

As you play the video for your class, pause the video at each question. Provide time for students to respond **ANSWER KEY** individually, in small groups, or as a class. Abridge the discussions as necessary to fit your class's time constraints.

ROBIE HOUSE VIRTUAL TOUR

Complete this worksheet as you follow along with the virtual tour. Write or sketch your answers in the space provided below each question.

1. How does your school building connect the indoors to outdoors? What design changes would you make to improve that connection? **Pause the video after the chapter, "Exterior in Nature".**

- Encourage students to share the many ways that Wright blended the indoors and outdoors in his design of Robie House. Ask students to list any outdoor gathering spaces or any spaces with views of nature at your school.
- Have students think like an architect to briefly sketch or describe a design that increases your school's access to nature. Some possible ideas could be a patio, porch, balcony, greenhouse or sunroom. If time, discuss the benefits of being in nature and why an architect might prioritize the outdoors in their design.

After students have responded, continue playing the next chapter of the video, "Interior & Layout".

2. Identify a space at your school with an open plan. Discuss the advantages and disadvantages of having an open plan in this space. **Pause the video after the chapter, "Interior & Layout".**

- Clarify what an "open plan" is for students by asking students to name large spaces in your school, such as a gymnasium, cafeteria or auditorium. Discuss how the shape and design of the space support the purpose of the room.
- Invite students to list or sketch the advantages and disadvantages of these spaces being large and open. Possible advantages of an open space could be room for movement, increased air circulation, room to spread out, space for many seats/furniture, and room to gather in community. Possible disadvantages of an open space could be acoustic challenges, lack of privacy, more distractions, less energy efficiency, and additional effort needed to clean or maintain the space. Encourage students to explain how Wright used steel to create an open plan and why this was significant.

After students have responded, continue playing the next chapter of the video, "Gathering Spaces".

ROBIE HOUSE VIRTUAL TOUR

3. Where are the places your family or friends gather in your home or at school? What characteristics of those spaces support togetherness? [Pause the video after the chapter, "Gathering Spaces"](#).

- Ask students to list spaces at home or at school where they choose to spend time with other people. Spaces at school might include a cafeteria, auditorium, classroom, or any place with tables and chairs. Spaces at home might include a living room or dining room. Be sensitive to any students without homes when discussing these spaces.
- Next, encourage students to explain how the design of that space makes it easier for people to gather and communicate through listing characteristics of the space. Possible characteristics include comfortable furniture, supportive acoustics, inviting colors and textures, and proximity to other rooms. Instruct students to consider how an architect can design a space to encourage people to gather together. Discuss the ways Wright designed Robie House to support the needs of the Robie family.

[After students have responded, continue playing the next chapter of the video, "Electric Light & Geometry"](#).

4. How can light be an important design element inside a home? Consider how an architect can create a geometric design with light. [Pause the video after the chapter, "Electric Light & Geometry"](#).

- Invite students to list how both natural light and electrical light fixtures can benefit a space. Pose questions to students such as: When have you seen natural light that you considered beautiful? When have you seen electrical light that you considered beautiful?
- Next, if necessary, show Wright's electric light sconces again. Ask students how Wright used light to create geometric art. Encourage students to describe or sketch geometric designs that include light. Possible natural light examples include a rainbow, refracted light, shadows, light from skylights and stained glass/art glass. Possible electric light examples include lamps, chandeliers, ceiling light fixtures, colored light bulbs and light-based art installations. Instruct students to discuss how the design of light in a space can affect how that space is used.

[After students have responded, continue playing the rest of the video, starting at the chapter, "Natural Light & Organic Architecture"](#).