traveling exhibition (1-2 weeks).
- 1 class period to view and write about exhibition.
- 1 homework assignment to write a Curator's Commentary.

SEQUENCE OF ACTIVITIES

- 1 For homework, students will reflect on the most important/influential points of hatred/despair and points of hope they see as influencing contemporary American society and write informally about why each of these points seems to be a major influence on American society.
- 2 For homework, students will visit the AccuNet/AP Multimedia Archive <<http://ap.accuweather.com/apphoto/index.htm>> and select photographs that illustrate their vision of hatred/despair and hope in America to create a traveling art exhibit entitled: "College Students Envision the 21st Century: Hatred and Hope Construct America." Students will write an explanatory note for each image that explains 1) why this particular point/location is so important to/influential on American life and 2) how this point/location affects/shapes/structures American society.
- 3 In class, students form three-person Response teams and review each student's exhibit.
- 4 For homework, the exhibit designer will write an overall Curator's Commentary that ties together the images and the various points of social focus they represent. The purpose of this commentary is to indicate why these particular points/locations of hatred/despair and hope seem particularly important—as a coherent group of issues—to the designer/composer.

TRAVELING PHOTO EXHIBIT
HOMEWORK

MAKING A VISUAL
EXHIBITION

GOALS

- To conceptualize, compose, and document a visual exhibition.
- To write about exhibitions and images.
- To provide you practice in documenting photographs.

TASK

- You have been asked to assemble a photography exhibit titled *College Students Envision the 21st Century: Hatred and Hope as They Construct America*. This exhibit will travel around the country and appear on various college campuses—usually in a setting like the student union.
- The goal of the exhibit is to portray what a typical college student (you!) sees as the 5–7 most important/influential points (locations) of hatred/despair and the 5–7 most important/influential points (locations) of hope that—collectively—structure the American experience in the first decade of the 21st century. The primary audience for the exhibition is college students—some of whom will see the world as you do and some of whom will not.
- **For Homework Task #1**, spend 10–15 minutes brainstorming about points (locations) of hatred/despair that you see affecting/structuring/influencing American culture (e.g., violence, war, hate crimes, prejudice, narrow mindedness)—and points (locations) of hope that you see affecting/structuring/influencing American culture (e.g., education, religion, family, friends, nature). List as many of these points (locations) as possible. Some points (locations)—like money—may structure the American experience from both the perspective of hatred/despair (e.g., poverty, the gap between the rich and the poor) and from the perspective of hope (e.g., upward mobility, security).
- **For Homework Task #2**, from your brainstormed list, choose the 5–7 most important/influential points (locations) of hatred/despair and the 5–7 most important/influential points of hope and do 5 minutes of informal written reflection about how each of these points/ locations structures/influences/shapes the larger American society. Your task is not to choose any 10–14 points (locations), but—rather—to choose the 10–14 most important/influential according to your own observations. Taken collectively, these points (locations) should serve as the major boundary conditions within which the American experience is constructed—and within which most Americans formulate their identity as they grow up.

- **For Homework Task #3**, go to
Yahoo! Picture Gallery <<http://gallery.yahoo.com>>,
Alta Vista ImageSearch <<http://www.altavista.com/image>>
or
the Electric Library site <<http://www.elibrary.com>> (sign up for
the two-day trial)
and find at least one photograph that provides a visual image of each
point.
- **For Homework Task #4** create a traveling exhibit of 10–20 photographs
that represents as a collection the most important/influential points
(locations) of hatred/despair and the most important/influential of
hope that American society faces in the first decade of the 21st century.
Also write an explanatory card for each major point in the exhibit that
explains why this particular point/location is so important to/influential
on American life and how this point/location affects/shapes/structures
American society.
- **Create your traveling exhibition on a web site or with paper.** This
exhibition should demonstrate professionalism in organization and
presentation. All images (online and offline) should be appropriately
documented.

FORMAT

- Create this exhibition either on a web page or poster boards.
- If you create a web page, compose your essay from images that you find
at the photography sites listed above.
- If you use poster boards, create your exhibition from works you have
printed from the WWW.
- Include 10–20 images (and explanatory cards) in your exhibition.
- Document the source of each image using the formats that follow.

