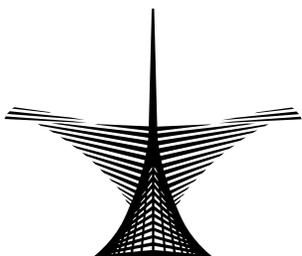


Teachers Guide



FRANK LOYD WRIGHT

Organic Architecture for the 21st Century | February 12–May 15, 2011



MILWAUKEE
ART MUSEUM

Introduction

“A building
is not just a
place to be.
It is a way
to be.”

—Frank Lloyd Wright

This guide, intended for teachers of grades K–12, includes classroom and gallery implementation activities and worksheets for use with *Frank Lloyd Wright: Organic Architecture for the 21st Century*, on view at the Milwaukee Art Museum through May 15, 2011.

Learn more about the exhibition and find images of works featured at mam.org/frank-lloyd-wright.

Let us know what you think of this guide and how you use it. Email us at teachers@mam.org.

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Prepared by Chelsea Kelly
School & Teacher Programs Manager, Milwaukee Art Museum

Cover Frank Lloyd Wright, Edgar J. Kaufmann House, “Fallingwater,” Mill Run, PA, 1934–37,
© 1959 Frank Lloyd Wright Foundation, Scottsdale, AZ.

About the Exhibition & Discussion Questions

Who is Frank Lloyd Wright?

Frank Lloyd Wright was a famous **architect**; he designed many kinds of buildings all over the world. One of his deepest beliefs was that each building he created should be integrated into the landscape, or **site**, on which it was built. This is where the word “**organic**” in the title of the exhibition comes in: he made buildings that were in harmony with nature. This exhibition showcases and explains Wright’s vision for better living. His ideas, as seen in his designs, are as relevant today as they were during his lifetime, and have resulted in spaces that can contribute to current conversations on sustainable design.

- ▶ Have your students complete the Museum’s Frank Lloyd Wright Webquest (see Classroom and Gallery Activities). Compare answers in small groups.
- ▶ Watch some or all of the PBS documentary on Frank Lloyd Wright (see Resources) with your students and get to know him better. Did you learn anything surprising about him?

What are Frank Lloyd Wright’s buildings like?

Each of the buildings Wright designed was different, but he nearly always applied the following:

- Rather than modify the environment to accommodate the building, the building had to echo the landscape surrounding it.
- Whenever possible, the structures were built with local resources, instead of importing materials from far away.
- The rooms inside were open, often with very few walls, not boxy and closed in.
- The interior was largely illuminated by natural light (rather than artificial lights), with a design that included many windows and allowed for optimal exposure to the outdoors.

These ideas demonstrate how Wright was thinking about **sustainability**—how humans can positively, rather than negatively, affect the environment. Wright addressed these “must-haves” in a variety of ways. For example, the Larkin Company Office Building in New York was built with a central atrium that provided natural light to the floors below. But in his studio at Taliesin West (left), the many windows on the outside and the roof of the building were covered with canvas instead of glass to soften the light.



Frank Lloyd Wright at Taliesin West, 1955.
Courtesy Frank Lloyd Wright Foundation, Scottsdale, AZ.

In Milwaukee today, many businesses, organizations, and individuals are thinking about sustainability, too, and are taking steps that benefit rather than harm the environment (just like Wright used materials from local industries and the surrounding environment to create his buildings). These steps can be as simple as recycling at home or at a workplace, or they might be more complex. Businesses such as Alterra Coffee, with which many students may be familiar, refurbished abandoned buildings to house its coffee shops and recycled materials for its signs and menus. Organizations such as Sweet Water Organics and Growing Power supply vegetables and greens to Outpost Natural Foods and other area grocery stores. Even Comet Café, National Café, and Café Corazon use ingredients from Wisconsin farms, while the Mia Famiglia Italian restaurant in Hales Corners has its own garden! Wright’s home in Spring Green was a working farm in addition to his studio—the places mentioned here are seemingly following Wright’s lead.

