

RESEARCHING WRIGHT

GRADE: 6-12

TIME: One 50-minute session

In this lesson, students will develop media literacy and research skills as they learn how to assess a resource, independently research Frank Lloyd Wright, and identify a research question about the architect that sparks their curiosity. Then, they will present their research findings with their peers.

INTEGRATED SUBJECTS: Media Literacy, Language Arts, Social Studies

OBJECTIVES

MATERIALS | RESOURCES

Paper
Pencils
Presentation boards or software such as
PowerPoint, Google Slides, or Prezi
Library or Internet access for independent
student research

1. Assess the research validity of an online source.
2. Develop a research question.
3. Research a building, design component, architectural style, or concept practiced or developed by Frank Lloyd Wright.
4. Prepare and present research.

ESSENTIAL QUESTIONS

1. What is the purpose of a research question?
2. What interests me?
3. How are research findings best communicated?

LESSON PROCEDURE

EXPLORE

- Broadly introduce students to Frank Lloyd Wright and the field of architecture.
- Have students visit <https://www.flwright.org/explore> and/or <https://www.teachingbydesign.org/about/arts-crafts/>. As they explore the websites, ask students to consider: What interests me?
- Ask students to write down any initial thoughts or questions they have about Frank Lloyd Wright.
- Ask students to choose one featured topic on one of the websites to further research.
- Challenge students to develop a question or set of questions about the topic that they will research. As they develop research questions, students should consider: How do these questions help me better understand my chosen topic?

ENGAGE

- Ask students to consider to what extent the Frank Lloyd Wright Trust website is a reliable resource for research. Students should provide evidence to support their opinions.
- Have students generate a list of qualities or criteria that a reputable online source for research should possess.
- Ask students to continue researching their chosen topic and encourage them to search for information on multiple websites, using the same set of criteria for determining whether each website is a reliable resource. (Tip: Students may want to record any findings on paper!)
 - Differentiation: Provide a pre-made rubric or have students create one and assess each website according to the rubric.

DESIGN

- After researching, have students brainstorm ways to share their findings. Have students consider: What is the best way to communicate what I've learned? Encourage students to be creative in their presentation. (Tip: A spoken word poem, painting, dramatic skit, or musical composition could be just as effective for sharing knowledge as a PowerPoint presentation or poster!)
- Ask students to prepare their research for presenting to the class.
 - Differentiation: This could be done for homework or over the course of multiple sessions.
 - Differentiation: If multiple students are researching the same topic, have teams meet and collaborate to share their research in a variety of ways.

CRITIQUE & INTERPRET

- Have students present the results of their research to the class.
- When presenting, ask students to reflect on their research process, highlighting any strategies used and/or how they overcame any research obstacles.
- Ask students to list or identify any information that they learned from the presentations of peers as well as any creative ideas used for sharing research findings.
- Challenge students to develop one new research question inspired by the presentations.