# Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Overview</td>
<td>01</td>
</tr>
<tr>
<td>Core Curriculum Tie-Ins</td>
<td>02</td>
</tr>
<tr>
<td>About</td>
<td>03</td>
</tr>
<tr>
<td>Lesson Plan</td>
<td>04-05</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>06</td>
</tr>
<tr>
<td>Resources</td>
<td>07</td>
</tr>
</tbody>
</table>

![Location Marker](https://via.placeholder.com/15)  

*art starts here™*
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.

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

length of class
One to Three Class Sessions.

supplies
- Air Dry Clay.
- Pencils.
- Acrylic Paint.
- Brushes (Small).

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. The students will learn how to develop a theme and convey messages of thanks, acknowledgement and appreciation with text and form in a 3D art piece.
Social Studies

Grade 2: Standard 1 Citizenship Students will recognize and describe how people within their community, state, and nation are both similar and different.

Objective 1 Examine and identify cultural differences within the community.

Objective 2 Recognize and describe the contributions of different cultural groups in Utah and the nation.

Grades: K / 1 / 2 / 3 / 4: Standard 2 Citizenship: Students will recognize and practice civic responsibility in the community, state, and nation.

Objective 1 Examine civic responsibility and demonstrate good citizenship.

Grades: 3 / 4 Standard 3 Civic Responsibility: Students will understand the principles of civic responsibility in classroom, community, and country.

Objective 3 Apply principles of civic responsibility.

a. Engage in meaningful dialogue about the community and current events within the classroom, school, and local community.

b. Identify and consider the diverse viewpoints of the people who comprise a community.

c. Demonstrate respect for the opinions, backgrounds, and cultures of others.

Visual Arts

Strand: CREATE
Grades: 1 / 2 / 3 / 4 / 5

Strand: RESPOND
Grades: 2 / 3 / 4 / 5

Strand: CONNECT
Grades: K / 1 / 2 / 3 / 4 / 5

Strand: PRESENT
Grades: K / 1 / 2 / 3 / 4 / 5

ZHI LIN - GOLDEN SPIKE CELEBRATIONS—CHINESE WORKERS’ VANTAGE POINT OF ANDREW J. RUSSELL’S “CHAMPAGNE PHOTO” SITE
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. Explore the theme of Zhi Lin’s “Chinaman’s Chance” on Promontory Summit exhibition. Ask students: Why is it so important to honor the work and the lives of the men who built our railroad now, when the events are part of our country’s history?

2. Show students a picture of the Golden Spike from the article written by the Salt Lake Tribune and read it aloud to them explaining the significance of the fourth missing spike. Discuss how the engraved spikes honor the high ranking officials in charge of the construction of the railroad. Also share that one side of the golden spike says: “May God continue the unity of our Country, as this Railroad unites the two great Oceans of the world.” Ask students if they would like to try to continue the unity in our country by honoring the Chinese railroad workers like Zhi Lin has done with the installation piece called “Chinaman’s Chance” on Promontory Summit: Golden Spike Celebration, 12:30 PM, 10th May 1869”, and the series of ink paintings with the handwritten notes by Zhi Lin, and the abstract piece called “Constellations” by Zhi Lin. Look at these works by Zhi Lin with students and discuss how he honors the Chinese workers in his art.

3. Explain to the students that they will each be making a spike out of air dry clay. As the artists they can each decide what they would like to say to the Chinese railroad workers who worked so hard and also died for our country’s progress.

4. Ask the students to think of all the ways we say “Thank You” and “I Appreciate You” writing them down on the board for them to choose from.

5. Use the document attached to let the students practice writing their messages within the shape of the spike and design their individual spike with pencil.

6. Once the students are satisfied with their composition, hand them enough clay to...
create a spike of the approximate dimensions as the handout.

7. When the clay is formed, set out to dry overnight.

8. The following day when the clay is dry hand out paint and brushes for the students to paint the form itself with one to two coats for even coverage. Set aside to dry. Hand out their designed spike pencil drawings and smaller brushes to practice lettering with the brush over the top of the pencil lettering. Show students how to hold the brush straight up and down for a fine line and more control. Once the base coat is dry they can begin to address the surface treatment of their form by writing their messages on each side, allowing time for each side to dry before turning over.

9. Once all the pieces are dry have the students thoughtfully arrange them all together for a group photo that can be shared on your school's website explaining your student's theme of becoming social and civic minded art makers.
vocabulary

Abstract Art- Art that does not attempt to represent external reality, but seeks to achieve its effect using shapes, forms, colors, and textures.

Unity- The state of being united or joined as a whole.

Theme- An idea that recurs in or pervades a work of art or literature.

Surface Treatment- The texture or mark making on the outside layer of a material, an object, or form.

Composition- An arrangement of the elements of art using the principles of art to express the artist's idea.

resources

http://americanexperience.si.edu/themes/

https://www.smithsoniansecondopinion.org/arts/how-do-arts-promote-social-change-180969649/

https://www.sltrib.com/artsliving/2019/01/31/golden_spike_is_back/


https://www.seattlepi.com/national/article/150-years_since_Chinese_workers_were_brought_in-6286513.php#photo-8046401

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

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

PDFs:

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

(RICK EGAN | THE SALT LAKE TRIBUNE) THREE OF THE FOUR SPIKES USED AT THE CEREMONIAL COMPLETION OF THE TRANSCONTINENTAL RAILROAD IN 1869 ARE ON DISPLAY AT THE UTAH MUSEUM OF FINE ARTS IN THEIR FIRST REUNION SINCE THE CELEBRATION.