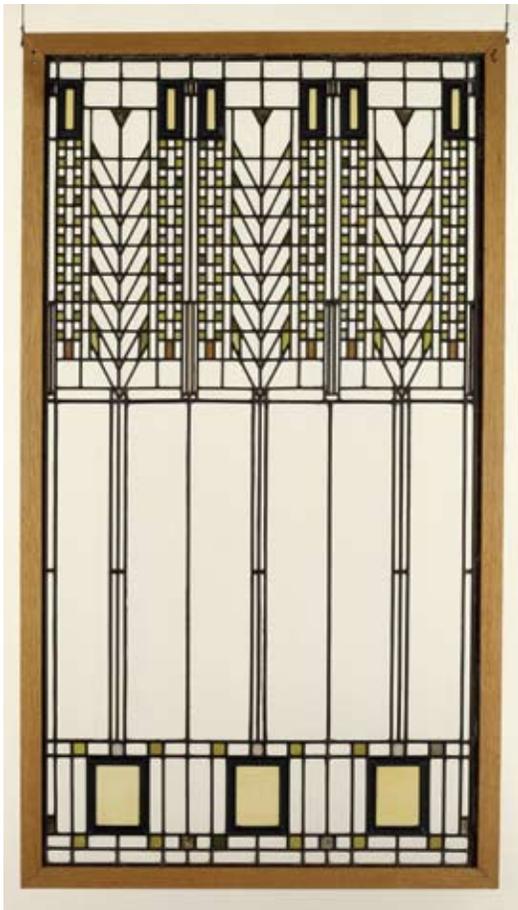
- ▶ Ask students to choose one of Wright’s buildings represented in the exhibition (see list on next page). You can find pictures of some of the buildings at mam.org/frank-lloyd-wright. Students should work together in small groups to show how the building they selected supports one or more of his ideas, outlined above.

About the Exhibition & Discussion Questions

What will we see in the exhibition?

You and your students will see many drawings, **models** (table-sized reproductions of a building), and photographs of the buildings that Wright designed. Some were built and can be visited today; others exist only on paper. Below is a list of the buildings that are featured in the exhibition, along with some information on each.

- ▶ There are many resources about these buildings on the Internet and in books (see Resources page 9). After seeing the works in the exhibition and choosing one of the buildings, students can do further research to write an essay or a short story about what it might be like to live there, or create a diorama inspired by the structure. For more ideas, see Classroom and Gallery Activities.
- ▶ Have students use Google Maps or Google Earth to search and explore these locations today, compared to the plans they saw in the Museum. Is anything surprising?



“Tree of Life” window for the Martin house, Buffalo, NY, ca. 1904, Gift of the Frederick Layton Art League in memory of Miss Charlotte Partridge and Miss Miriam Frink, photo by Richard Beauchamp.

The Living City and Broadacre City (never built; plans only)

Wright’s plans for a **utopian**, or ideal, city gave every family one acre of space, which was set into the rolling hills and interspersed with gathering spaces like a sports arena, apartments, and a mall.

Taliesin (Spring Green, WI)

“Taliesin” means “shining brow” in Welsh, the language of Wright’s ancestors. Wright’s Taliesin sits on the “brow,” or topside, of a hill. Although Wright had to rebuild the structure twice because of fire, it was his home, **studio**, and a way for him to experiment with architectural techniques.

Taliesin West (Scottsdale, AZ)

Wright’s second studio and home took advantage of the consistently warm Arizona weather (very different from cold Wisconsin!), and was where his team of architects, the Taliesin Fellowship, worked. So that his building would complement the Arizona landscape, he used the colors of the earth, the stones from the desert, and canvas in place of glass windows.

Fallingwater (Mill Run, PA)

E. J. Kaufmann **commissioned** Wright to build him a house near this waterfall, which he loved. Instead, Wright built the house right on top of it, telling his **client**: “I want you to live with the waterfall, not just look at it.”

Robie House (Chicago, IL)

Although the **site** for this house was small, Wright created a home that was both private and connected to its neighborhood. Inside, everything was designed around a big, open living room, with a fireplace in the center (one of Wright’s favorite things to put in his houses), yet the windows allowed the family to still look out to the street.

