

ARTS IMPACT LESSON PLAN

Visual Arts and Social Studies Infused Lesson

Motherboard Assemblages: Contrast in Technology

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Enduring Understanding

Contrasting experiences can draw our attention to inequities in a system.

Contrasting colors, textures, or shapes can draw our attention to an area of a composition.

Lesson Description (Use for family communication and displaying student art)

Students will explore the concept of contrast through analyzing works of art and reflecting on different and contrasting roles, access, and engagement with technology. We will play games to enhance our understanding of contrast, watch videos to learn about historical Asian American contributors and contributions to innovation, art, and technology; identify contrasting types of work, workers in our socioeconomic culture (creators and consumers, innovators, and producers). We will create an assemblage (using mixed media objects, (recycled and found objects) that expresses one of the contrasts we explore. Our assemblages will use both contrast (colors, shapes, sizes, textures, words) and unity (through repetition).

Learning Targets and Assessment Criteria

Target: Understands that contrast is having two opposite things together at the same time.

Criteria: Identify and describe the disparate (adj. distinct in kind; essentially different; dissimilar) ways people consume technology. Identify and use opposite colors, textures, values, images, or text in a work of art

Target: Understands the contrasting positions & roles, production & consumption - how people engage with technology.

Criteria: Compare and contrast pieceworkers with designers of technology.

Target: Creates an assemblage demonstrating visual unity.

Criteria: Combine repeated 2-D and 3-D materials into one image.

Target (Grades 3-5): Represents how people engage in contrasting ways with technology.

Criteria: Title work and write an artist statement that describes how the assemblage expresses an economic, social, or personal difference between people's relationships with technology.

Vocabulary	Materials	Learning Standards
<p>Arts Infused: Contrast Digital Symbol/Symbolic</p> <p>Social Studies: Pieceworkers Innovator</p>	<p>Museum Artworks or Performance Tacoma Art Museum</p>	<p>WA Arts Learning Standards For the full description of each anchor standard and the grade level performance standards, see: https://www.k12.wa.us/student-success/resources-subject-area/arts/arts-k-12-learning-standards</p> <p>Anchor Standard 1.2 Creating</p>

Motherboard
Ecology
Tech Boom
Network
Producer
Consumer

Arts:

2-D
3-D
Assemblage
Collage
Cool Colors
Composition
Mixed Media
Mosaic
Relief
Texture
Warm Colors



Roger Shimomura, *American in Disguise*, 2012, acrylic on canvas, TAM, 2014.031

Other Museums and Galleries



Lush Life #2, Roger Shimomura, 2008, Stanford University Cantor Collection.

<https://cantorcollection.stanford.edu/objects-1/info?query=mfs%20all%20%22Roger%20Shimomura%22&sort=0&page=2>



Generate and conceptualize artistic ideas and work.

Anchor Standard 2.1 Creating

Organize and develop artistic ideas and work .

Anchor Standard 3 Creating

Refine and complete artistic work.

Anchor Standard 4

Select, analyze, and interpret artistic work for presentation.

Anchor Standard 7.2 Responding

Perceive and analyze 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.

Early Learning Guidelines, if applicable

For a full description of Washington State Early Learning and Child Development Guidelines see:

https://www.dcyf.wa.gov/sites/default/files/pubs/EL_0015.pdf

About Me and My Family: Take pride in and know own ethnic/cultural heritage. Recognize different ethnic/cultural groups.

Communicating (Literacy): Ask and answer questions about key details in stories or other information (works of art) read or presented aloud.

Learning about My World: Learn best through active exploration of concrete materials (blocks, paint, etc.). Make plans for this exploration. Talk about what he/she has learned from the activity and would like to do next.

Arts: Learn ways to create artwork.

Share ideas and explain own artwork to others. Talk about what was done and why.

WA Social Studies Learning Standards

For the full description of each anchor standard and the grade level performance standards, see:

<https://www.k12.wa.us/student-success/resources-subject-area/social-studies/learning-standards>

E2: Understands the components of an economic system
Enduring Understanding: Understands the basic elements of a community's economic system, including producers, distributors, and consumers of goods and services.

E4: Understands the economic issues and problems that all societies face.

Enduring Understanding: Know that when people specialize and trade it leads to increased economic interdependence, which is a fundamental step in understanding how the world economy functions.

