



FRANK
LLOYD
WRIGHT
TRUST

PAPER QUILTS TO PLANT THE SEED

GRADE: 2-5

TIME: Three 45-minute sessions

Frank Lloyd Wright was an architect who had a strong connection to nature for his entire life. As an adult, he founded a “school of the soil” on two hundred acres of farmland near Spring Green, Wisconsin. Wright thought of the school as a teaching garden, where students would learn by doing, growing, preparing, and eating food. Frank Lloyd Wright felt that self-sufficiency would help foster an equitable society. In this lesson students will learn about Frank Lloyd Wright and explore how gardens can be an important asset in addressing childhood hunger. Students will talk about the “sociology of plants” and will draw plants and create a paper class quilt. Students will study local maps to identify and locate “food deserts,” areas with limited access to fresh food.

INTEGRATED SUBJECTS: Visual Arts, Science, Social Studies, Social-Emotional Learning

OBJECTIVES

MATERIALS | RESOURCES

Colored pencils or crayons

White drawing paper cut to 8.5” squares

Scissors

Glue sticks

Pencils

Colored construction paper cut to 9” squares

Sample images of plant structure for students to reference while they draw

Images of Wright gardening, Appendix A

See Think Wonder Sheet, Appendix B

Images of fruits and vegetables, Appendix C

The following articles will provide information about Frank Lloyd Wright and gardening:

<https://franklloydwright.org/teaching-gardens-the-sociology-of-plants/>

<https://www.feedingamerica.org/our-work/nutrition-health>

1. Introduce Frank Lloyd Wright and his architecture and emphasize his consideration of nature and the natural world.
2. Learn about where our fruits and vegetables come from. Discover how fruits and vegetables grow and what foods are more nutritional.
3. Create a classroom paper quilt of plants, fruits, and vegetables.
4. Learn how community gardens can provide access to nutritional foods.

ESSENTIAL QUESTIONS

1. Why did Frank Lloyd Wright consider gardening to be an invaluable learning experience?
2. Does your school community have a garden nearby? If yes, how does the garden impact your school community? If not, how would having a garden affect your school community?
3. How do plants grow and how do they produce food?
4. What is nutritious food and where is it located?

LESSON PROCEDURE

EXPLORE

Session One

- Introduce Frank Lloyd Wright, his architecture, love of nature and his ideas about gardens. Show images of Wright's Robie House, Fallingwater, and Taliesin. Ask students what earth colors and materials they see used to create the buildings.
- Show images of the Taliesin's Fellowship "school of the soil," showing Wright and his students gardening and harvesting (Appendix A). Explain that Wright thought it was important for his architecture students to learn how to grow plants and farm.
- Pose the following questions to students:
 - ◇ Wright would often take his architecture students on nature hikes to learn about the local plants, animals, soil and rocks. Why do you think he chose to do that?
 - ◇ Why is it important for people who are not farmers to learn how to farm?
 - ◇ What are the benefits of learning about nature and the environment?

ENGAGE

Session One

- Split the class into small groups of 2-4 students. Provide each group with an image of a fruit or vegetable with a red border (Appendix C). The images with a red border show a fruit or vegetable as students may find it in a meal. Distribute a "See, Think Wonder" sheet to each student (Appendix B). Provide students with 3-5 minutes to write down what they see in the image in the "see" category.
- Next, pass out a second image of the same fruit or vegetable with a green border to each group, showing how the fruit or vegetable is grown (Appendix C). Have students complete their worksheet, writing down what they think about the image, and what they wonder about the image in the "think" and "wonder" categories. Have students share their written responses to gather reactions. Encourage students to discuss how the food their group was given grows and if it grows off a root, stem, leaf or flower. Note if students were surprised to see how their group's food grows in nature.
- Examine what types of food are nutritious and why. <https://www.myplate.gov/eat-healthy/what-is-myplate> Ask students to describe what food items are nutritious and refer to the diagram on myplate.gov.
- Direct students to make a list of their favorite healthy fruits and vegetables.
 - ◇ Optional Extension: Invite someone from the school lunchroom to visit and talk about nutrition.

ENGAGE

Session Two

- Project a large map of the neighborhood around your school and locate grocery stores that sell fresh fruits and vegetables. Look for areas with a shortage of grocery stores as well. Discuss what "food deserts" are. The term "food desert" describes neighborhoods and communities that have limited access to affordable and nutritious foods. Encourage students to discuss: How can community gardens help in "food deserts?" Why is access to fresh fruits and vegetables so important?
- Tell students that they will be creating a design for a community garden. Ask students to describe what they would grow in their garden and why.

LESSON PROCEDURE (continued)

DESIGN

Session Two

- **On the white drawing paper, have students draw fruits or vegetables they would like to grow in a community garden. Add color with crayons or colored pencils.**
 - ◇ Optional: Suggest that students refer to books or handouts for accurate plant structure in their drawings.
- **Have students cut out their plant and use a glue stick to attach the plant to a colored construction paper square.**
- **The colored squares can be arranged on the floor or wall to create a classroom quilt of healthy food.**

CRITIQUE & INTERPRET

Session Two

- **Find a location to display your paper quilt. The arrangement can change depending on the size of your display space.**
- **Pose the following reflection questions for students to review the lesson objectives:**
 - ◇ How can design be used as a tool to help end “food deserts” and bring fresh fruit and vegetables to all?
 - ◇ Why did Frank Lloyd Wright believe that community gardens were so important?
 - ◇ Would you like to take care of a community garden at Wright’s school? Why or why not?
- **Ask students to create a healthy menu for the day using the plants and food the class drew on the quilt.**
 - ◇ Optional Extension: Visit a nearby community garden and track the growth of plants.

WRIGHT AND NATURE

Frank Lloyd Wright, the architect, thought it was important for his architecture students to learn about nature. Wright often taught his students outside and called his school “the school of the soil.” His students learned how to farm and harvest food. They also studied local plants and animals. Wright believed that his students could learn to work together and respect their environment through farming and gardening.



Wright's students farming



Wright standing in nature



Wright harvesting

Name: _____

SEE THINK WONDER

| I see... | I think... | I wonder... |
|----------|------------|-------------|
| | | |







Photo Credit: The Old Farmer's Almanac