About the Exhibition

“Every great architect is — necessarily — a great poet. He must be a great original interpreter of his time, his day, his age.”

—Frank Lloyd Wright

Bogk House (Milwaukee, WI)

This house, which you can see on Milwaukee’s East Side on North Terrace Ave., is unlike most of Wright’s other work: its design is more vertical, rather than spread across the ground, and has a more complicated **façade**, with its columns and concrete ornament. This was his vision of what the perfect city house could be.

Larkin Company Office Building (Buffalo, NY)

This building is now torn down, but its design facilitated a sense of community among the workers with its central **atrium**. It even had a library and classrooms for the Larkin staff. All operations within the building were directed toward this one opening, providing a place for all the employees to work and live together.

S. C. Johnson & Son Administration Building (Racine, WI)

Wright made sure light was a central part of this building, too, with many skylights. He believed that light inspired workers as they went about their day. The building still stands, and you can visit it—but be forewarned: it gets very hot inside because of all that sun!

Marin County Civic Center (San Rafael, CA)

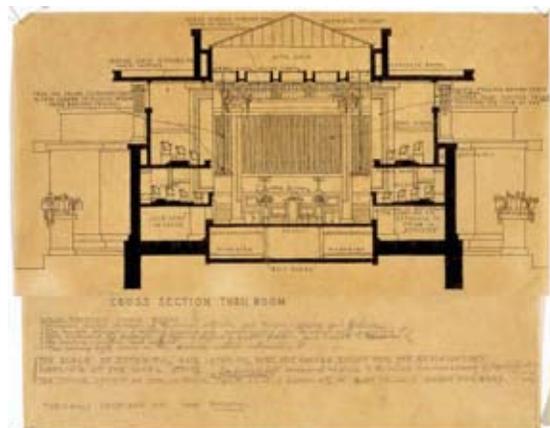
Rather than enclose government buildings, Wright opened them up to nature. This building includes bridges, parks, gardens, and long walkways for citizens and government employees alike to spend time in the California landscape.

Unity Temple (Oak Park, IL)

Wright wanted his designs for places of worship to reflect the beliefs of that religion. For this Unitarian Church, which values equality and togetherness, he used the shape of a square because it has four equal sides that come together to create a balanced whole.

Annunciation Greek Orthodox Church (Wauwatosa, WI)

Wright’s wife, Olgivanna Lazovich, who was raised Greek Orthodox, told him that the cross and the dome were the most important symbols for this religion. The church then is a stretched out cross that **supports** the low dome above.



Frank Lloyd Wright, Unity Temple, Oak Park, Illinois, 1905–08
© 2011 Frank Lloyd Wright Foundation, Scottsdale, AZ.

Classroom and Gallery Activities

BEFORE YOUR VISIT

Introducing Wright

Use the discussion questions highlighted in the [About the Exhibition and Discussion Questions](#) section to introduce the exhibition to your students. For visuals, use the image gallery at mam.org/frank-lloyd-wright. You may also want to screen clips of the *Frank Lloyd Wright* PBS documentary (see [Resources](#) in this guide), which you can find at your local library.

Frank Lloyd Wright Webquest

Print out copies of the Frank Lloyd Wright Webquest (page 10), and hand them out to your students. Have them complete the activity individually or in small groups and then check their answers in a different group. Note that at the time of this exhibition, all the websites were active, but since website availability may change over time, you should visit the sites before giving this activity to students so that you can adapt as necessary. Although this worksheet is geared towards students in older elementary and higher grades, you could use some of the simpler questions for younger students. *Answer sheet is on page 13.*

AT THE MUSEUM



Frank Lloyd Wright, Edgar J. Kaufmann House, "Fallingwater," Mill Run, Pennsylvania, 1934–37 © 2011 Frank Lloyd Wright Foundation, Scottsdale, AZ.

"Fallingwater," Edgar J. Kaufmann, Sr. Residence, PA. Carol M. Highsmith's America, Library of Congress, Prints and Photographs Division.