Yayoi Kusama, Japanese American installation artist
<https://bonuspastorbailey.weebly.com/yayoi-kusama-context-and-analysis.html>



Michelle Obama wearing Jason Wu Gown, Chip Somodevilla/Getty Images; Doug Mills/The New York Times, January 9, 2009



Incrocio (Crossing) I, Kelley Knickerbocker, 2014, Paper, gold smalti, stone, ceramic pieces, assemblage
<http://www.rivenworks.com>
https://americanmosaics.org/members/professional_gallery/



Electronic Superhighway, Nam June Paik, 1995, Korean American, Smithsonian American Art Museum, 2002.23

H1: Understands historical chronology.
 Enduring Understanding: Knows that the study of chronology is necessary for understanding cultures, global connections, and historical events.

H2: Understands and analyzes causal factors that have shaped major events in history.
 Enduring Understanding: Knows that history is a series of connected events shaped by multiple cause-effect relationships, linking past to present.

H3: Understands that there are multiple perspectives and interpretations of historical events.
 Enduring Understanding: Understands that historical events can be interpreted differently by different individuals, families, and communities.

H4: Understands how historical events inform analysis of contemporary issues and events.
 Enduring Understanding: Can use the historical inquiry process that is based in materials, including primary source documents, to study and analyze the past and understand current issues and events.

Common Core State Standards (CCSS) in ELA
 For a full description of CCSS ELA Standards by grade level see:
<https://www.k12.wa.us/student-success/resources-subject-area/english-language-arts>

CCSS.ELA-LITERACY.SL.2.1.B
 Build on others' talk in conversations by linking their comments to the remarks of others.

CCSS.ELA-LITERACY.SL.3.2
 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Students Who Are College and Career Ready Students in Reading, Writing, Speaking, Listening, and Language

- Demonstrate independence.
- Build strong content knowledge.
- Comprehend as well as critique.
- Value evidence.
- Come to understand other perspectives and cultures.

	<p>https://americanart.si.edu/artwork/electronic-superhighway-continental-us-alaska-hawaii-71478</p> <p>Materials Motherboard templates Small recyclables with contrasting colors, for example: (https://www.etsy.com/listing/61711728/plastic-chips-plastic-flakes-flakes?ref=internal_similar_listing_bot-2&pro=1) Light Cardstock Tweezers Matte board (option) Chipboard (option) Tacky Glue Old hard drive to take apart (K-2 option)</p> <p>Resources <i>Views from the Top and Bottom</i> https://kcts9.pbslearningmedia.org/resource/success-silicon-valley-video/asian-americans/</p>	
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ICON KEY:

- = Indicates note or reminder for teacher
- ▣ = Embedded assessment points in the lesson

Pre-Teach

Introduce contributions of Asian American people to the history, culture, and technology innovations of the U.S.

Contributions of Asian American People to American History and Innovation

https://drive.google.com/file/d/15xHFdVL1o_eCH1SSKthTxOjoCHaTANDd/view?usp=sharing

Articles on the Disparate Contributions of Asian and Asian American People to Tech Boom

<https://drive.google.com/drive/folders/1Fu28MAEYVqJdoJ0Gzhd2qC51ObXI4P5F?usp=sharing>

Lesson Steps Outline

1. Introduce the concept of contrast in reflecting on the different ways we interact with technology in our lives.

□ Criteria-based Teacher Checklist: Identify and describe the disparate (*adj. distinct in kind; essentially different; dissimilar*) ways people consume technology.

2. Explore contrasting experiences of Asian and Asian American innovators and producers, creators and consumers.

□ Criteria-based Teacher Checklist: Compares and contrasts pieceworkers with designers of technology.

3. Introduce the concept of contrast in works of art. Guide students in analyzing works of art for contrast.

□ Criteria-based Process Assessment: Identifies and uses opposite colors, textures, values, or images in a work of art.

4. Guide students in exploring mixed media, looking for contrast.

□ Criteria-based Process Assessment: Identifies and uses opposite colors, textures, values, or images in a work of art.

5. Introduce the medium of assemblage, and the concept of repetition to create unity. Share examples of Asian American artists.

□ Criteria-based Process Assessment: Identifies and uses opposite colors, textures, values, or images in a work of art.

