

**Exploring Rural Kentucky Through Documentary Art:
Creelsboro Landing, 1890s - Documentary Art Interactive
Unit 1 - Lesson Set 3 - Campbell's Ferry**

- For the Teacher -

SUGGESTED ACTIVITIES – Visual and Media Art, Visual Art and Theater, Social Studies

Visual and Media Art

1. **Responding:** Access the Powerpoint - [*Creelsboro Landing, 1890s - Images for Projection*](#). Project the vignette and ask students what is happening in it. What do they see that makes them think that? What else do they see?

Then, watch the short video [*Rural Economy*](#) or the short video [*Dennis Thrasher*](#). Project the vignette again and ask students how knowing more about the context of the painting helps them notice details they had not noticed before.

2. **Responding:** Access the Powerpoint - [*Creelsboro Landing, 1890s - Images for Projection*](#). Project the vignette and ask students how Dennis Thrasher used lines and proportion to create perspective and depth.

Watch the short video [*Dennis Thrasher*](#). Ask students to explain Thrasher's intent in creating the painting. Based on his intent, develop criteria to evaluate the success of the painting.

Allow small groups to complete a critique of the painting using the four steps of Describe, Analyze, Interpret, and Judge. Share the critiques as a class, emphasizing that no two people experience the same reaction to a work of art.

Visual and Media Art Standards

Anchor Standard 7: Perceive and analyze artistic work.

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

Anchor Standard 9: Apply criteria to evaluate artistic work.

Visual Art and Theater

3. **Creating, Connecting, Performing:** Although Dennis Thrasher wants to tell stories through his documentary artwork, he also likes to leave part of the story to the viewer's imagination. Ask students to speculate about the characters in the painting. What is each one doing? How are the two passengers in the carriage related? Where are they going? Encourage students to imagine diverse scenarios.

Ask students to work in small groups and imagine the exchange between the characters in the painting. Ask them to imagine what happened before and after the moment captured in the painting. They might want to speculate on what happened that morning and what will happen that afternoon or evening.

Ask them to improvise three short scenes to develop their characters and story line with body language, voice inflection, dialogue, props, or background. The scenes should clearly take place in the 1890s in the Creelsboro Valley. Students can take different roles in creating the scene – director, script writers, prop and set designers. Allow time for the students to complete and rehearse their scenes and then perform them for their classmates.

Discuss how many different interpretations there were of this one vignette. Discuss why a documentary artist might want to leave some things in their paintings open to the imagination of their viewers.

Visual Art and Theater Standards

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

Anchor Standard 2: Organize and develop artistic ideas and work.

Anchor Standard 3: Refine and complete artistic work.

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

Anchor Standard 6: Convey meaning through the presentation of artistic work.

Anchor Standard 7: Perceive and analyze artistic work.

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

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

Anchor Standard 11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Social Studies

4. **Explore Local History through Compelling and Supporting Questions:** Lead students in developing compelling and supporting questions about how geography influences history, culture, and economy. Lead them in working in small groups or individually to research local history to explore these questions and share their conclusions through a multimedia presentation.

You may want to invite a local historian, librarian, or tourism director to visit your class to share information about the communities in your school district. You may also want to lead students in considering the primary source materials available for learning about local history. For ideas about how to find resource materials review the available resources at Documenting Local History Using Primary Sources (teacher version [here](#), student version [here](#)) and its short video - [Using Primary Sources](#).

5. **Explore the Impact of Innovations in Transportation through Compelling and Supporting Questions**: Lead students in developing compelling and supporting questions about the impact of innovations in transportation on cultures and societies. Lead them in working in small groups or individually to research one or more innovations in technology and the impact on one or more cultures or societies.

You may assign specific modes of transportation, specific time periods, or specific cultures or societies, or allow free choice. Ask students to share their conclusions through a multimedia presentation.

6. **Explore the Impact of Human Interactions on the Environment through Compelling and Supporting Questions**: Lead students in developing compelling and supporting questions about the impact of human interaction on the environment. Lead them in working in small groups or individually to research one or more impacts that human interaction has had on the environment.

You may assign specific types of interactions, specific time periods, or specific cultures or societies, or allow free choice. Ask students to share their conclusions through a multimedia presentation.

Social Studies Standards

HS.UH.I.Q.1 Generate compelling questions to frame thinking, inquiry and/or understanding of key concepts in U.S. history.

HS.UH.I.Q.2 Generate supporting questions to develop knowledge, understanding and/or thinking relative to key concepts in U.S. history framed by compelling questions.

HS.G.HE.1 Assess the reciprocal relationship between physical environment and culture within local, national and global scales.

HS.G.HE.2 Analyze how human settlements are influenced by or influence the relationship between people and the environment.

HS.UH.CH.5 Analyze the impact of technology and new ideas on American culture from 1877-present.