Frank Lloyd Wright Worksheets

Use the ready-to-print **Vocabulary Master Worksheet** (page 11) and the **Quote Master Worksheet** (page 12) in the galleries with your students. The worksheets have many possible answers, but some suggested answers are listed on the Answer Key on pages 14 and 15. Be sure to review the worksheets before giving them to your class, so you can discuss the vocabulary and/or quotes with them before they start. These worksheets are most appropriate for grades 5 and up.

Tip: Have your students work in pairs to complete the worksheets and then trade partners to compare their answers while you're still in the exhibition. Students can use colored pencils to make the new notes.

How do architects communicate?

In this exhibition, we see the many ways architects present their ideas to a **client** before the building is made. There are **models** and different types of drawings (e.g., **elevations**, plans, cross sections, etc.). Wright used different methods depending on what he wanted to highlight. Talk with your students about each of these terms, and then have them find examples in the exhibition. Why might Wright have used the methods he did? How do the models and drawings help us imagine what the building will look like once built?

Classroom and Gallery Activities

BACK IN THE CLASSROOM

“You can’t
tell where the
house ends
and nature
begins.”

—Frank Lloyd Wright

Regional Differences

Wright considered the environment with each building that he designed. Separate students into groups and have them choose one of Wright’s buildings (see list on page 3 and 4). Each group will research the region where it was made, taking note of weather, plants and animals of the area, and its famous businesses and exports. Then have them consider the building Wright designed: how does it relate to the area in which it was built? Students could create a website, presentation, essay, or short play to tell the story of the building and its environment.

Create a City

Ever play SIM City? In this computer game, players create a person or a family, select a career, build a home, and then build stores, civic centers, and more in a simulated town. Just as Wright did when he imagined Broadacre and the Living City, players of this game have many options to build a town that is integrated with nature. If the program is available in your computer lab, have students create a building in the game’s town that reflects the landscape of the town. If it is not available, assign students a location (beach, desert, plains, hills, mountain, snowy area, and so on; or choose cities in different parts of the world for students to research) and have them loosely sketch a building that reflects that landscape, inspired by Wright’s drawings. Or, have them create the house using the “Architect Studio 3D” website (see [Resources](#)). They could also make a scale **model** of their building. Students should then write a short essay, or a story from their character’s point of view, that tells why the building they created fits its site.

► FOR YOUNGER STUDENTS

Assign students a location: beach, desert, plains, hills, mountain, snowy area, and so on. Then have them draw a building (or use the “Architect Studio 3D” website) that best fits in this landscape, writing either a sentence or small paragraph, depending on grade level, describing why that building fits its site.

Classroom and Gallery Activities

BACK IN THE CLASSROOM

“Study nature,
love nature,
stay close to
nature. It will
never fail you.”

—Frank Lloyd Wright

Book Club

There are two excellent books for young readers on Frank Lloyd Wright that could form the basis for a class book club. Blue Balliet’s *The Wright 3* is a fictional mystery novel about the Robie House in Chicago, IL. Bob Kann’s *Frank Lloyd Wright and His New American Architecture* is a biography of Wright’s life. You could read one book as a class that fits best with your curriculum. You may also want to read both and have the class vote for its favorite. Students could write a review for the school paper that persuades other students to read one of the books—or not to read it!

► EXTENSION

Both authors are still alive today, and they both live near Milwaukee: Bob Kann lives in Madison, and Blue Balliet lives in Chicago. Have students write a letter to the authors detailing their favorite part of the book, what they found surprising and why, and what they are still wondering about.

Living Local

What does **local** mean? When a community chooses local resources it ensures that the materials and the foods it uses make sense within the climate and the culture of the area, and contributes to those things that make their community unique. (For example, many houses in the Northeast U.S. are constructed of bricks, made out of the clay from the many clay beds there; they keep homes warm in the cold winters.) Frank Lloyd Wright believed in “local living”: he got all his building materials from the places near the sites, which in turn inspired the way that he incorporated nature into his designs. What kinds of things do we do today that are **sustainable**? Have students brainstorm ways the school community, their families, local businesses, and our city positively impact the environment. See [About the Exhibition](#) for more about Milwaukee and sustainability. Have students make a poster profiling a school or community project, business, or action from their list. How are those initiatives helpful for our environment? Are any of the ideas behind these actions similar to Frank Lloyd Wright’s beliefs?