6. Guide students in selecting, composing and creating Motherboard assemblages, using contrast and repetition.

□ Criteria Based Teacher Checklist: Combines repeated 2-D and 3-D materials into one image. Identifies and uses opposite colors, textures, values, images or text in a work of art.

7. (Grades 3-5) Guide students in titling their work of art and writing reflective artist statement in which they describe how their assemblage represents how people engage in contrasting ways with technology.

□ Criteria Based Teacher Checklist: Titles work and writes an artist statement that describes how the assemblage expresses an economic, social, or personal difference between people's relationships with technology.

LESSON STEPS

1. Introduce the concept of contrast in reflecting on the different ways we interact with technology in our lives.

- *How is technology beneficial or not necessary to your way of life?*
- *How can technology make you happy or unhappy?*
- *When is your technology turned on or off?*
- *How dependent or independent from it do you feel?*
- *Empty or full?*
- *Work or play?*
- *Alone or with friends?*
- *Producing or consuming?*
- *Access to a lot of technology or limited access?*



□ Criteria Based Teacher Checklist: Identify and describe the disparate ways people consume technology.

2. Explore contrasting experiences of Asian and Asian American innovators and producers, creators, and consumers.

□ Watch and discuss video (Start video at 0:27) <https://kcts9.pbslearningmedia.org/resource/success-silicon-valley-video/asian-americans/>

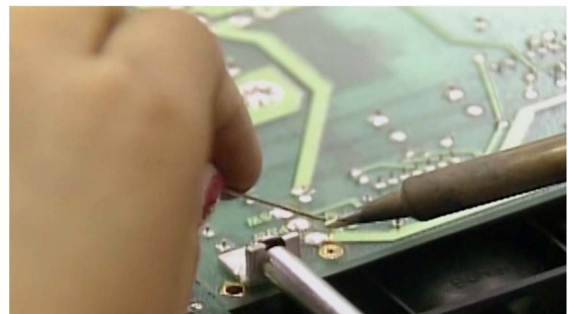
Prompts prior to watching:

- *Have you ever heard of Yahoo!?! (Connect to students' awareness of search engines)*
- *Many tech innovators are Asian American.*
- *(3-5) By the end of the video, you will be able to explain piecework and tech-boom.*
- *Be ready to share what you've learned about innovators and producers.*

- *(K-2) Be ready to share what kind of jobs you learned about.*
- *What kind of work are they doing and who are they?*
- *Which kind of job would you like to do?*



Jerry Chih-Yuan Yang, Co-Founder of Yahoo!
(Taiwanese-American)



After watching video:

- (3-5) What is piecework?
- What was the tech boom?
- Share what you've learned about innovators and producers.
- Did you notice any contrast in this video? Give an example.
- (K-2) What kind of jobs did you learn about?
- What kinds of work are they doing and who are they?
- Which kind of job would you like to do?

□Criteria Based Checklist: Compares and contrasts pieceworkers with designers of technology.

3. Introduce the concept of contrast in works of art. Guide students in analyzing works of art for contrast.



Michelle Obama wearing Jason Wu Gown
(Taiwanese-Canadian Designer)



Roger Shimomura, *American in Disguise*
(Japanese American Painter)

- We're going to look for contrast in works of art.
- Contrast can draw our attention to things artists want us to notice.
- In these works of art by Asian American artists, contrast is created in many different ways: with dark and light, warm and cool colors, different textures and patterns, even images that mean different things.
- What kinds of contrast do you notice in these works of art?





Roger Shimomura, Lush Life #2



Yayoi Kusama, (Japanese American Installation Artist)

□ Criteria Based Process Assessment: Identifies and uses opposite colors, textures, values, or images in a work of art.

4. Invite students to exploring mixed media, looking for contrast.

- *We're going to create a work of art in which we use contrasting pieces.*
- *Let's explore these materials! What do you notice about them?*
- *Can you find some ways that different pieces contrast with each other? Color, shape, texture, size, dark and light?*
- *What else can you discover?*



□ Criteria Based Process Assessment: Identifies and uses opposite colors, textures, values, or images in a work of art.

5. Introduce the medium of assemblage, and the concept of repetition to create unity. Share examples of Asian American artists.

□ NOTE to Teacher: We are demonstrating assemblage in this lesson. You could also use the media of collage (combining cut and torn papers into one composition), or mosaic (tiling 3-D pieces glass, ceramic tile, cardboard or other small objects on a board into one composition).

