

FRANK LLOYD WRIGHT: A COMPLICATED HISTORICAL FIGURE

GRADE: 9-12

TIME: Two 50-minute sessions

Frank Lloyd Wright is often called America's greatest architect, but why was he famous? Not only did he pioneer a uniquely American style of architecture known as the Prairie style, but his name also frequently appeared in local and national newspapers, reporting on scandals throughout his lifetime. Some historians believe that this was part of what made Wright so popular. Frank Lloyd Wright's self-confidence along with his many scandals made him a fascinating and multifaceted celebrity. The goals of this lesson are two-fold. To begin, students will do personal research into the life of Frank Lloyd Wright and utilize the CRAAP method created by USC-Chico librarians to identify the legitimacy of primary and secondary sources about the history of Wright's career and personal life. After students have identified sources, they will then utilize questions written on anchor chart sheets to consider the choices Wright made throughout his life and how they affected his professional and artistic career.

INTEGRATED SUBJECTS: Social Studies, Social Emotional Learning, Media Literacy

OBJECTIVES

MATERIALS | RESOURCES

Note taking materials

Internet access for independent student research

Timeline of Frank Lloyd Wright's life and work

from TeachingbyDesign.org- <https://www.teachingbydesign.org/timeline/>

Introduction to Wright's life - <https://franklloydwright.org/frank-lloyd-wright/>

Introduction to Wright's work - <https://www.archdaily.com/513642/happy-birthday-frank-lloyd-wright>

Difference between Primary and Secondary source video: MN Historical Society-

<https://youtu.be/TgU1BcDStK0?si=d-PIM2wcaEUETLnLq>

CRAAP Test Explanation from McMaster

University, Canada- <https://www.youtube.com/watch?v=M1-aMCJHFg>

Optional: CRAAP worksheet created by South Central College (Appendix A)

1. Identify the choices and actions of Wright as a historical figure.
2. Contemplate how a person's actions and choices can impact their work or legacy.
3. Understand the differences between primary and secondary accounts of an event.
4. Evaluate the legitimacy of any source using the CRAAP method developed by USC-Chico librarians.

ESSENTIAL QUESTIONS

1. How does the context of a historical figure's actions affect how we view their accomplishments?
2. How can we assess someone from the current day whose choices complicate their legacy?
3. How does the source of a reported occurrence shape the way we perceive that event?
4. How does the CRAAP method help us evaluate bias in our sources?

LESSON PROCEDURE

EXPLORE

Session One

- **Introduce Frank Lloyd Wright to your students.**
 - ◇ Feel free to use this free timeline resource from TeachingbyDesign.org to introduce your students to Wright-[Frank Lloyd Wright Timeline](#).
 - ◇ Other starting resources include the Frank Lloyd Wright Foundation - <https://franklloydwright.org/frank-lloyd-wright/> and Arch Daily - <https://www.archdaily.com/513642/happy-birthday-frank-lloyd-wright>.
- **Review or discuss with your students the difference between Primary and Secondary sources.**
 - ◇ You can use this video from to assist if you wish: [Primary Vs Secondary Sources- MN Historical Society](#).
- **Review the CRAAP model with students utilizing the [McMaster Video](#), outlining what each letter means and how it assists in analyzing the validity of a source.**
- **Provide independent research time for students to review websites listed above, as well as conduct their own research either online or in the school's library. Challenge students to find critics of Frank Lloyd Wright to identify his ideas that were viewed as unsuccessful or flawed.**
 - ◇ Optional: If students are using research databases, such as JSTOR or Library of Congress, recommend that students refine the years of their search to years during Wright's career to find relevant primary sources.
- **Distribute CRAAP Test Worksheet from South Central College to guide students in assessing the validity of their source. If time, discuss students' findings as a class.**

CRITIQUE & INTERPRET

Session Two

- **Ask students why it is important to classify documents into primary and secondary sources. Pose the following questions to students:**
 - ◇ How does knowing where a source came from influence our interpretation of that source?
 - ◇ Are all sources created equal? What makes a reliable source; what makes a source unreliable or biased?
- **Open Discussion: Using anchor chart paper or any accessible medium for display, write the questions below and display them around the classroom for students to read and consider. Allow students time to reply to each question. Students can write directly on the anchor chart paper, use post-it notes, or add their thoughts in any way that suits them or your chosen medium.**
 - ◇ What surprised you about the life of Frank Lloyd Wright?
 - ◇ What did Frank Lloyd Wright do that you disagree with? What did you agree with or like?
 - ◇ How does what you researched relate to our views of famous people today?
 - ◇ Should famous people be held to a higher standard of behavior?
 - ◇ How did the scandals in Wright's life impact his career and legacy?
 - ◇ Is there a difference between public and private personas?
 - ◇ How does our public persona (like on our social media profiles) reflect our personal values?
 - ◇ If Wright were alive today, would the response to his scandals and public image be different?
 - ◇ Can you separate the art from the artist, why or why not?
- **Once students have finished replying to the questions, lead a discussion using those questions and responses on each anchor chart. Encourage students to share their written ideas aloud.**
- **Have students discuss what they have learned about Wright's life during their research.**
 - ◇ Has learning about his personal life changed your opinion of his art or career? Why or why not?