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lesson overview

lesson plan
Designed to extend and enhance the learning experience of our exhibits while linking to core curriculum subject matter.

lesson objectives
- To understand the cultural significance of “Chinaman’s Chance” on Promontory Summit.
- To explore the themes that can be found within historical events.
- To foster a culturally diverse social landscape in our classroom and community.

length of class
Two to three class sessions.

lesson overview
On the A.R.T.S tour, the students will learn about the work of Zhi Lin and the historical events that inspired him to work in the realm of social change. Students will work collaboratively to design a 150th Birthday Celebration Flag with the intention of honoring the Chinese Railroad workers and to create social change within their immediate community.

core curriculum tie-ins
Kindergarten through Fifth Grades: Visual Art and Social Studies.

supplies
- Finished Flag (see link in resources)
- Fabric Paint
- Paint Brushes of various sizes
core curriculum tie-ins

Social Studies Grades: 9-12

UT Standard 2.5: Students will construct an evidence-based argument to explain how the development of transportation and communication networks across the state changed Utah’s economy and human geography. (economics, geography)

UT Standard 2.6: Students will explain how agriculture, railroads, mining, and industrialization created new communities and new economies throughout the state. (economics, geography)

U.S. I Standard 6.1: Students will compare and contrast historians’ interpretations of the ideas, resources, and events that motivated the territorial expansion of the United States.

U.S. I Standard 6.2: Students will use primary sources representing multiple perspectives to interpret conflicts that arose during American expansion, especially as American Indians were forced from their traditional lands and as tensions grew over free and slave holding territory.

U.S. I Standard 6.3: Students will identify the economic and geographic impact of the early Industrial Revolution’s new inventions and transportation methods, such as the Erie Canal, the transcontinental railroad, steam engines, the telegraph, the cotton gin, and interchangeable parts.

Visual Arts

Strand: CREATE
Grades: 9-12

Strand: RESPOND
Grades: 9-12

Strand: CONNECT
Grades: 9-12

Strand: PRESENT
Grades: 9-12
Kimball Art Center is pleased to present the work of Zhi Lin. This Exhibit explores the buried history of Chinese Railroad workers who built our country’s railroads and addresses social change by honoring those who deserve recognition and respect for their contribution. From the artist, Zhi Lin:

“A project about these workers cannot be only intellectual--it needs to be felt.”

“I wanted to feel my way into the experience of these people...empathy was my starting point.”

“How do I represent those people who would never be recorded by history, not in a written word or in visual materials? In the entire body of my work in the exhibition there is no single portrait of them. As a figurative painter, I like to paint people. However, in order to respect their individuality, and their lost identities, I decided that it would be a further erasure if I were to substitute them with an imagined portrait...In the end, I have tried to open up spaces for the audience in their individual bodies and imaginations to think and feel about the sorts of conditions (social and natural) that those workers’ bodies would have encountered.”
**lesson plan**

1. As a class look at images of the Utah flag, and the Vietnam commemoration flag. Ask students: what makes a good flag? What is the function of a flag? Looking at the two examples, discuss the various design components of a flag. Tell students that as a class they will design a flag to commemorate the Chinese railroad workers in the West. Lead the class and brainstorm on shapes colors and symbols, remembering to keep it direct and timeless.

2. Discuss what it means to collaborate as a group using the resources below. Have one drawing on paper that the students take turns working on as the decisions are made during the discussion. Once the image that the class agrees on is complete and refined, use the projector to enhance the size and project onto the wall or whiteboard.

3. Attach the flag with masking tape to the wall or whiteboard. Have the students take turns drawing the image onto the fabric with a pencil.

4. After removing the fabric and placing on the floor or a work surface, have students take turns painting, making sure every student has a chance to add marks to the pre-drawn image with the fabric paint and brushes. The students will have to pull the fabric taut and hold or tape off as group while others paint and fill in the image.

5. Let the fabric dry overnight before holding for a group picture with everyone who participated. This photo is way to memorialize the Chinese railroad workers as well and can be sent to: [https://spike150.org/stories/](https://spike150.org/stories/). It could be chronicled on your school’s website, or perhaps used in the announcement videos given to the student body to share with the school community and further a social landscape of character.

6. Display the flag in a place of importance in the classroom for the students to remember throughout the semester or school year.
**vocabulary**

**Vexillography**- is the art and practice of designing flags; it is allied with vexillology, the scholarly study of flags, but is not synonymous with that discipline. A person who designs flags is a vexillographer.

**Commemorate**- Recall and show respect for someone or something.

**Memorial**- A record or chronicle.

**Abstract Idea**- Existing in thought or as an idea but not having a physical or concrete existence.

**Collaborative Art**- Produced or conducted by two or more parties working together.
resources

https://www.amazon.com/Anley-Breeze-Foot-Solid-White/dp/B017U6PR0E/ref=sr_1_3?keywords=white+-flag&qid=1555712851&s=gateway&sr=8-3

https://www.50states.com/flag/utflag.htm

https://www.vietnamwar50th.com/about/commemoration_flag/

https://nava.org/flag-design-resources/

https://interartive.org/2013/10/collaborative-art

http://cprr.org/Museum/Chinese.html


https://web.stanford.edu/group/chineserailroad/cgi-bin/website/

PDFs:
K12_Engines-of-Change-Railroads-in-Utah_OPTP.pdf