

Learning and Acquiring a Global Perspective: Frank Lloyd Wright and Japan

By: Dawn Shum

Essential Question: How important is it for students to acquire learning and perspectives globally?

Guiding Questions:

Why is art important in student life?

How is architecture related to nature?

What are Wright's responses to Japanese architecture in a cultural context?

What is cultural appropriation? How do we appropriate others' culture?

Objectives:

Students will be able to:

- Cite strong and thorough textual and visual evidence using annotation.
- Analyze how art interpretation may vary depending on the media.
- Develop note-taking and questioning skills in which they may refer back to.
- Work in small groups to analyze and discuss the texts and materials.
- Collaborate to produce an analytical poster, PowerPoint slides, skit, and/or other media they choose.

Common Core Standards Addressed:

CCSS.ELA-LITERACY.RL.9-10.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RL.9-10.7

Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.

CCSS.ELA-LITERACY.RL.9-10.4

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.

CCSS.ELA-LITERACY.W.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.3

CCSS.ELA-LITERACY.SL.9-10.1

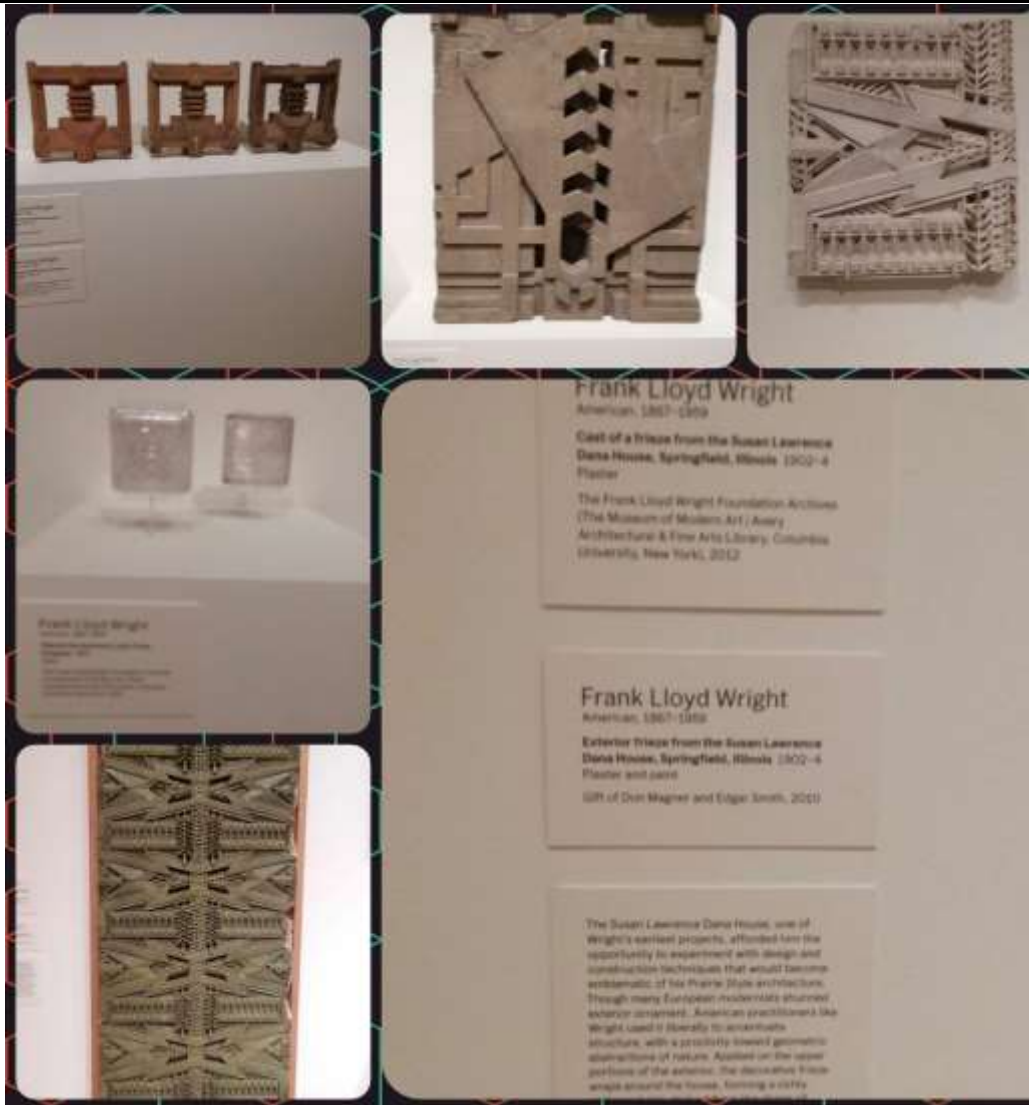
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Grade: 10-12

Time frame: 2 periods of 45 minutes each

Materials/Preparations: Copy of text, activity booklet, scissors, poster paper, markers, and etc.