Unity Temple, Oak Park, Illinois. Completed 1908.
Frank Lloyd Wright Credit: Alan Weintraub/Arcaid Image.

Vocabulary

Vocabulary list

Architect Someone who designs and oversees the making of buildings.

Atrium A large, open space inside a building.

Client Someone who hires an architect to design and build a structure.

Commission The act of hiring an artist or an architect to create a work of art or a building.

Elevation A drawing of a building viewed from the front, back, or sides, as if one were standing in front of it on the ground.

Façade The front of a building.

Import To bring in resources from somewhere far away.

Local From or relating to something in a particular area.

Model A table-sized reproduction of something bigger.

Organic Close to nature; something living.

Site A place where something is built.

Studio Where architects or artists design and create their work.

Support To hold something else up.

Sustainability Maintaining the environment rather than depleting it.

Utopian Ideal; perfect



Frank Lloyd Wright, Rogers Lacy Hotel, Dallas, Texas, 1946
© 2011 Frank Lloyd Wright Foundation, Scottsdale, AZ

Further Resources

Books

Balliet, Blue. *The Wright 3*. Scholastic, 2006.

This mystery novel, a sequel to Balliet's *Chasing Vermeer*, follows three young students in Chicago as they explore Wright's Robie House.

Kann, Bob. *Frank Lloyd Wright and his New American Architecture*. Wisconsin Historical Society Press, 2010.

Thorough and full of fun facts, this kid-friendly biography includes a timeline, lots of vocabulary, and a group reading guide.

Fleming, Diane Bresnan. *Simply WRIGHT: A Journey into the Ideas of Frank Lloyd Wright's Architecture*. Madison: Castleconal Press, 2004.

This book outlines all of Frank Lloyd Wright's ideas and shows big photos of the buildings that relate to them.

Thorne-Thomsen, Kathleen. *Frank Lloyd Wright for Kids*. Chicago: Chicago Review Press, 1994.

This book includes lots of activities that could be adapted for the classroom or to do at home, as well as a biography.

Video

Frank Lloyd Wright: A Film by Ken Burns & Lynn Novick. PBS, 1998.

Websites

"Frank Lloyd Wright Preservation Trust."

<http://www.franklloydwright.org/>

A good place to get started when delving into Frank Lloyd Wright's life.

"Architect Studio 3D from the Frank Lloyd Wright Preservation Trust."

<http://www.architectstudio3d.org/AS3d/index.html>

This website is an interactive game where you can build your very own Frank Lloyd Wright inspired building.

"Fallingwater."

<http://www.fallingwater.org/>

Fallingwater, open for visitors and school groups and no longer a private home, has a wealth of teacher resources and more information on the building and Wright.

"Frank Lloyd Wright: PBS."

<http://www.pbs.org/flw/resources/index.html>

The website of the PBS documentary has teaching resources and video clips of the filmmakers.

"Wright on the Web: A Virtual Look at the Works of Frank Lloyd Wright."

<http://www.delmars.com/wright/index.html>

This database organizes Wright's work chronologically and is a great start for looking deeper at any given building.

"Wright in Wisconsin."

<http://www.wrightinwisconsin.org/>

Get local and take a look at all the major Wright buildings in the state.

Worksheet | Frank Lloyd Wright Webquest

Name _____ Date _____

Can you find the answers to these questions about Frank Lloyd Wright, his works, and his life? Use the list of websites provided. Make sure you write your answers in complete sentences and include the source of your answer (where you found the information). Use the back of this sheet if necessary. Good luck!

Websites

- “Frank Lloyd Wright Preservation Trust.”
<http://www.franklloydwright.org/>
- “Fallingwater.”
<http://www.fallingwater.org/>
- “Frank Lloyd Wright: PBS.”
<http://www.pbs.org/flw/resources/index.html>
- “Wright on the Web: A Virtual Look at the Works of Frank Lloyd Wright.”
<http://www.delmars.com/wright/index.html>
- “Wright in Wisconsin.”
<http://www.wrightinwisconsin.org/>
- “Taliesin Preservation.”
<http://www.taliesinpreservation.org>

1. How many times did Taliesin, Wright’s studio in Wisconsin, burn down?

SOURCE: _____
2. Liliame Kaufmann, who lived at Fallingwater, had a very interesting hobby involving animals. What did she do?

