

Simparch: *Rockin' Trailer*  
**Roadside Culture (Visual Culture) Collage**

**Post-Visit Lesson**

**Visual Arts**

**1<sup>st</sup>-3<sup>rd</sup> Grade**



**About the Artists and Their Work:**

*Rockin' Trailer* was created by Simparch which is a collaborative artist group organized by Matt Lynch and Steven Badgett. They have been creating large-scale interactive artworks that examine building practices and site specificity through projects that bring issues of design and architecture to the context of art. The subjects investigated by this work include manufactured housing, travel, leisure, and popular culture.

The *Rockin' Trailer* is a collage of discarded billboards from the highway Route 66 graveyard of signs. This work is meant to connect billboards with the American history of leisure through the use of a trailer. The trailer symbolizes vacations taken on the highway where the natural scenery is marked with an endless string of billboard advertisements. Though not fit for the road, *Rockin' Trailer's* curved form allows it to rock with the bodily movements of those who step inside the padded, upholstered interior<sup>1</sup>. With nostalgia for this mothballed era of the compact caravan, *Rockin' Trailer* announces, “if you can't ride, you may as well rock.”

**Objectives:**

- Students will understand what the term “Roadside Culture” means and utilize it to create a 2-dimensional work.
- Students will create collages using construction paper, magazine images and their own painted pictures to illustrate their imaginary trip in a vehicle such as the *Rockin' Trailer* at the CAC.

**Materials:**

paint shirts  
white paper  
construction paper  
paint

pencils  
glue  
scissors

magazines, atlases, travel magazines (i.e. *National Geographic*), old encyclopedias (optional), and/or newspaper

**Vocabulary:**

**Atlas      Roadside culture      Collage      Advertise**

**Anticipatory Set:**

Before your class and/or visit to the CAC, hang an image of the *Rockin' Trailer* up on the chalkboard (or any other travel vehicle). Then ask the questions the following questions:

- Have you ever gone on a road trip?
- What form of transportation does your family take to go on a trip? (write the different vehicles on the board)
- Where did you last vacation take place? (Write those destinations on the board)
- What were some of the things you saw as you were going on your trip? Did you see any signs out the window? Did you go see tourist attractions like the worlds largest ketchup bottle? (Guide the students to ideas such as signs, roadside attractions and tourist spots)
- Tell the students that the things that things they seat out of a vehicles window such as signs and tourist locations are part of "Roadside Culture."

**Procedure:**

1. Have each student pick a place that they would like to go on their imaginary road trip.
2. Next tell the students that they will look through magazines and atlases to find lettering, maps, images of a vehicle, and pictures of things they might see on the way to or at their final destination.
3. Have students cut out images from magazines etc...
4. After the students have cut out their imagery tell the students they can also make designs on construction paper to add to their collage. Tell the students at this point they need something big for their back ground. For example if a student is going to take their imaginary trip to Indianapolis to see the NASCAR races have them draw and then paint a race track or bleachers full of people.
5. Once the students have created their background they should begin to glue their cut out images onto the page. Remind the students that they should be practicing cutting the paper so it has nice clean edges.

**Closure:**

- Ask a student to explain what collage means to the rest of the class and to describe their own collage.
- Hang the works in a hallway or in the room. Take turns guessing where those students would take their imaginary trip. Ask the students why they guessed those locations and what imagery helped them figure it out.
- Have students compare their collages and look for recognizable signs and images.

- Discuss the impact of advertising on culture. For example; do the students want to eat or do the things on the billboards? Why?

### **Assessment:**

Use the Rubric included at the end of this lesson.

### **Curricular Connections:**

Language Arts: Is a picture worth a thousand words? Have the students read a book like *Worlds Apart: Traveling with Fernie and Me*, which uses a traveling theme. Have them discuss the locations within the book and how the author described them with words. Then have students vote on if their collages or the story tells them more about a place (which is stronger: words or images?).

Social Studies: Have the students research a country focusing on the culture, events, food, attractions and a few important facts on the history of the country. Students should then write a report detailing this information. When the students finish the report they should use the collage as a visual means to represent their country.

### **Websites for inspiration:**

<http://www.roadsideamerica.com>

<http://www.wlra.us>

<http://www.usatourist.com>

<http://www.unitedstatestouristattractions.com>

### **National Standards:**

- NA-VA.K-4.1 Students use art materials and tools in a safe and responsible manner
- NA-VA. K-4.3 Students select and use subject matter, symbols, and ideas to communicate meaning

### **Ohio State Standards:**

- **Creative Expression and Communication.**

Benchmarks: **A.** Demonstrate the knowledge of visual art materials, tools, techniques and processes by using them expressively and skillfully. **B.** Develop and select a range of subject matter and ideas to communicate meaning in two and three-dimensional works of art.

- **Analyzing and Responding.**

Benchmark: **C.** contributes to the development of criteria for discussing and judging works of art.

- **Connections, Relationships and Applications.**

Benchmark: **D.** Describe how visual art is used in their communities and the world around them and provide examples.

## Roadside Culture Collage Ruberic

S= Student Grade T = Teacher Grade	S	T	S	T	S	T	S	T	S	T
Score	1	1	2	2	3	3	4	4	5	5
Use of lettering, map, image of a vehicle, and tourist attraction imagery										
Conveyance of a theme.										
Neatness of overall appearance.										
Creativity										
The student remained on task while working, and their final artwork displays excellence in craftsmanship.										

TOTAL / 50 POINTS

**SCORE EQUIVALENTS:**

- 1 = No effort / attempt**
- 2 = Poor effort**
- 3 = Average effort**
- 4 = Above average effort**
- 5 = Excellent effort**

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<sup>i</sup> Information about the *Rockin' Trailer* found at <http://www.simparch.org/trailer.html> (accessed Nov. 10, 2008).