Time (min)	Development
Before class	<p>Post or email to students: Frank Lloyd Wright and Japan Students read Unit 4 Learning from the “Others”, jot down notes, and prepare at least 2 questions.</p>
5 mins	<p>Do Now: Partner groups compare notes from their reading. Ask each other the questions they prepare for the class.</p>
10 mins	<p>Showing Wright's work and the influence of Japanese culture:</p> <ul style="list-style-type: none"> - Prairie Houses: Winslow House, 1893, Frank Lloyd Wright's First Prairie Style Unity Temple, Oak Park, IL, 1907 - Millard House, Pasadena, CA, 1923 - Imperial Hotel, Tokyo, Japan, 1923 - John Storer House, Los Angeles, CA, 1923 - Interlocking of interior and exterior space, Samuel Freeman House, Los Angeles, CA, 1923 - Edgar Kaufmann House, Mill Run, PA, 1936 Pope Leighey House, Alexandria, VA, 1941 - Solomon R. Guggenheim Museum, New York, NY, 1959
25 min	<p>Heterogeneous Group Work (2-4 students): Materials provided:</p> <ul style="list-style-type: none"> ● Virtual Tours and Online Resources for Adults ● FRANK LLOYD WRIGHT'S PRAIRIE VISION - Frederick C. Robie House Conservation Management Plan ● Frank Lloyd Wright and Japan ● NYC Museum of Modern Art (MOMA) September 2021 Modern Architecture Abstraction exhibits:



Frank Lloyd Wright

American, 1867-1959

Cast of a truss from the Susan Lawrence Dana House, Springfield, Illinois 1902-4
Plaster

The Frank Lloyd Wright Foundation Archives
(The Museum of Modern Art / Avery
Architectural & Fine Arts Library, Columbia
University, New York, 2012)

Frank Lloyd Wright

American, 1867-1959

Exterior Frieze from the Susan Lawrence Dana House, Springfield, Illinois 1902-4
Plaster and paint

Gift of Don Wagner and Edgar Smith, 2001

The Susan Lawrence Dana House, one of Wright's earliest projects, afforded him the opportunity to experiment with design and construction techniques that would become emblematic of his Prairie Style architecture. Through many European modernists' shared exchange program, American practitioners like Wright used it liberally to articulate structure, with a precisely-lined geometric abstractions of nature. Applied on the upper portions of the exterior, the decorative frieze wraps around the house, forming a rhythmic

Frank Lloyd Wright

American, 1867-1959

**American System-Built Houses for The
Richards Company Project, 1915-17**

Exterior perspective of model A101

Lithograph

Gift of David Rockefeller, Jr. Fund, Ira Howard
Levy Fund, and Jeffrey P. Klein Purchase
Fund, 1993



Frank Lloyd Wright

American, 1867-1959



Frank Lloyd Wright
American System-Built Houses for The
Richards Company Project, 1915-17
Architectural drawing and
model perspective of model A101
Gift of David Rockefeller, Jr. Fund, 1993



Frank Lloyd Wright
American System-Built Houses for The
Richards Company Project, 1915-17
Architectural drawing and
model perspective of model A101
Gift of David Rockefeller, Jr. Fund, 1993



Group discussion questions and outcomes:

1. Determine the extent of Japanese influence on Wright work.
2. What are Wright's responses to Japanese architecture in a cultural context?
3. In the MOMA's exhibit introduction, it attributed Frank Lloyd Wright's architectural abstraction in both geometric and natural ornament, not a word about Japanese influence. Do you agree? If you were the museum curator, how would you rewrite the introduction?
4. What is cultural appropriation? How do we appropriate others' culture?
5. How should we give credits when we appropriate others' culture?
6. Define global learning and global citizens. How do you think we should incorporate global learning into our curricula?

Choose presentation media: video, PowerPoint slides, poster, skit, essay, poem, and etc.

5 mins

Closure: Students will self assess their work and estimate how much time will be needed to work tomorrow before presenting as a group.

Differentiation:

- Groupings: students form partner groups of their choices, then teachers combine two partner groups into a big group for the project to address diversity, student choice, skill level, and such.
- Everyone should have a role in their discussion, such as facilitator, time-keeper, recorder, and such. Everyone should have a voice in their presentation.
- Annotation Key- Students are provided with an annotation key to show them how to note take and important plot points, box new vocabulary, etc. They can also develop their own system, so long as they are consistent in using it.

Presentation and Peer Review:

Options

1. Two groups take turns presenting to each other and engage in peer review.
2. Each group presents to the whole class and the audience will fill out peer review as a group.

Peer Evaluation of a Group Presentation

Presenters: _____

Peer Evaluators: _____

Areas	Comments/Feedback
Content (e.g. interest, clear focus, good support and details, identified sources adequately)	1. 2. 3. 4.
Organization (e.g. easy to follow, clear sections [introduction, body, and conclusion], transitions, coherent)	1. 2. 3. 4.
Delivery and Overall Communication (e.g. camera on, appropriate volume and rate of speech, clarity of speech, comprehensibility, use of media and visual aids, all members speak)	1. 2. 3. 4.
1) Do you agree with their findings and conclusions? Why and why not?	

2) As a group, what did you learn from this presentation?

3) What did the presenting group do well?

4) What suggestions would you give the presenters to improve their future presentations?