SOURCE: _____
3. Fallingwater has many sculptures inside and on its grounds. Write down the name of one of the artists whose work is there. BONUS: Are any of those artists also represented in the Milwaukee Art Museum’s Collection? (Hint: Use the search on the Museum’s Collection page at collection.mam.org)

SOURCE: _____
4. Wright pioneered the “Prairie Style.” Many scholars consider one building his masterpiece in this architectural style—and it is not too far from Milwaukee! What is the name of this building and where is it located?

SOURCE: _____
5. What does “Taliesin” mean, and in what language? Why did Wright name his studio this?

SOURCE: _____
6. How many children did Frank Lloyd Wright have?

SOURCE: _____
7. Frank Lloyd Wright didn’t just design buildings. List three other things that he designed.

SOURCE: _____
8. How many Frank Lloyd Wright buildings, that are NOT homes, are in Wisconsin?

SOURCE: _____
9. Wright designed two churches in Wisconsin. Where are they and what are their names?

SOURCE: _____
10. Wright liked to create a sense of community in his homes, so he often put a _____ right in the middle of a wide-open living room.

SOURCE: _____

*Note to teachers: At the time of the exhibition, all the websites were active. Website availability may change over time, so visit the sites before giving this activity to students so that you can adapt as necessary.

Worksheet | Vocabulary Master Scavenger Hunt

Name _____ Date _____

Can you find a work in the exhibition that matches every vocabulary word below? There are many possible answers for each question, so put your thinking cap on! Be sure you write down the name of the building (you can find it on the label), and explain why your word and chosen building match. Don't use the same building twice!

| Vocabulary Word | Matching Building | Why do these go together? |
|---|-------------------|---------------------------|
| Architect Someone who designs and oversees the making of buildings. | Name of building: | |
| Atrium A large, open space inside a building. | Name of building: | |
| Client Someone who hires an architect to design and build a structure. | Name of building: | |
| Commission The act of hiring an artist or an architect to create a work of art or a building. | Name of building: | |
| Façade The front of a building. | Name of building: | |
| Local From or relating to something in a particular area. | Name of building: | |
| Model A table-sized reproduction of something bigger. | Name of building: | |
| Organic Close to nature; something living. | Name of building: | |
| Site A place where something is built. | Name of building: | |
| Studio Where architects or artists design and create their work. | Name of building: | |
| Support To hold something else up. | Name of building: | |
| Sustainability Maintaining the environment rather than depleting it. | Name of building: | |
| Utopian Ideal; perfect | Name of building: | |

Worksheet | Quote Master Scavenger Hunt

Name _____ Date _____

Match the “Wright” quote (get it?) to a work of art in the exhibition! Frank Lloyd Wright wrote and talked a lot about his buildings. Below are some of the things he said. Some of the quotes are about a particular building, but some are not—so there might be more than one right answer. Don't use the same building twice!

| Quote | Matching Building | Why do these go together? |
|--|-------------------|---------------------------|
| “Just imagine what it would be like on top of the world looking out over the universe at sunrise or sunset with clear sky in between... Well, that was our place on the mesa and our buildings had to fit in.” | Name of building: | |
| “An artist’s limitations are his best friends.” | Name of building: | |
| “[It should be] as inspiring a place to work in as any cathedral ever was in which to worship.” | Name of building: | |
| “In the City of Yesterday ground space was reckoned by the square foot. In the City of Tomorrow ground space will be reckoned by the acre. Ground space is the essential basis of the new city of a new life.” | Name of building: | |
| “Study nature, love nature, stay close to nature.” | Name of building: | |
| “I want you to live with the waterfall, not just look at it.” | Name of building: | |

Answer Key

Webquest Suggested Answers:

1. How many times did Taliesin, Wright’s studio in Wisconsin, burn down?

2

2. Liliane Kaufmann, who lived at Fallingwater, had a very interesting hobby involving animals. What did she do?

She raised dachshunds.

