

# NEIGHBORHOODS & CITIES: COMMUNITIES

**GRADE:** 3-5, Middle School, High School

**TIME:** OPEN

What makes up the ideal community? Is it wide open spaces and pristine parkland? Or is it a well planned transportation system and convenient access to necessities? Frank Lloyd Wright detailed his vision for the perfect community in his book, *The Disappearing City*. It included a minimum of an acre of land per family, a very few strategically placed skyscrapers, multi-level highways, and conveniently placed commercial businesses. In this lesson, participants examine Wright's designs for Broadacre City and reflect on their own local neighborhoods and cities. Afterward, participants answer the question of what makes the ideal community and design their own city plan.

*\*Pair this lesson with others in the Neighborhoods & Cities series for a more in-depth exploration.*

**INTEGRATED SUBJECTS:** Visual Art & Social Studies

## OBJECTIVES

### MATERIALS | RESOURCES

Images of Broadacre City  
Images and maps of the local community  
Butcher paper or poster board  
Rulers  
Markers  
Construction Paper

*Is the World Ready for Frank Lloyd Wright's Suburban Utopia?* Inside the Architect's Overlooked Plan for Broadacre City by James Nevius, *Curbed* (Available at: <https://www.curbed.com/2017/1/4/14154644/frank-lloyd-wright-broadacre-city-history>)

1. Evaluate and determine the criteria for the ideal community.
2. Explore Frank Lloyd Wright's architectural and design concepts through Broadacre City.
3. Create a large-scale collaborative work that synthesizes the conclusions and discoveries made.

## ESSENTIAL QUESTIONS

1. What makes up the ideal community? How is this determined?
2. How are Frank Lloyd Wright's architectural and design concepts presented in his design for Broadacre City?
3. What strategies are needed when creating a collaborative work?

# LESSON PROCEDURE

## EXPLORE

- Present images of Broadacre City and allow participants to quietly observe the designs.
- After a few minutes, encourage participants to discuss what they see. Ask: Do the images look familiar? Is anything recognizable?
- As discussion progresses, begin adding details and background information about Frank Lloyd Wright and Broadacre City. (<https://www.teachingbydesign.org/about/frank-lloyd-wright/>)
- Optional: Have participants read and discuss, *Is the World Ready for Frank Lloyd Wright's Suburban Utopia? Inside the Architect's Overlooked Plan for Broadacre City* by James Nevius, Curbed. Available at: <https://www.curbed.com/2017/1/4/14154644/frank-lloyd-wright-broadacre-city-history>

## ENGAGE

- Have participants reflect on their own surrounding community.
- **Ask participants to consider:** What is the center of their city or neighborhood? Why? How was this determined or how did it come about? What is the layout of the community? Is it grid-like or do street cut across in a diagonal or swerve around? What types of public spaces exist? Where are they? How do you get there? Are things in the community driven by need? Is there something that is needed in the community that does not exist?
- **To help reflection and discussion, provide images and maps of the local city and neighborhood.**

## DESIGN

- Divide participants into groups to collaboratively design and plan the ideal neighborhood.
- Plans can be mapped out on large sheets of butcher paper or poster board and can be two or three-dimensional.
- If models were created with the lesson, *Neighborhoods & Cities: Buildings*, participants' buildings should be placed as part of the neighborhood plan. Other elements of the neighborhood can be modeled with available time.
- Remind participants to consider:
  - Transportation: How will people move around the community?
  - Needs: What do communities need to sustain them?
  - Public v private spaces: Where do people live and work? Where do people relax?
  - Nature: What is the role of parks and other open spaces?

## CRITIQUE & INTERPRET

- Once each neighborhood is completed, have participants introduce their communities to one another.
- Begin discussing how the neighborhoods relate. How are they similar? How are they different? How would they support or contrast one another?
- As discussion evolves, have participants begin laying out their neighborhoods in relation to one another.
- Once all the neighborhoods have been placed, examine the designs as an entire city.
- Compare and contrast their city design to your local city and help participants reflect on their design choices.