- We're going to create a work of art called an **assemblage**.
- An assemblage is a work of art made by combining 2-D and 3-materials into one unified image.
- One Korean American artist, named Nam June Paik (pronounced Nahm Joon Pake), created some assemblages from pieces of technology.
- What makes it look like all the pieces in this work of art all belong together in the same composition?
- When you repeat certain colors, shapes, or lines in a work of art it can create **unity**.



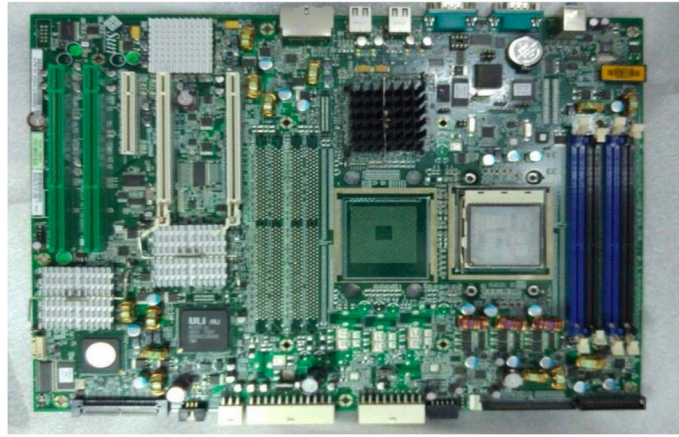
Electronic Superhighway, Nam June Paik

- Can you find anything that contrasts in this work of art?

□ Criteria Based Process Assessment: Identifies and uses opposite colors, textures, values, images, or text in a work of art.

6. Guide students in selecting, composing, and creating Motherboard assemblages, using contrast and repetition.

- Today, we are going to create an assemblage about technology.
- Our Assemblage will be like a motherboard, which is "the brain" of the computer, where all the pieces and connections are assembled.



- We're going to make an assemblage that tells something about people's contrasting connections to technology.
- It could be something you love and/or hate about the technology you use,
- It could be something that you learned about today about who innovates and who produces our technology,
- It could be about who gets to have access to high technology and who doesn't. You choose.

To get started on your motherboard assemblage, you may choose from the options below:

Option 1:

- Select one of the templates below as the base for your motherboard assemblage.
(Note to teachers: Print out several of each template on cardstock ahead of time for your students to choose from.)



Motherboard Assemblage Template #1



Motherboard Assemblage Template #2

Option 2:

- Choose a big board (your base) and a smaller board (your "motherboard").

Then, (for both options 1 and 2):

- Select some 2-D and 3-D materials you'd like to work with. Make sure some of them **repeat** and some show **contrast**.

- *Figure out where your motherboard will be placed on your base (in the middle, off to one side, in a corner...)*
- *Arrange the materials you have selected for the base.*
- *Leave a space where you will place the motherboard. Glue them down securely.*
- *Arrange the materials you have selected for the motherboard, and glue them down.*
- *Then, glue down the motherboard to the base.*



Kelley Knickerbocker, *Incrocio*

□ Criteria Based Teacher Checklist: Combines repeated 2-D and 3-D materials into one image. Identifies and uses opposite colors, textures, values, images, or text in a work of art.

7. (Grades 3-5) Lead students to title their work of art and write a reflective artist statement in which they describe how their assemblage represents how people engage in contrasting ways with technology.

- *Now, you will write a title for your work of art that gives a hint about what your piece is about.*
- *Then, you'll write an artist statement to go with your work of art that describes how your assemblage tells something about people's contrasting connections to technology.*
- *Be sure to describe which parts of your motherboard assemblage are visually **contrasting** and how that could represent the contrasting relationships between people and technology.*

□ Criteria Based Teacher Checklist: Titles work and writes an artist statement that describes how the assemblage expresses an economic, social, or personal difference between people's relationships with technology.

