

DESIGNED FOR LIVING

GRADE: 3-5, Middle School, High School

TIME: OPEN

Frank Lloyd Wright believed that design should be a daily part of everyone's life and that it could shape and improve the way we live. He continually innovated and tried new things to create the best designs for each of his clients. In this lesson, participants explore the innovative designs that changed the daily lives of his clients from residential homes to public spaces. They then will be challenged to re-design a familiar space to address the needs of a client with disabilities.

INTEGRATED SUBJECTS: Visual Art, Science, & Social Studies

OBJECTIVES

MATERIALS | RESOURCES

Examples of Frank Lloyd Wright's designs

Sketchbooks

Pencils

Optional: Modeling materials

SketchUp for Schools (<https://www.sketchup.com/>)

1. Use design to creatively solve a problem.
2. Explore Wright's solutions for design challenges.
3. Understand the diverse needs of others and how design can address those needs.

ESSENTIAL QUESTIONS

1. How can design shape and improve daily life?
2. How is the design process similar to the process of solving a problem?
3. What does it mean to make something accessible?

LESSON PROCEDURE

EXPLORE

- Present examples of Frank Lloyd Wright's work that demonstrate the way he created designs that met specific and diverse needs of his clients. Images of Wright's work can be found at: <https://www.teachingbydesign.org/multimedia/>. Other suggested examples of Wright's work:
 - Laurent House
 - SC Johnson Research Tower
 - Wingspread
- Make sure to point out the design challenges as well as the ways Wright chose to solve them.
- Discuss the Laurent House in further detail. Ask participants to consider: What daily challenges might the Laurents have encountered before Wright designed their home? What design choices did Wright make to address the couple's specific needs? How did this impact their lives?

ENGAGE

- Have participants consider other ways that design can impact peoples' lives in a similar manner.
- Discuss the concept of accessibility and have participants consider what daily life would be like if they could not access parts of their own home. **Ask:** What is the most important space in your home? Why? What do you do there? How do you move around it? What if you didn't have full use of your arms or legs, or had another disability? How would this make your home feel? What everyday tasks might you need help with? How would you move around? What changes to your home would help you do every day tasks?

DESIGN

- Have participants re-design their own homes so they are accessible to an individual with a specific disability. You may assign a disability or allow participants to choose. Designs can be sketched in sketchbooks, modeled in three-dimensions, or drafted with SketchUp.
- Encourage participants to be innovative and think of creative design solutions. **To help inspire ideas ask:** What challenges does the individual face? What would improve their daily life? How can design achieve this? What materials would you change? Would you alter the shape of the space? Would you alter the order of the rooms? What other senses would you design for?

CRITIQUE & INTERPRET

- Have participants reflect on their designs by writing an artist's statement.
- Provide an opportunity for participants to present and share their work with others.