

Frank Lloyd Wright & Japan: Video Exploration and One-Pager

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Grade Level: 7th, 8th, & 9th grade

About this lesson: Students will analyze one resource to learn more about Frank Lloyd Wright and Japan. This is an introductory lesson to Frank Lloyd Wright and Japan.

Classroom Time: 45 minutes

Minnesota State Standards:

7.4.2.4.1 The differences and similarities of cultures around the world are attributable to their diverse origins and histories, and interactions with other cultures throughout time.

8.4.3.14.8 Describe how groups are reviving and maintaining their traditional cultures, identities and distinctiveness in the context of increasing globalization.

9.3.3.6.4 Describe the factors (transportation, government policies, economic development, and changing cultural values) that shape the modern world.

> An introductory explanation of where you will incorporate each story (or grouped stories) in your instruction and how it expands or changes what you currently do.

Students would pick one of the Frank Lloyd Wright videos to create a one-pager on. The concept of the one-pager is that students show their most important takeaways on a single piece of paper. A one-pager is a creative response to what you have read/learned. It allows students to respond imaginatively while being brief and concise in making connections between words and images. We all think about what we see and read differently when we are asked to do something with what we have seen or read. We learn best when we create with our own ideas. Your personal thinking about what you have learned should be understood by the audience that views the one-pager.

> Procedures

Students will choose one of the videos on Frank Lloyd Wright to create a one-pager on. Students will use the podcast to create their one-pager. It must include a main takeaway you got from the story, two to three significant questions from the story you felt helped

make the main point, two or three themes that stood out to you from the story, represented by words or drawings, some representation of the style/voice of the host or speaker, whether in words or drawings and a question about something you would still like to know more about. Students may also add other symbols, drawings and words that represent the story.

Once completed, students could post their one-pagers around the room and do a gallery walk to see their classmate's work.

> Learning outcomes

- * Students will use sources and contemporary contexts to consider their own and others' perspectives
- * Students will be able to explain cultural and environmental reasons for architectural choices.
- * Students will work with background knowledge and selected historical or contemporary sources of evidence to frame a perspective.
- * Students will evaluate multiple perspectives from background knowledge and sources of evidence as part of an argument.

Resources: Video descriptions and Links:

Video Name	Description	Link
<p>Frank Lloyd Wright & Japan</p>	<p>Karen Sevens is a Tokyo-based writer, speaker, and documenter of Japan's architectural heritage with an expertise in Frank Lloyd Wright. She is the director of "Magnificent Obsession: Frank Lloyd Wright's Buildings and Legacy in Japan", has curated exhibitions, coordinated dozens of seminars and specialty tours, and is a vigorous advocate for preservation.</p> <p>This presentation was part of our inaugural Wright Sites x PechaKucha event on June 8th, 2020, honoring Frank</p>	<p>https://www.youtube.com/watch?v=WCeCmWpt6Gc</p>

	<p>Lloyd Wright's 153rd Birthday. Curators from Frank Lloyd Wright's public & private buildings offered unique insights with "20 x 20" talks. The Westcott House Foundation, Frank Lloyd Wright Building Conservancy, and Wright sites across the nation teamed up with PechaKucha to present a live online global event in celebration of Wright's work and legacy.</p>	
<p>Frank Lloyd Wright: The Lost Works – The Imperial Hotel</p>	<p>Frank Lloyd Wright: The Lost Works explores some of Wright's most important demolished and unrealized structures. The project brings these lost buildings to life through immersive digital animations reconstructed from Wright's original plans and drawings, along with archival photographs.</p> <p>Two years in the making and based on a Japanese publication of original plans and historical photos, Frank Lloyd Wright: The Lost Works - The Imperial Hotel is a comprehensive digitally-animated recreation of the exterior (Part I) and interior (Part II) of this masterpiece.</p>	<p>https://www.youtube.com/watch?v=pZ9phSrQcgo</p>
<p>Imperial Hotel Tokyo - A Frank Lloyd Wright Legacy</p>	<p>Frank Lloyd Wright's historic Imperial Hotel Tokyo, including rare vintage film and photos. Narrated by Kenneth Ray (courtesy of Charles Rivers Editors). Completed in 1923, it survived the Great Kanto Earthquake on Sept. 1, 1923 and B-29 firebombing raids in March 1945 that</p>	<p>https://www.youtube.com/watch?v=fQasv-e63IM</p>

	<p>destroyed half of Tokyo. During the post-war Occupation, the Imperial served as an American military billet. But, by 1967 it fell victim to old age and was demolished. The iconic main bbby was reconstructed in M eiji-Mura architectural park near Nagoya.</p>	
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> An assessment strategy

To assess each student's understanding of the content and the application of their knowledge to the one-pager, I would use the following rubric. Each student would get detailed feedback on the one-pager that they created.

