

FAMILY TREE COLLAGES

GRADE: 3-8

TIME: Two 50-minute sessions

Frank Lloyd Wright's Welsh heritage deeply informed his architectural practice and personal values. The architect's rebellious spirit, egalitarianism, and deep love of nature can all be traced back to his mother's Welsh family, the Lloyd-Joneses. In this lesson, students will explore the role of family history, cultural traditions, and their impact on one's personal values and beliefs. After studying their own family history and traditions, students will then use their personal research to construct a collage that illustrates their family's cultural heritage.

INTEGRATED SUBJECTS: Social-Emotional Learning, Social Studies, Visual Arts, Media Literacy

OBJECTIVES

MATERIALS | RESOURCES

Examples of architecture designed by Frank Lloyd Wright

Family History Fact Sheet (included below)

Example of a family tree (included below)

Graphic organizer (included below)

Paper

Pencils

Cardstock

Glue sticks

Markers, colored pencils, and/or crayons

Scissors

Magazines (optional)

Internet access for independent student research

1. Learn about the influence of Frank Lloyd Wright's family and Welsh heritage on the architect's life and work.
2. Explore how various cultures study and honor family history.
3. Research one's own family history or cultural traditions.
4. Create an original work of art.

ESSENTIAL QUESTIONS

1. What is a family (chosen, biological, or adoptive) and what is its purpose?
2. How does cultural heritage shape a family's shared values?
3. How do different cultures honor and/or celebrate family history?
4. What is the value in studying one's family history?
5. How do traditions impact one's sense of family belonging or appreciation?

LESSON PROCEDURE

EXPLORE

Session One

- **Initiate a conversation about family history by asking:** What is family and what is its purpose? **Students can name any family structures that they know. Have students consider:** Are there any unique traditions in my family? **If so, how did the tradition start?** Encourage students to share how their cultural heritage impacts their family traditions and customs.
- **Introduce students to the concept of a family tree.** (Tip: Illustrate your own family tree on a white board!) **Have students consider:** What is the purpose of a family tree? What information does it provide? What information does it leave out?
- **Introduce graphic sequencing map about a personal family tradition or holiday. If a student doesn't know or have contact with their family to get a history, give them time to explore a cultural tradition from their own heritage online or in the library.**

ENGAGE

Session One

- **Option 1: Have students create a quick family tree, noting how far back in time they can record information.**
- **Have students consider:** Is knowing one's family history important? Why or why not?
- **Option 2: If a student would rather not do a family tree, they can create a graphic sequencing map about how they celebrate a holiday or tradition in their family or culture.**
- **Have students consider the following questions:**
 - How are family histories and traditions shared or passed down from generation to generation? Examples may include photographs, letters, stories, and family heirlooms.
 - How do various cultures celebrate or honor family history? Examples may include British family crests, Mexican ofrendas, and Japanese butsudans.
- **Introduce the work of Frank Lloyd Wright, highlighting its emphasis on nature and innovation. Share background information about Wright's Welsh family.**
- **For homework, have students explore their own family history or traditions with the Family History Fact Sheet found below. If possible, encourage students to interview an older family member for a more complete picture of their family history. Also, urge students to bring in photographs or drawings of items that hold significance for their families, such as an old photograph, artwork, heirloom, or something that is used for a religious ceremony or to cook a special meal.**
- **For homework, students can also continue independent research on traditions from their culture online, looking for pictures or interesting articles to reference for their artwork.**

EXPLORE

Session Two

- **Review the importance of family history and cultural heritage. Challenge students to share any information they remember about Frank Lloyd Wright, including how he was impacted by his family history and Welsh heritage.**

ENGAGE

Session Two

- **Have students briefly share some of the things that they have learned about their family history, traditions, and cultural heritage. Have students consider:** Did anything surprise me? How does better understanding my family history make me feel and why?

LESSON PROCEDURE (Continued)

DESIGN

Session Two

- **Have students use their research as well as any family items that were brought in to create a collage that expresses their family's heritage and culture. Encourage students to use a pencil and paper to sketch a few ideas before constructing their collage.** (Tip: Provide plenty of magazines and art supplies for students to experiment with! If students are using photos or other items from home, confirm with parents that items are okay to use in a collage.)