ARTS IMPACT LESSON PLAN Visual Arts and Social Studies Infused Lesson

Grades K-5: *Motherboard Assemblages: Contrast in Technology*

CLASS ASSESSMENT WORKSHEET

Disciplines	Social Studies		Visual Arts		Social Studies & Visual Arts	Total 5
Concept	Contrast		Contrast	Assemblage Unity	Symbolism	
Criteria Student Name	Identify and describe the disparate ways people consume technology.	Compares and contrasts pieceworkers with designers of technology.	Identifies and uses opposite colors, textures, values, or images in a work of art.	Combines repeated 2-D and 3-D materials into one image.	Titles work and writes an artist statement that describes how the assemblage expresses an economic, social, or personal difference between people's relationships with technology.	
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Total						
Percentage						

What was effective in the lesson? Why?

What do I want to consider for the next time I teach this lesson?

What were the strongest connections between visual arts and social studies?

Teacher: _____ Date: _____

ARTS IMPACT FAMILY LETTER

ARTS AND VISUAL ARTS INFUSED LESSON: *Motherboard Assemblages: Contrast in Technology*

Dear Family:

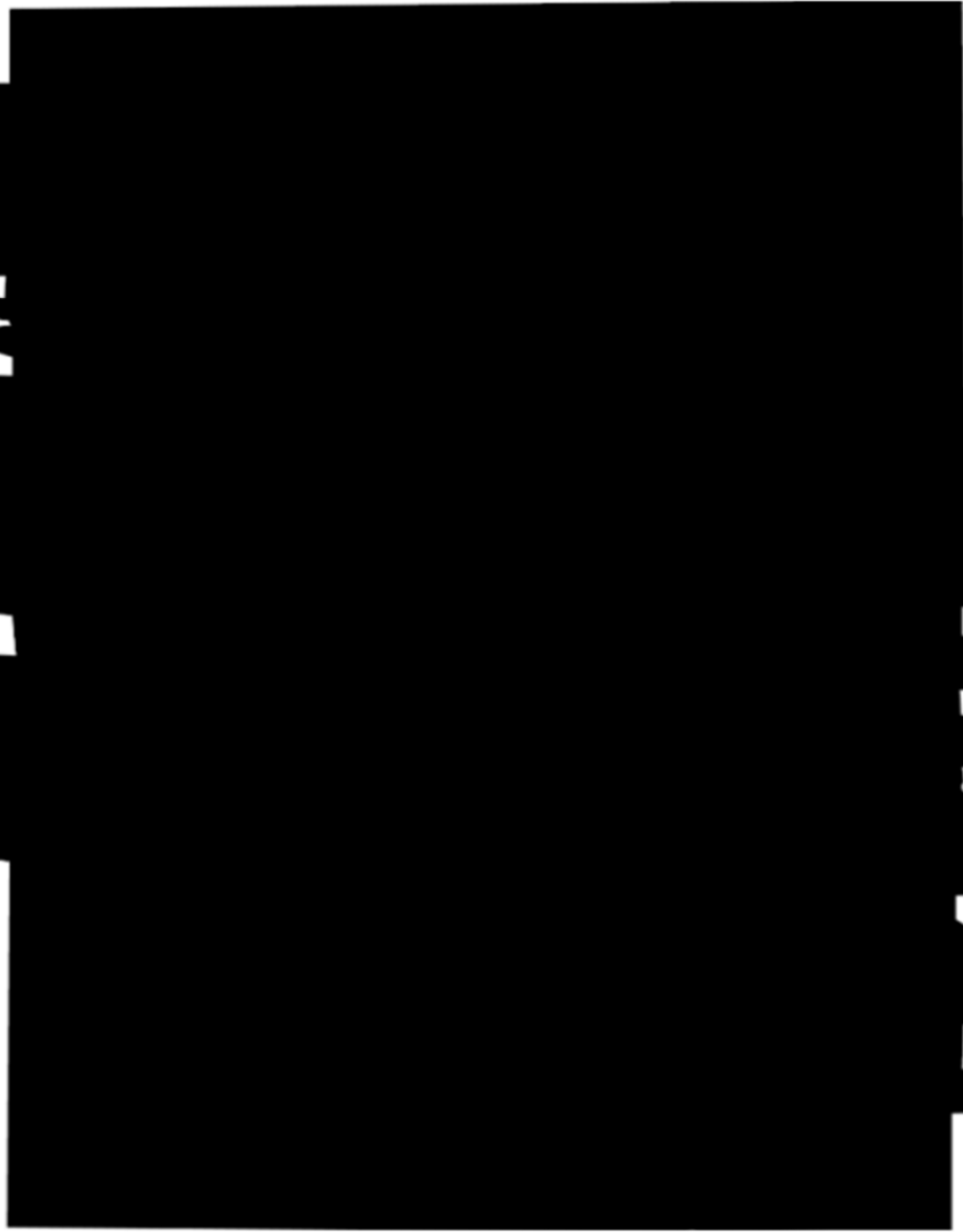
Today your child participated in a **Visual Arts and Social Studies** Infused lesson. We learned about the many contributions Asian and Asian American people have made to art and technology. We talked about the different ways that people consume and interact with technology, and created assemblages that represent one of those contrasting realities.