Beijing Lights One-Pager One Point Rubric

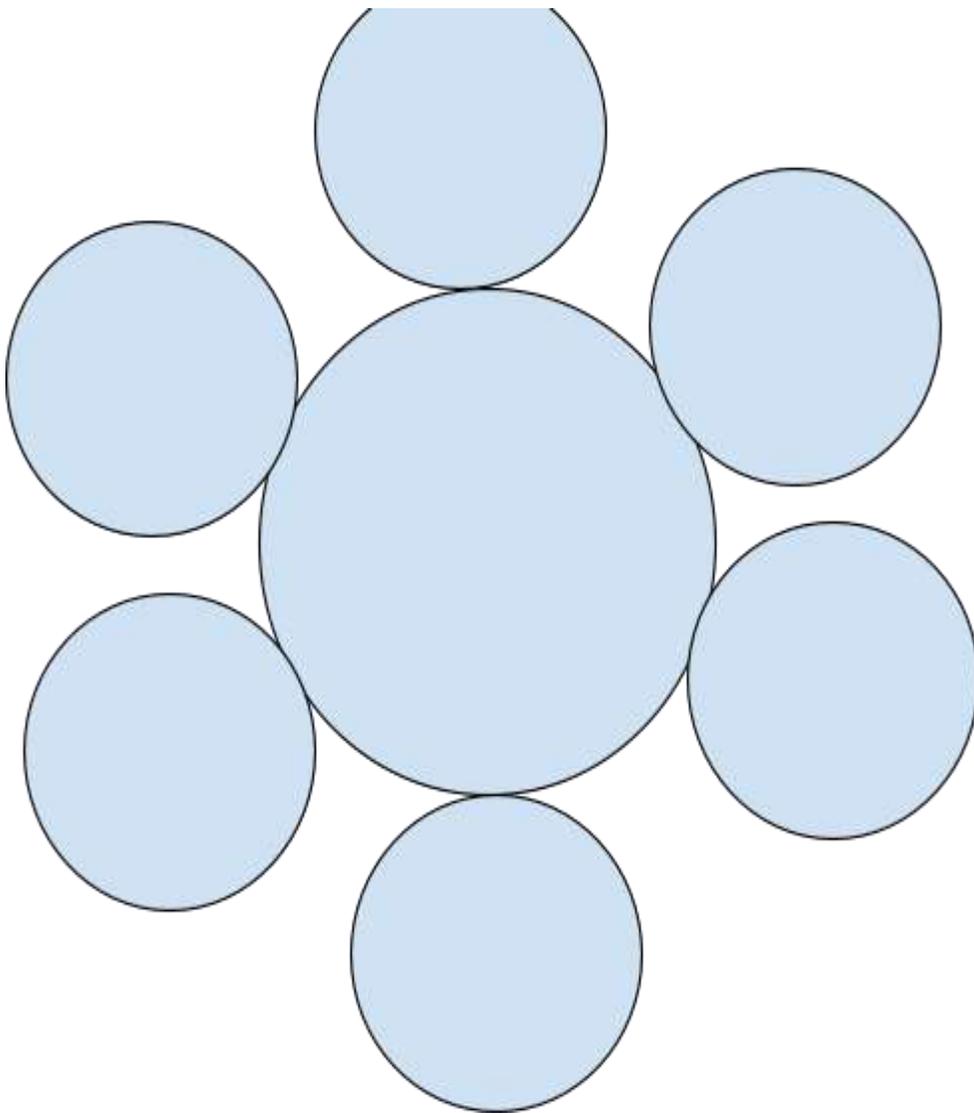
Areas for Improvement	Criteria	Evidence of Meeting Standards
	<p>Quotes The student included at least two quotes from the text</p>	
	<p>Personal Response The student's response indicated a thorough understanding of the text. The student makes relevant connections with material and detailed explanations and examples</p>	
	<p>Questions The student included at least 2 questions that they have based on the text that they read</p>	
	<p>Appearance</p>	

	The one-pager is neat, clear, and shows a lot of brainstorming and effort went into it.	
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Frank Lloyd Wright & Japan: One Pager

Must Include

- The main takeaway you got from the story in the center
 - Three significant questions from the story you felt helped make the main point
 - Two or Three themes that stood out to you from the story, represented by words or drawings
 - Some representation of the style/voice of the host or speaker, whether in words or drawings
 - A question or two about something you would still like to know more about
- *You may also add other symbols, drawings, and words that represent the story



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The diagram consists of a central rectangular area with a light blue border, flanked by two vertical rectangular columns. The entire structure is contained within a larger rectangular frame. This layout is designed for students to write their main takeaway in the center, and their questions, themes, and style/voice representations in the side columns.