CRITIQUE & INTERPRET

Session Two

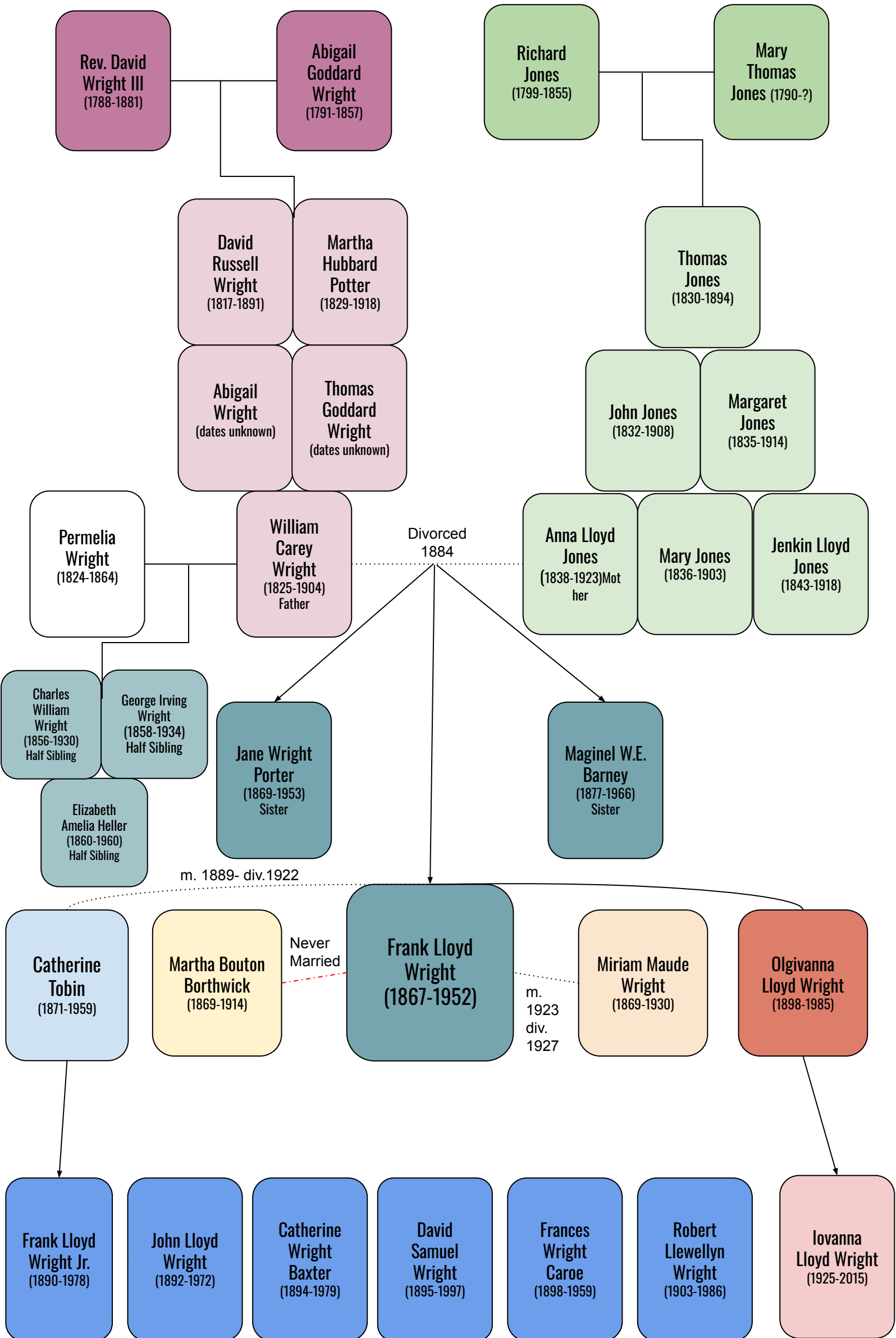
- **Encourage students to discuss their family trees or cultural tradition collages in small groups. Encourage students to identify any similarities and differences between the student work. Have students consider: What role does family history or heritage play in American history?** (Tip: This can be a great launching point for a unit on immigration!)
- **Have students display their work in the classroom and/or present their work to another class.**

Family History Fact Sheet

Respond to at least three of the following questions. If possible, interview an older family member to develop a more detailed picture of your family's history.

- Has my family always lived in this community? If not, where are some of the places they lived before?
- Where do I most often see or visit with my extended family?
- What traditions exist in my family? Where did they originate?
- Does my family have any heirlooms that are passed down from older relatives? If so, where are they displayed? How are they used? Where did they come from?
- What significant historical events occurred during my family members' lifetimes, and how did it impact their geography, cultural traditions, or family life?
- How does my family celebrate significant life changes, such as weddings, bat/bar mitzvahs, births, and deaths?
- What food traditions exist in my family? How are recipes passed from one generation to the next?
- How does my family enjoy leisure time?

Frank Lloyd Wright Family Tree





FRANK
LLOYD
WRIGHT
TRUST

Graphic Organizer- Cultural Celebration or Tradition

Use this graphic organizer to walk through the steps of your personal or cultural tradition. Feel free to write or sketch! Then connect these squares with arrows or lines to show the path of your tradition.

A large, empty rounded square box with a light blue fill and a thin black border, intended for writing or sketching.A large, empty rounded square box with a light blue fill and a thin black border, intended for writing or sketching.A large, empty rounded square box with a light blue fill and a thin black border, intended for writing or sketching.A large, empty rounded square box with a light blue fill and a thin black border, intended for writing or sketching.A large, empty rounded square box with a light blue fill and a thin black border, intended for writing or sketching.A large, empty rounded square box with a light blue fill and a thin black border, intended for writing or sketching.