

CAUSE AND EFFECT: A CLOSE READING OF *PRAIRIE BOY*

GRADE: 2-5

TIME: One 60-minute session

In this lesson, students will explore Frank Lloyd Wright's life and legacy through Barb Rosenstock and Christopher Silas Neal's *Prairie Boy*. After reading the picture book aloud, students will study the biography of Wright's life through a cause and effect cut-and-sort activity. Students will discuss what inspired Wright to create his unique style. Students will then sketch a house design in their own style. Finally, students will reflect on the activity as a class and individually using exit slips.

INTEGRATED SUBJECTS: Language Arts, Social Studies, Visual Arts

OBJECTIVES

MATERIALS | RESOURCES

Prairie Boy by Barb Rosenstock and Christopher Silas Neal, available for purchase at [ShopWright](#)

Scissors

Glue

Vocabulary Cards (Appendix A)

Cause and Effect Cut-and-Sort
(Appendix B)

Cause and Effect Cut-and-Sort,
accessible version (Appendix C)

Design Sheet (Appendix D)

Exit Slip (Appendix E)

1. Define content-specific vocabulary using images.
2. Learn about the biography of Frank Lloyd Wright through illustrated literature.
3. Explore cause and effect relationships through the life events of Frank Lloyd Wright.
4. Create a home design unique to each student's style.

ESSENTIAL QUESTIONS

1. What events in Wright's life influenced him to become an architect?
2. How did Wright's love of shapes and geometry inspire his designs?
3. How were Wright's designs different than popular home designs at the time?
4. How can I create art that reflects my own personal style?

LESSON PROCEDURE

EXPLORE

- Show the cover of *Prairie Boy* by Barb Rosenstock and Christopher Silas Neal to the class. Ask students to make predictions about what the book may be about.
- Display lesson vocabulary cards. Define and discuss the following words: Architect, architecture, sketch, and prairie (Appendix A). Write a definition together for each word in the space provided on the sheet. Leave the definitions displayed during the remainder of the lesson.
- Read the story *Prairie Boy* aloud to students. Ask guiding questions as needed to check for student understanding as you read.

ENGAGE

- After reading *Prairie Boy*, discuss the meaning of “cause” and “effect.”
- Distribute the cause-and-effect sorting activity. Distribute Appendix B or Appendix C, or a combination, depending on your students’ needs.
- If using Appendix B, distribute both sheets to each student. Instruct students to cut out all the cause and effect slips on the dotted lines. Then match each cause and effect on the recording sheet. Finally, after finding all the matching causes and effects, instruct students to glue their slips on their recording sheet. If using Appendix C, each student will need a recording sheet, but students will only need a half sheet of paper slips. Students will cut out the slips and match them to cause and effect listed on their recording sheet. Once students have found all the matching causes and effects, instruct students to glue their slips on their recording sheet.
- Answer Key:

CAUSE	EFFECT
Frank grew up on the prairie.	Frank wondered about nature.
Frank’s father was looking for work.	Frank’s family moved 5 times in 7 years.
Frank’s mother wanted to cheer him up.	Frank’s mother got him wooden shapes.
Frank explored and played with wooden shapes.	He began to think about shapes all the time.
Frank wanted to become an architect.	He moved to Chicago and studied architecture.
Frank didn’t like the European-style houses he saw.	He designed a new kind of American house.
Frank wanted his buildings to fit in with the prairie.	He included the shapes and colors of the prairie all over the houses he designed.

- After students have completed the activity, discuss the following questions together: What inspired Wright to become an architect? How did Wright follow his goal of becoming an architect? How were Wright’s buildings different than other buildings he saw? Why were Wright’s buildings so unique?

LESSON PROCEDURE (continued)

DESIGN

- Just as Wright created homes in his own style, tell students that they will be designing a house in their own style today as reflections of themselves. Distribute the Design Sheet (Appendix D). Instruct students to list their favorite colors, shapes and activities before beginning sketching, so that students can make their designs a reflection of themselves.
- Distribute pencils, markers or crayons for students to sketch a house in their very own style. (Younger students may need a reminder that they are not sketching their actual home.)

CRITIQUE & INTERPRET

- Display homes together to form a “neighborhood.” Direct students to visit the neighborhood in small groups, until all students have had a turn to view their classmates’ art. Optional: Ask students for suggestions on the neighborhood’s name. Vote on a name for the class’ neighborhood.
- Discuss the similarities and differences among the class’s art using the following questions:
 - ◇ *What were some of things your classmates’ houses were inspired by? What shapes do you notice in your classmates’ designs? What colors do you notice in your classmates’ designs? What makes our neighborhood so unique?*
- Distribute exit slips for students to reflect on their work. Students will only need a half sheet each. Ask students to complete their slips individually so that it can be used as an assessment.

ARCHITECT



DEFINITION:

ARCHITECTURE



DEFINITION:

SKETCH



DEFINITION:

PRAIRIE



DEFINITION:



FRANK
LLOYD
WRIGHT
TRUST

NAME: _____

***"PRAIRIE BOY"* RECORDING SHEET**

CAUSE	EFFECT



NAME: _____

“PRAIRIE BOY” CUT-AND-SORT SLIPS

Causes

Effects

Frank wanted his buildings to fit in with the prairie.	He moved to Chicago and studied architecture.
Frank’s father was looking for work.	Frank wondered about nature.
Frank didn’t like the European-style houses he saw.	Frank’s mother got him wooden shapes.
Frank explored and played with wooden shapes.	He included the shapes and colors of the prairie all over the houses he designed.
Frank wanted to become an architect.	He began to think about shapes all the time.
Frank grew up on the prairie.	He designed a new kind of American house.
Frank’s mother wanted to cheer him up.	Frank’s family moved 5 times in 7 years.



NAME: _____

"PRAIRIE BOY" RECORDING SHEET

CAUSE	EFFECT
Frank grew up on the prairie.	
	Frank's family moved 5 times in 7 years.
Frank's mother wanted to cheer him up.	
Frank explored and played with wooden shapes.	
	He moved to Chicago and studied architecture.
Frank didn't like the European-style houses he saw.	
	He included the shapes and colors of the prairie all over the houses he designed.

"PRAIRIE BOY" CUT-AND-SORT SLIPS NAME: _____

Frank's father was looking for work.

Frank wondered about nature.

He designed a new kind of American house.

Frank wanted his buildings to fit in with the prairie.

Frank wanted to become an architect.

Frank's mother got him wooden shapes.

He began to think about shapes all the time.

"PRAIRIE BOY" CUT-AND-SORT SLIPS NAME: _____

Frank's father was looking for work.

Frank wondered about nature.

He designed a new kind of American house.

Frank wanted his buildings to fit in with the prairie.

Frank wanted to become an architect.

Frank's mother got him wooden shapes.

He began to think about shapes all the time.



FRANK
LLOYD
WRIGHT
TRUST

NAME: _____

DESIGN SHEET

ALL ABOUT ME

List your favorite colors, shapes and activities below. Brainstorm on how you can include your favorite things into your house design.

MY HOME DESIGN

Sketch a design for a house in your very own style below.



APPENDIX E

NAME: _____

EXIT SLIP

1. What is one thing you learned about Frank Lloyd Wright?
2. What is one thing about your design that you are proud of?
3. What is one thing you would change if you sketched your house design again?



APPENDIX E

NAME: _____

EXIT SLIP

1. What is one thing you learned about Frank Lloyd Wright?
2. What is one thing about your design that you are proud of?
3. What is one thing you would change if you sketched your house design again?