3. Fallingwater has many sculptures inside and on its grounds. Write down the name of one of the artists whose work is there. BONUS: Are any of those artists also represented in the Milwaukee Art Museum’s Collection? (Hint: Use the search on the Museum’s Collection page at collection.mam.org)

Bryan Hunt, Jacques Lipchitz, Unknown Southeast Asian Artist, Jean Arp, Joseph Goto, Richmond Barthe, Peter Voukos, Luisa Rota, Mardonio Magana, Tillie Speyer, Paul Mayen, Unknown Indian Artist, Unknown Austrian-Bohemian Artist, Unknown Pre-Colombian Mayan Artist, Unknown Chinese Sung Dynasty Artist. Bonus: Yes—Jacques Lipchitz and Peter Voukos are in the Milwaukee Art Museum Collection.

4. Wright pioneered the “Prairie Style.” Many scholars consider one building his masterpiece in this architectural style—and it is not too far from Milwaukee! What is the name of this building and where is it located?

Robie House, Chicago, IL

5. What does “Taliesin” mean and what language is that word from? Why did Wright call his studio by that name?

Taliesin means “shining brow” in Welsh. He named it “Taliesin” because the building was built on the top-side (or “brow”) of a hill in Wisconsin.

6. How many children did Frank Lloyd Wright have?

8

7. Frank Lloyd Wright didn’t just design buildings. List three other things that he designed.

Any of the following: furniture, fabrics, art glass, lamps, dinnerware, silver, linens, and graphic arts.

8. How many Frank Lloyd Wright buildings, that are NOT homes, are in Wisconsin?

7

9. Wright designed two churches in Wisconsin. Name them and say what cities they are in.

Annunciation Church, Wauwatosa or Milwaukee; Unitarian Meeting House, Madison

10. Wright liked to create a sense of community in his homes, so he often put a _____ right in the middle of a wide-open living room.

Fireplace

Answer Key

Vocabulary Masters Suggested Answers:

| Vocabulary Word | Matching Building | Why do these go together? |
|---|---|--|
| Architect Someone who designs and oversees the making of buildings. | Many | Wright was the architect who designed all the buildings in this exhibition. |
| Atrium A large, open space inside a building. | Larkin Company Office Building (Buffalo, NY) | This building has an atrium in its center. |
| Client Someone who buys something (like a building) from someone else. | Fallingwater (Mill Run, PA) Robie House (Chicago, IL) Bogk House (Milwaukee, WI) + others | Many people and organizations paid Wright to create their homes or buildings. |
| Commission The act of hiring an artist or an architect to create a work of art or a building. | Any except Broadacre City and Living City | Wright was paid by his clients to create many different kinds of building. |
| Façade The front of a building. | Bogk House (Milwaukee, WI) | Although many of Wright's buildings had simple fronts, the Bogk House is unusual—it has a lot more going on! |
| Local From or relating to something in a particular area. | Taliesin (Spring Green, WI) Taliesin West (Scottsdale, AZ) | Wright integrated the surrounding landscape and materials from local industry into these buildings. |
| Model A toy-sized object representing something bigger. | Living City The Mile High Illinois Skyscraper Broadacre City S. C. Johnson Building (Racine, WI) | Each of these designs has a corresponding model in the exhibition. |
| Organic Close to nature; something living. | Many | Students should connect how Wright looked to nature to inspire the building design. |
| Site The place surrounding a building. | Many, but especially Fallingwater, Robie House, Taliesin, Taliesin West, Marin County Civic Center: | These buildings in particular connect the building to the landscape on which it was built. |
| Studio Where architects or artists design and create their work. | Taliesin West Taliesin | These two buildings were Wright's studios. |
| Support To hold something else up. | Annunciation Greek Church (Wauwatosa, WI) | The church has a cross structure that supports the domed roof. |
| Sustainability Impacting the environment positively instead of negatively. | Taliesin (Spring Green, WI) Taliesin West (Scottsdale, AZ) Fallingwater (Mill Run, PA) + others | Wright used local materials to create these structures. |
| Utopian Ideal; perfect | Broadacre City, Living City | These were Wright's plans for what he thought would be the perfect city. |

Answer Key

Quote Masters Suggested Answers:

| Quote | Matching Building | Why do these go together? |
|--|--|---|
| “Just imagine what it would be like on top of the world looking out over the universe at sunrise or sunset with clear sky in between... Well, that was our place on the mesa and our buildings had to fit in.” | Taliesin West | Wright incorporated the light of Arizona into this building. |
| “An artist’s limitations are his best friends.” | Fallingwater, Robie House, Bogk House | Wright had to work around a waterfall or small urban spaces to create these buildings. |
| “[It should be] as inspiring a place to work in as any cathedral ever was in which to worship.” | Larkin Building, S. C. Johnson & Son Building | Wright designed these office spaces to be inspiring, invigorating places to work. |
| “In the City of Yesterday ground space was reckoned by the square foot. In the City of Tomorrow ground space will be reckoned by the acre. Ground space is the essential basis of the new city of a new life.” | Broadacre City, Living City | Wright created ideal cities where each family would have expanses of nature surrounding their home, rather than just a tiny backyard. |
| “Study nature, love nature, stay close to nature.” | All; but especially Fallingwater, Taliesin, Taliesin West, Broadacre City, Living City | Students should connect how Wright incorporated nature into these buildings. |
| “I want you to live with the waterfall, not just look at it.” | Fallingwater | Wright created this building so that the client’s beloved waterfall ran right through the living room. |

Learning Targets/State Standards

The following standards are met by a visit to the exhibition as well as the activities in this guide.

| Grade | MPS Learning Target | WI State Standard |
|-------|--|--|
| K4 | Art: Show an awareness of art and artists from various cultures and environments. | Art: A. 4.3, K.4.6, B.4.4 |
| | English Language Arts: Listen, respond to questions, and participate in discussions. | ELA: C.4.2, C.4.3 |
| | English Language Arts: Participate in activities that apply standard American English. | ELA: D.4.2 |
| | Social Studies—Geography: Use descriptive words to tell about the environment. Begin to predict and explain how people adapt to their environment (seasons) to meet their basic needs (food, clothing, and shelter). | Social Studies: A.4.4, A.4.6, A.4.8, A.4.9 |
| K | Art: Become more aware of the aesthetic qualities of the immediate environment. | Art: C.4.5 |
| 1 | Art: Know and use appropriate vocabulary in talking about art. | Art: A.4.2, D.4.5, G.4.1, K.4.6, J.4.10 |
| | Art: Make simple three-dimensional forms. | Art: K.4.3 |
| | Art: Know the art museum is a place to find original artworks. | Art: K.4.5 |
| 2 | Art: Know and use appropriate vocabulary in discussing and making art. | Art: A.4.2, J.4.10 |
| | Art: Recognize that architecture is an art form. | Art: D.4.1 |
| | Art: Use other artists' work as a motivation for personal work | Art: L.4.6 |
| 3 | Art: Recognize the function of an art gallery. | Art: D.4.2 |
| 4 | Art: Discuss art and the built environment in terms of design elements. | Art: D.4.3 |
| | Art: Begin to understand the illusion of depth in artwork. | Art: E.4.2, H.4.3 |
| 5 | Art: Understand the use of perspective in works of art. | Art: H.8.2 |
| | Art: Appreciate the informative value of artifacts. | Art: K.8.1 |
| 6–8 | Art: Create an architectural model based upon a sketch, using recycled materials. | Art: E.8.2, H.8.4, H.8.5 |
| | Art: Understand that art begins with a concept. | Art: J.8.1, J.8.5, J.8.10 |
| 9–12 | Art: Associate an artist and artworks with major art eras or styles. | Art: B.12.6, B.12.8 |
| | Art: Demonstrate understanding of design elements and principles. | Art: C.12.1, C.12.2, C.12.4, C.12.6 |