

Cultural Diffusion vs. Cultural Appropriation: Frank Lloyd Wright and Japan

By: Kathleen Henderson

Grade level: 10th-12th

Time: 4 class periods

Essential Question

Although Frank Lloyd Wright was clearly inspired by many sources, the only influence he acknowledged was that of Japanese art. How was that inspiration reflected in his designs, what were the differences between the original source material and his architecture that made his work uniquely American, rather than cultural appropriation?

Background:

The class has been looking at how cultures are influenced by each other.

Prior to this class, among other topics, students have:

- Studied the “opening” of Japan by Commodore Perry including a treasure hunt for information on http://visualizingcultures.mit.edu/black_ships_and_samurai/index.html
- They have also looked at the impressionist work influenced the period called “Japonisme” https://www.metmuseum.org/toah/hd/jpon/hd_jpon.htm

Goal:

Students will be able to use multiple forms of media to create a compare and contrast project of Frank Lloyd Wright’s work and Japanese and architecture to show the differences between cultural diffusion and cultural appropriation

Objective

By the end of this unit students will be able to demonstrate the similarities and differences between the art and architecture of Japan and the work of Frank Lloyd Wright and therefore be able to judge whether the hypothesis stated in the essential question is proven.

Standards

Social Studies

SS.Inq3.b.h Support a claim with evidence using sources from multiple perspectives and media (electronic, digital, print, and other mass media)

SS.BH3.a.h (social interactions) Analyze the means by and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings. Become critically aware of ethnocentrism, its manifestations, and consequences in a world that is increasingly interconnected.

Art

A.A.R. 16.h: Describe the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.

Vocabulary

- Cultural Diffusion
- Cultural Appropriation.

The Project

Using pictures, videos and text, students will create a compare and contrast essay looking at Frank Lloyd Wright's architecture and Japanese architecture. This can be completed as Google Slides or PowerPoint, a Scrapbook, or a written essay with pictures. Other projects would be considered but must be approved prior to beginning them.

Day 1 (90 min)

Materials

- Gallery walk items
 - Sticky notes
 - Frayer Model worksheets.
 - <https://www.pbs.org/search/?q=frank+lloyd+wright> (Ken Burns)
 - Project Rubric
 - Student computers
- 1) Students enter to a gallery walk including
 - Pictures of Frank Lloyd Wright's architecture
 - Pictures of Frank Lloyd Wright's furniture
 - Pictures of architecture from Frank Lloyd Wright's American contemporaries
 - Pictures of Japanese architecture
 - Pictures of Japanese Block Prints
 - Articles about Frank Lloyd Wright,
<https://www.theartnewspaper.com/2017/05/31/frank-lloyd-wright-a-force-of-nature>
 - Articles from Frank Lloyd Wright and his followers
<https://www.amazon.com/At-Taliesin-Newspaper-Columns-Friendship/dp/0809317095>
 - 2) (*Opening*) Students are asked to walk around and look at the items. They are asked to put at least sticky notes with comments about their feelings on at least three items in the walk. Before they start the walk ask them to write using artistic vocabulary (line, color, movement, etc.) (20 min)
 - a) Teacher may require at least one sticky note be about written material
 - 3) (*Body*) Teacher looks at sticky notes and reads some out loud. Class discussion (10 min)
 - 4) Hand out frayer worksheet models and define cultural diffusion and cultural appropriation. It may be appropriate to do these as google classroom worksheets so visual definitions may be attached. It also may work to have students work in pairs with one responsible for cultural diffusion and one responsible for cultural appropriation. *15 min)
 - 5) Watch the video. Until last 10 minutes of class

- 6) (*Closing*) Discuss the project coming up. Hand out rubric and go over it. Ask them to think about what they might need to do the project, and bring information for the following day. (Specific art supplies, etc)

Day 2

Materials

- Sticky notes from the previous day.
- More sticky notes
- Frayer's from previous day.
- <https://www.pbs.org/search/?q=frank+lloyd+wright>
- Thesis statement on board
- Student computers

- 1) (*Opening*) Have students look at the sticky notes from the previous day. Have them use a sticky note to respond to at least 2 of the sticky notes from the previous day. Ask them to not respond to their own, or one someone else has already responded to. (15 minutes)
- 2) (*Body*) Have students collect one of the visual items from the gallery walk and write a paragraph describing the item. (20 minutes)
- 3) Watch rest of movie
- 4) (*Closing*) Hand out the rubric for the project. Tell them we will be doing the project during the next two class sessions. Ask them to email you for any specific requests for the project

Following 2 days are for the project.

Rubric

Visual essay (can be scrapbook, google slides or powerpoint)

Advanced	Proficient	Basic	Minimal
Support a claim with evidence using sources from multiple perspectives and media (electronic, digital, print, and other mass media)			
Student uses at least 6 visual <i>and</i> written citations to support the thesis including at least 1 not provided in class materials	Student uses at least 6 visual and/or written citations to support the thesis	Student uses some visual or written citations but not both and not 6	Not attempted or not submitted
SS.BH3.a.h Analyze the means by and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings. Become critically aware of ethnocentrism, its manifestations, and consequences in a world that is increasingly interconnected.			

<p>Student uses visual citations to define cultural diffusion and cultural appropriation including work from FLW and Japanese art to either prove or disprove the thesis.</p>	<p>Student Uses visual citations to define either term (But not both) using FLW and Japanese art</p>	<p>Student attempts but does not connect the visual information to the thesis</p>	<p>Not attempted or submitted</p>
<p>BH3.a: Social interactions SS.BH3.a.h Analyze the means by and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings. Become critically aware of ethnocentrism, its manifestations, and consequences in a world that is increasingly interconnected.</p>			
<p>Student explains through texts and visual information how FLW was influenced by Japan</p>	<p>Student explains through text or visual information how FLW was influenced by Japan</p>	<p>Student attempts to explain through text and or visual information how FLW was influenced by Japan but explanation is confused or confusing</p>	<p>Not attempted or submitted</p>
<p>A.A.R.16.h: Describe Describe the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture</p>			
<p>Student connects information from the impressionists and the Black ships and Samurai to the work fo FLW</p>	<p>Student connects the information from either the impressionists or the Black ships and samurai to the work of FLW</p>	<p>Student attempts to use prior knowledge from previous units but does not connect to FLW</p>	<p>Not attempted or submitted.</p>