- We discovered there are big contrasts between jobs on opposite sides of the tech boom (from innovators, to pieceworkers, to consumers).
- We explored contrast in color, lines, shapes, textures in works of art by Asian Americans.
- We made assemblages (compositions made from combining 2-D and 3-D materials) that showed both contrast and unity (through repetition).

At home, you could take apart old technology that is no longer working to see all the amazing tiny pieces that go into the devices we use every day. You could also collect clean recyclables and make more assemblages on recycled cardboard.

Enduring Understanding

Contrasting experiences can draw our attention to inequities in a system.
Contrasting colors, textures, or shapes can draw our attention to an area of a composition.



1763 St. Malo, LA North American settlements, Filipino Americans **Transcontinental Railroad** Cantonese Chinese workers **Birtheright**

Citizenship Wong Kim Ark, Chinese American v. U.S. Justice Department **Manhattan Project** Professor Chien-Shiung Wu, Ph. D., Chinese-born physicist

United Farm Workers Larry Itliong, Filipino Farm Labor Union & Cesar Chavez, National Farm Workers Association **Asian American**

Psychological Association Derold W. Sue & Stanley Sue, Chinese Americans **Civil Rights** Yuri Kochiyama, nisei Japanese American **Early HIV**

Diagnostic Test for Children Katherine Luzuriaga, M.D., Filipino American Pediatric Immunologist **Early Cancer Detection** Dr. Tuan Vo-Dinh,

Vietnamese American **Boeing's**

Professor **Wong Tsu,**

Engineer **Northwest Labor**

Office Nemesio & **Waffle**

Americans **American**

Syrian **(MMA)** Bruce Lee,

Actor **Cuisine** P.F.

Panda Express David

Chef, Momofuku Roy

Chef, Kogi **JFK**

Rock & Roll Hall of

East Building of the

Art **Mesa**

Herbert F. Johnson

Pei, Chinese American

Design Anna Sui,

Vivienne Tam, Chinese &

Vera Wang, Chinese

Simmons, African and

Gurung, Nepali American

American Jason Wu,

New York, Derek Lam,

Mohapatra, Indian

New Yorker Alexander

American Carol Lim,

Humberto Leon, Chinese

World **Trade**

Yamada, Japanese

Yahoo! Jerry Yang,

David Filo **USB (Universal Serial Bus)** Ajay Bhatt, Indian American **Windows Live Hotmail (now Outlook)** Sabeeh Bhatta, Indian American

Sun Microsystems Vinod Khosla, Indian American **Girls Who Code** Reshma Saujani, Gujarati Indian American **Vimeo** Anjali Sud, Indian American

Zoom Eric Yuan, Chinese American **Fitbit** James Park, Korean American **Zappos** Tony Hsieh, Taiwanese American **LinkedIn** Eric Thiel, Vi Ly,

Vietnamese American **YouTube** Steven Chen, Taiwanese American & Jawed Karim, Bangladeshi-German American



Birtheright

Biomedical Engineering

Ist Aeronautical

Chinese American LEO,

& Employment Law

Slime Domingo, Japanese

Cone Ernest A. Harumi,

Mixed Martial Arts

Hong Kong American

Chang's China Bistro &

Chang, Korean American

Choi, Korean American

Memorial Library,

Fame and Museum,

National Gallery of

Laboratory,

Museum of Art T.M.

Architect **Fashion**

Chinese American

Hong Kong American

American Kimora Lee

Korean American Prabal

Phillip Lim, Chinese

Taiwanese Canadian in

Chinese American Bibhu

American Dao-Yi Chow,

Wang, Taiwanese

Korean American

Peruvian American

Center Minoru

American Architect

Taiwanese American &