Frank Lloyd Wright’s Plan for a Greater Baghdad

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“Frank Lloyd Wright and the Prairie School in the Midwest.”

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Grade Level: 10

Subject: World History

California State Standards:

Social Studies- 10.10, 1, 2; Writing- 2.1, a, c, 2.2 a, c; Visual Arts-2.3, 2.6, 3.1, 3.3;
Speaking-2.1c; Theatre Arts-2.1

“Architecture is life, or at least it is life itself taking form, and therefore it is the truest
record of life as it is was lived in the world yesterday, as it is lived today, or ever will be
lived.” Frank Lloyd Wright

Objective:

After studying the history of pre and post Islamic Baghdad, students will read, A
Thousand and One Nights, The Story of Es-Sindibad, select a Frank Lloyd Wright design
from his Revival of Baghdad Plans (1957), and apply Froebel’s geometric methods to
their projects.
Activities:

1. **a.** Research and analyze the geography, history, culture, religion, architecture, and politics of the region that includes Baghdad.

   **b.** Students will create a timeline including original drawings of: Ziggurats, Sennacherib’s Assyrian Palace (704-681BC), The Hanging Gardens, Nebuchadnezzar’s Palace at Babylon (605-562BC), The Ishtar Gate, Caliph Al Mansur’s Baghdad (762), Frank Lloyd Wright’s Redevelopment of Baghdad Project (1957), Saddam Hussein’s palace at Babylon (1982), and the U.S. occupation of Baghdad (2003).

   **c.** Following lectures, discussions, small group assignments, and individual research, students will complete a short answer and multiple choice test.

   **d.** Create and present a 3-D model of one of the following:

   A ziggurat, an Assyrian palace, a Babylonian palace, The Hanging Gardens, The Ishtar Gate, Caliph Al-Mansur’s 8th century Baghdad, or Saddam Hussein’s palace at Babylon.

   **e.** Write a letter from the point of view of the created 3-D object in or nearby Baghdad, and convey to society how it will contribute to culture and history.

**California State Standards: Social Studies, 10.10**

Students analyze instances of nation building in the contemporary world in the following region: the Middle East.

**10:10, 1.** Understand the challenges in the regions, including their geopolitical, cultural, military, and economic significance and the international relationship in which they are involved.
10:10, 2. Describe the recent history of the regions, including political divisions and systems, key leaders, religious issues, natural features, resources, and population patterns.

**California State Standards: Visual Arts, 2.6**

Create a two or three dimensional work of art that addresses a social issue.

2. **a.** Students will read and analyze, *A Thousand and One Nights, The Story of Es-Sindibad.*

   b. Students will complete vocabulary assignments, and a multiple choice/short answer test about the story.

   c. Students will select a scene from Hanan Al Shaykh’s theatrical adaptation of, *A Thousand and One Nights,* and present it to other 10th grade classes.

**California State Standards: Writing, 2.2 a and c**

2.2 a Write responses to literature: Demonstrate a comprehensive grasp of the significant ideas of the literary work.

2.2 c Demonstrate awareness of the authors’ use of stylistic devices and an appreciation of the effects created.

**California State Standards: Theatre Arts, 2.1**

2.1 Make acting choices using script analysis, character research, reflection, and revision through the rehearsal process.
California State Standards: Speaking, 2.1 c

2.1 c Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of characters.

3. a. Students will research and analyze Frank Lloyd Wright’s designs for the Redevelopment of Baghdad Project (1957).

   b. Students will select from one of the following Frank Lloyd Wright’s designs for the Redevelopment of Baghdad Project:

       An opera house and cultural center, a university, a modern art museum, an archaeology museum, a 300 foot statue of 8th century Caliph Haroun Al-Rashid, bridges, a planetarium, a ziggurat shaped parking structure, a post office, a sports complex, a casino, and an amphitheatre.

   d. Students will create and build a scale model structure from Frank Lloyd Wright’s Redevelopment of Baghdad Project using Froebel’s techniques of geometrically precise design methods demonstrated in class.

   e. Students will make school, and community presentations to display their projects and send a DVD to the Embassies of Jordan and Iraq.

   f. Students will write biographical essays about Frank Lloyd Wright’s experiences that resulted in the Redevelopment of Baghdad Project. The essay should include a sequence of events, a sensory detailed description of the project if it were to be completed, the impact of the project on Iraqi society, and Wright’s possible reactions to the completed project using monologue to reflect his feelings.
California State Standards, Visual Arts, 2.3, 3.1, 3.3

2.3 Assemble and display objects, or works of art as part of a public exhibition.

3.1 Identify similarities and differences in the purposes of art created in selected cultures.

3.3 Identify and describe trends in the visual arts and discuss how the issues of time, place, and cultural influence are reflected in selected works of art.

California State Standards, Writing, 2.1, a, c

2.1 a Relate a sequence of events and communicate the significance of the events to the audience.

2.1 c Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the character, using interior monologue to reflect the characters’ feelings.