EXHIBIT ON THE WEB

- Create an opening splash page for your exhibition that contains its title
and a link leading to each image and explanatory comment.
- Create a separate web page for every image. Beneath each work, identify
the name of the photographer (if available), the date it appeared in
print in a newspaper (day, month, and year), the title of the photograph
(if available), the date the photograph was originally taken (if
available), the newspaper in which it appeared (section and page—if
available), and the address of the AccuNet/AP Multimedia Archive URL
and date you accessed the site..

Example: Doe, Jane (14 February 1988). "Castle Edinburgh," taken on 2 February 1987. Gazette, D2, Accessed 14 April 2002 at <<http://ap.accuweather.com/apphoto/index.htm>>.

EXHIBIT ON POSTER BOARD

- Create a title page for your exhibition.
- Print copies of the images you select—one to a page.
- Beneath each work, identify the name of the photographer (if available), the date it appeared in print in a newspaper (day, month, and year), the title of the photograph (if available), the date the photograph was originally taken (if available), the newspaper in which it appeared (section and page—if available), and the URL at which you found the photograph.

Example: Doe, Jane (14 February 1988). "Castle Edinburgh," taken on 2 February 1987. Gazette, D2, Accessed 14 April 2002 at <<http://www.elibrary.com>>.

TRAVELLING PHOTO EXHIBIT
IN CLASS WORK

RESPONSE AND REFLECTION
(RESPONDERS' SHEET)

Composer/designer _____

Responder _____

OBJECTIVE

- To respond to a photography exhibit focused on a common theme.

TASK

Form Response Teams of three people. *View each exhibit in your group; write responses to the questions below. Do not ask composers/designers to explain their exhibits.*

- What points are particularly compelling in this exhibit? Why?

- What points are the weakest parts of this exhibit? Why?

- Choose one point for which the composer/designer does a particularly effective job of linking the explanatory card to the images. Explain why you think the card and the images work so well together.

- Choose one point for which the composer/designer does a less effective job of linking the explanatory card to the images. Explain why you think the card and the images do not work so well together.

- Reflect on the overall impact of the whole exhibit and the mood it creates. What message does the exhibit convey to you? How is this message/impact created (e.g., color, shape, focus, theme, subject, technique)? Employ specific references to images and explanations in the exhibit as well as to the exhibit as a whole.

TRAVELLING PHOTO EXHIBIT
IN CLASS WORK

RESPONSE AND REFLECTION
(EXHIBIT DESIGNER'S
SHEET)

Composer/designer _____

OBJECTIVE

- To involve students in writing about the exhibit they have created.

TASK

In class

Draft a two-page Curator's Commentary that introduces a college audience to the theme of this exhibit, reflects on that theme, and tells why you selected the points/locations and photographic images that you did. This Commentary should serve to bring together the different points/locations of hatred/despair and hope—to make a cohesive whole of the exhibit. The Curator's Commentary is the mortar between the bricks that compose the exhibit.

For homework

- Read the responses individuals had to your exhibit.
- Revise your Curator's Commentary.
- Hand in both the responses and the Curator's Commentary at the beginning of the next class period.

TRAVELLING PHOTO EXHIBIT
IN CLASS WORK

SAMPLE EVALUATION

Curator _____

1: OVERALL IMPACT OF THE EXHIBIT



Exhibit's overall impact is weak & the presentation is neither effective nor creative.

Exhibit's overall impact is moderate & the presentation is somewhat effective and creative.

Exhibit is exceptionally strong and the presentation is effective and creative.

Comments:

2: CURATOR'S COMMENTARY



The Curator's Commentary isn't effective in making a cohesive whole of the exhibit.

The Curator's Commentary is effective in making a cohesive whole of the exhibit.

The Curator's Commentary is exceptionally effective in making a cohesive whole of the exhibit.

Comments:

3: EXPLANATORY CARDS



Explanatory Cards aren't successful in telling how & why points shape American society.

Explanatory Cards are successful in telling how & why points shape American society.

Cards are highly successful in telling how & why points shape American society.

Comments:

4: DOCUMENTATION OF PHOTOGRAPHS



The photographs are not correctly documented.

The photographs are generally correctly documented.

All the photographs are documented correctly.

Comments: