Activities of Teaching Architecture “The Guggenheim”

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Introduction

This lesson plan aims to help the students realize the innovations made for the museums nowadays as well as enables them to describe the architectural design in their own words. Reading the article entitled “The Guggenheim,” the students can recognize that the New York Guggenheim, whose spiral shape is like a seashell, as well as the other four Guggenheims is a building in harmony with the nature. Not only is the museum a space for public exhibitions but also an art work itself. Appreciating the museum’s design and value is a good way for students to develop their aesthetic ability.

Since few students have heard of the Guggenheim, the multimedia plays a vital role in classroom activities to motivate their learning interests, including the video clips, photos, websites, and power point games. The students watch two video clips in the first place, which present them a variety of strange but creative buildings and the comments on the Guggenheim respectively. Then they visit the Guggenheim’s official website. Worksheets involving the brainstorming, blank-filling practice, and charts are used in these activities. Moreover, the students review the vocabulary with a power point game called “Who Wants To Be A Millionaire.”

A graphic organizer is designed to clarify the main idea and the structure of the reading. Required to find the heading sentence and at least two supportive sentences in each paragraph, the students learn to skim and read efficiently. An outside reading after class is to reinforce the students’ skimming skill that they learn in class.

To enhance the students to do local thinking, a writing assignment with a chart of comparison is designed, in which the students need to find more local architecture similar to the Guggenheim design and translate their findings into an essay.

Objectives
1. Students can appreciate and describe the architecture.
2. Students can compare the similarities and differences in different buildings.
3. Students can sharpen their listening by writing down what they hear immediately.
4. Students can read an article efficiently by skimming.
5. Students can learn and use the target sentence pattern.
6. Students are able to think locally as well as globally.
7. Students are capable of turning their observation into an essay.

**Students’ Level**
Intermediate (PR: 71~80)

**Time Required**
8 classes (each for 50 minutes)

**Preparation**
1. Worksheet 1~5
2. Computer
3. Projector

**Reading: The Guggenheim**

You might have heard the Statue of Liberty and the Empire State Building, but have you heard of “The Guggenheim”? It is not only one of New York City’s best-known museums but also one of its most important architectural landmarks. It’s the first Guggenheim Museum, but not the only one. You can visit five varied Guggenheim Museums around the world.

New York’s Guggenheim, which opened on October 21, 1959, is permanent home to a famous collection of modern and contemporary art and features special exhibitions throughout the year. It was planned by the Solomon R. Guggenheim Foundation and designed by an American architect Frank Lloyd Wright.

Wright loved nature as a child, and as an architect he felt that there must be natural forms for buildings so as to be in harmony with their surroundings. He could finally put his ideas into practice when the Solomon Guggenheim Foundation invited him to design the museum in New York. Never had the architect been so excited by a new challenge. He chose a site near Central Park so that one side of the museum would overlook water and trees. Wright wanted to create an “organic” structure that would open out into the world rather than isolate people from it. He was eager to experiment with a design that had fascinated him: the spiral shape of seashells that wind around themselves.

New York’s Guggenheim is a cylindrical building whose circular wall widens as it rises. Within the museum, all the paintings are displayed along the walls of the spiral. The building does not need any stairs. Instead, a widening spiral ramp starts at ground level and circles upward around the wall five times until it reaches the top,
where a huge skylight lights up the vast central space below. Thus, most visitors first take an elevator to the top and then slowly walk down the ramp, gazing at the paintings as they go. And because the walls lean outward, each painting is viewed from the slightly tilted angle at which Wright believed the artist himself or herself had looked at it while painting it.

Very pleased with Wright’s New York museum, the Guggenheim Foundation went on to establish three more museums in Europe. Frank Gehry’s Guggenheim Museum in Bilbao, Spain is the best-known. Since Bilbao is a port city, Gehry made the museum look something like a ship, and the shiny metal pieces on the walls seem to have been designed to resemble fish scales. The second European Guggenheim is the Peggy Guggenheim Collection, beautifully situated on the Grand Canal in Venice, Italy. This museum, originally Peggy Guggenheim’s home, is devoted to modern and contemporary paintings. The third, Berlin’s Deutsche Guggenheim, may look somewhat ordinary from the outside, but it is actually considered one of the most exciting and experimental art museums in Germany. It is a joint venture between the Guggenheim Foundation and Deutsche Bank, the owner of the largest single art collection in the world. The newest one, the Guggenheim Abu Dhabi, to be opened in 2013, is also designed by world-famous architect Frank Gehry. It will be the world’s largest Guggenheim and you will be able to see the features of the Middle Eastern and global art.

Each of these five museums houses many valuable artworks and has a unique architectural design that displays the architect’s creativity. It was the Guggenheim Museum in New York that was the first to break the mold. With its unconventional structure and whole new way of viewing paintings, this architectural masterpiece will surely continue to challenge and inspire us.
I. Create Background

1.1 1st Clip-watching & Discussion
Directions: Give out Worksheet 1. Play the first video clip, in which there is a variety of buildings in different cities, and ask the students to write down the answers of the following questions. Since the captions run fast, the teacher needs to remind the students to keep up with the video.

Clip: “Strange Buildings” (4:25)
http://www.youtube.com/watch?v=PwEKOUyJgq8

Q1: Which building impresses you most?
Q2: What does it look like?

1.2 Brainstorming & Comments-Making
Directions: (Still in Worksheet 1) Show the students two photos of the Guggenheim in New York. Ask students to write down whatever the Guggenheim reminds them of in the worksheet, and lead them to the words such as “spiral,” “winding.” There are also two more questions for them to answer.

(Photos of the New York Guggenheim)

- Ice-cream cone
- The Guggenheim
- [Other brainstorming responses]
Q1. Seeing the photos of the Guggenheim in New York, what will you come up with? What words will you use to describe the building?
Q2. To summarize your observation, make a comment on the Guggenheim in one or two sentences, like “I’ve never seen such a grand and stunning museum.”

1.3 2nd Clip-Watching & Listening
Directions: (Still in Worksheet 1) Play the second video clip, in which six people make comments on the Guggenheim. A blank-filling practice is designed for students to write down what they hear. Since this video is for the advanced learners, the students may need to listen to the video more than once (two to three times). Play the video the first time and ask them to identify what the speakers are saying. Guide the students to judge from their facial expressions or speaking tones. Are they criticizing the museum, explaining its history, praising its design, or discussing its problems?

Clip: “Art, Architecture, and Innovation: Celebrating the Guggenheim Museum” (1:38)
http://www.youtube.com/watch?v=kcsF9re1SWQ

Q1. What are the interviewees saying?
(A) They criticize the design of the Guggenheim.  
Ans: ___C____
(B) They explain the history of the Guggenheim.
(C) They praise the uniqueness of the Guggenheim.
(D) They discuss the problems caused by the Guggenheim.

Q2. Watch the video again. Try to fill in the blanks below.
Female: Someone once asked me “What is the single most important object in the Guggenheim collection?” and it’s clearly ___the__ __building__.
Female: Even if you see it in photographs, you cannot understand it until ___you__ __walk__ ___through__ __it__.
Male: I’ve always had __a__ __love__ __affair__ with the Guggenheim.
Female: The way it soars is thrilling beyond belief. It undoes and subverts everything you know about what __a__ __building__ is supposed to do.
Male: Here we have people. People are making walls. People are moving in the fabric of the building, and the building is part of them. It’s a __strange__ __and__ __wonderful__ __building__. 
Male: The building, as it was being constructed, ignored the neighborhood. Conventional wisdom at time would have looked at it as a Martian. The nice thing about time is that it heals all of that and today it looks like it was there first and all the others are Martians.

Male: There are very few building that have the right, I think, to lay claim to being the most important works of architecture in the 20th century, and the Guggenheim museum by Frank Lloyd Wright is one of them.

1.4 Making Comparisons
Directions: Ask the students to guess how many Guggenheim museums there are in the world. Then give out Worksheet 2. Connect to the Guggenheim’s official website, and direct their attention to the banner above, which shows seven different colors and the first five are for the five Guggenheim museums. On the worksheet is a chart for the students to write down each museum’s location and architectural characteristics. Teacher can either use the projector in the classroom or bring them to the computer classroom to finish this worksheet.

Q. How many Guggenheim museums are there in the world?

<table>
<thead>
<tr>
<th>The Guggenheim Museum</th>
<th>Location (Country/City)</th>
<th>Architectural Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Solomon R. Guggenheim Museum</td>
<td>New York, U.S.</td>
<td>shell-like, white, different from its surroundings</td>
</tr>
<tr>
<td>Peggy Guggenheim Collection</td>
<td>Venice, Italy</td>
<td>palace-like, flat, long, close to the canal</td>
</tr>
<tr>
<td>Guggenheim Museum Bilbao</td>
<td>Bilbao, Spain</td>
<td>casino-like, metal, a spaceship</td>
</tr>
<tr>
<td>Deutsche Guggenheim</td>
<td>Berlin, Germany</td>
<td>bank-like, an apartment, easy to be ignored</td>
</tr>
<tr>
<td>Abu Dhabi Guggenheim</td>
<td>Abu Dhabi, Arabia</td>
<td>casino-like, luxurious, a pyramid</td>
</tr>
</tbody>
</table>
1.5 Identification
Directions: (Still in Worksheet 2) Ask students to look at photos and read the travel journals to see if they can identify which Guggenheim it is.

Architecture Identification

_Solomon R. Guggenheim_ _Peggy Guggenheim Collection_ _Bilbao Guggenheim_

1) Peter is traveling abroad to visit the museums. In his blog, he writes, “If you haven’t ever seen or visited The Guggenheim, picture a cylindrically shaped building resembling a coffee mug; its exterior designed to look like a spring, akin to a perfectly curled orange peel – in white.”
Which Guggenheim museum does he see? Where is he traveling?
__Solomon R. Guggenheim. New York._______________________________

2) Amy, Peter’s younger sister, is visiting another museum. She leaves a message on Peter’s blog, saying “Anyway… I found the Guggenheim. Were you expecting an outrageous building? I was. This could probably be mistaken for a bank if you don’t look closely for the banners marking it.” So where is Amy?
__Berlin, Germany__________________________________________________
II. Establish New Information

2.1 Vocabulary Teaching
Directions: Students preview the vocabulary and idioms on the textbook first at home, so the teacher only explains important words, their derivatives, and their usages.

Words & Idioms: architectural, exhibition, organic, wide, upward/outward, resemble, situate, originally, so as to, light up, break the mold

Instruction 1: Use prefixes and suffixes to explain the make-up of some specific words. For example, use “arch-“ to explain words like “archer” and “architecture”; use “-ward” to explain words like “upward” and “outward.”

Instruction 2: The teacher can play a roll-calling game named “Big Cross” to draw the students’ attention to the target words. Call one seat number. The student and those seated in the same line and row with him/her have to stand up altogether. The slowest one has to answer the question.

Instruction 3: A power point game called “Who wants to be a millionaire?” can help students to review the vocabulary and idioms. Teacher can design the questions by asking the students to either find the correct definition or do the blank filling. The game can be played either in individuals or in groups.

Teacher can download the game with sound effects from PowerPoint Games. (http://jc-schools.net/tutorials/ppt-games/)
2.2 Read and Note
Directions: Give out Worksheet 3 (the graphic organizer). Divide the article into two parts, in which the first part is about the history of the Guggenheim and the second is about the five Guggenheim museums and their architectural designs. Using the graphic organizer to find the heading sentence and two supportive sentences in each paragraph, the teacher needs to guide the students to skim if they haven’t practiced this reading skill before.

Lungteng B4 L6—The Guggenheim (Graphic Organizer) (With Answers)

Write down the **Heading Sentence** and at least **Two Supportive Sentences** in each paragraph. ** Highlight the keywords.**

<table>
<thead>
<tr>
<th>P1 You might have heard of the Statue of Liberty and the Empire State Building, but have you heard of “The Guggenheim”?</th>
<th>P2 New York’s Guggenheim, which opened on October 21, 1959, is permanent home to a famous collection of modern and contemporary art and features special exhibitions throughout the year.</th>
<th>P3 Wright loved nature as a child, and as an architect he felt that there must be natural forms for buildings so as to be in harmony with their surroundings.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) It is not only one of New York City’s best-known museums but also one of its most important architectural landmarks.</td>
<td>1) It was planned by the Solomon R. Guggenheim Foundation.</td>
<td>1) He chose a site near Central Park so that one side of the museum would overlook water and trees.</td>
</tr>
<tr>
<td>2) You can visit five varied Guggenheim Museums around the world.</td>
<td>2) It was designed by Frank Lloyd Wright.</td>
<td>2) Wright wanted to create an “organic” structure that would open out into the world.</td>
</tr>
<tr>
<td>3) He was eager to experiment with a design: the spiral shape of seashells that wind around themselves.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Guggenheim</td>
<td></td>
<td></td>
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<tr>
<td>---------------</td>
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<tr>
<td>P4 New York’s Guggenheim is a cylindrical building whose circular wall widens as it rises.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1) Within the museum, all the paintings are displayed along the walls of the spiral. The building does not need any stairs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2) A widening spiral ramp starts at ground level and circles upward around the wall five times until it reaches the top.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3) Each painting is viewed from the slightly tilted angle.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>P5 Very pleased with Wright’s New York museum, the Guggenheim Foundation went on to establish three more museums in Europe.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1) Frank Gehry’s Guggenheim Museum in Bilbao, Spain</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2) The Peggy Guggenheim Collection on the Grand Canal in Venice, Italy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3) Berlin’s Deutsche Guggenheim in Germany</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4) The Guggenheim Abu Dhabi</td>
<td></td>
<td></td>
</tr>
<tr>
<td>P6 Each of these five museums houses many valuable artworks and has a unique architectural design that displays the architect’s creativity.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1) It was the Guggenheim Museum in New York that was the first to break the mold.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2) This architectural masterpiece will surely continue to challenge and inspire us.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
III. Practice and Personalization

3.1 Grammar Teaching
Directions: Introduce the inverted sentence, in which the negative auxiliary is inverted with the subject. Explain the rules by pointing out the difference between “I will never lie to you” and “Never will I lie to you.” Use the two practices on the textbook for the students to review the rules.

<table>
<thead>
<tr>
<th>Practice A</th>
<th>Practice B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rewrite each sentence by using the pattern.</td>
<td>Look at the pictures (on the textbook), rearrange the phrases, and make them become two complete sentences according to the pattern.</td>
</tr>
<tr>
<td>1. I rarely went shopping with my sister when I was in middle school.</td>
<td>1. seldom/ he is always in a hurry to get to work/he/eat breakfast/because</td>
</tr>
<tr>
<td>2. Jane seldom goes to see her grandmother in the summer vacation.</td>
<td>2. gone swimming/have/those/girls/rarely/because of their shyness</td>
</tr>
<tr>
<td>3. I have never heard such nonsense in my life.</td>
<td>3. bought new sneaker/Nancy/over the past ten years/rarely</td>
</tr>
<tr>
<td>4. Keith knew little about the fact that the police were after him all the time.</td>
<td>4. have/met an artist/never/who is so talented and still so young/I</td>
</tr>
</tbody>
</table>

3.2 Grammar in Songs
Directions: Playing the video clip and the rap, the teacher gives students Worksheet 4, asks them to fill in the blanks, and lead them to find the target sentence pattern (in red).

Clip: “Song of Jeremy Lin Rap” (3:28)  
[http://www.youtube.com/watch?v=L_NlcLGskPk](http://www.youtube.com/watch?v=L_NlcLGskPk)

**Jeremy Lin Rap Song Lyrics**
From undrafted to talk of the ____league____  
From ___afterthought____ to all over tv,
I tell you hard work is the key, but uh
This is what can happen when you dream
I'm Jeremy Lin

6 foot 3, with a 4.2
Grade point average, not vertical
_____Overlooked______ by every single team,

But _____Never____ once_____ did_____ he let it hamper his dream,
First in the gym, last one done
Proving ___hard____ work____ pays off in the long run
killed em in the previous summer
Dropped a career high when the coach finally called his number

Cut off the roster from Golden State
Knew his time was coming, so he chose to wait
Never know when you gonna get up in the game
But he made his moment count in the biggest of ways,
_____New_______ York_______ City_______ the worlds Greatest stage,
now 20,000 rabid fans scream his name
Wasn't recruited for his ball skills,
Now you gotta wonder how they all feel,
Didn't quit, he only worked harder
went from Harvard ___graduate_____ to NBA ____starter_____
the haters gonna hate and call him lucky
best Ivy Leaguer in the league, sorry Chris Dudley
Must be some kinda desire
To make everybody who doubted you out to be a liar...
And even if it only lasts a moment,
Jeremy Lin took it and ____owned_____ it,
You gotta respect it
3.3 Oral Practice
Directions: Give the students three questions and write them down on the board. The questions are either related to their life experiences or their expectations about themselves in the future. Everyone is asked to stand up. Each student can not sit down until he or she answers one of the questions in the inverted sentence. The answer has to be spoken loud and clear so that the whole class can hear. If anyone of the students is too shy to speak in public, the teacher can repeat his or her answer loudly.

| Q1. What kind of things will you never do? |
| Q2. What kind of people did you never believe? |
| Q3. What kind of challenges have you never tried? |
IV. Application

4.1 Review

Directions: Give out **Worksheet 5**. A chart summarizing the architectural features of the Guggenheim is for students to review what they’ve learned.

**What we can learn from “The Guggenheim”…**

<table>
<thead>
<tr>
<th>The Museum</th>
<th>Architect / Time</th>
<th>Design (Style)</th>
<th>Features</th>
</tr>
</thead>
</table>
| Solomon R. Guggenheim | Frank Lloyd Wright / 1959.10.21 | Natural form, the spiral shape of seashells that wind around themselves | 1. It is a cylindrical building whose circular wall widens as it rises.  
2. Within the museum, all the paintings are displayed along the walls of the spiral.  
3. A widening spiral ramp starts at ground level and circles upward around the wall five times until it reaches the top, where a skylight lights up the vast central space below. |
| Guggenheim in Bilbao, Spain | Frank Gehry | Ship, metal-like | 1. Since Bilbao is a port city, Gehry made the museum look something like a ship, and the shiny metal pieces on the walls seem to have been designed to resemble fish scales. |
4.2 Extensive Reading
Directions: (Still in Worksheet 5) Give students a new article introducing the Fallingwater designed by Frank Lloyd Wright. They need to underline the sentences mentioning its design and explaining how such a building can be in harmony with the nature as the architect planned to achieve. This article is from the Teacher Guidebook.

◆ Fallingwater

Fallingwater is one of Frank Lloyd Wright’s greatest residential masterpieces. It was originally designed for the family of a Pittsburgh department store owner, Edgar J. Kaufmann, as a weekend retreat. But later, it was donated to the Western Pennsylvania Conservancy and became a museum that has already attracted nearly six million visitors. Acclaimed by Time magazine as Wright’s “most beautiful job,” Fallingwater is also listed among Smithsonian magazine’s Life List of “28 places to visit before you die.”

Fallingwater, situated amid 5,000 acres of wilderness in rural southern Pennsylvania, is renowned for the smoothness of its integration with the picturesque natural surroundings. The house does not appear to stand on solid ground; instead, it stretches out over a small waterfall, whose sound can be heard constantly throughout the house. Three horizontal cantilevered terraces form the three levels of the house, resembling the natural shape of the cliff and rocks. Between the terraces are rooms with large glass windows.

The rooms are deeply recessed, and the ceilings are unusually low, creating the impression of a cave-like sheltered space. Meanwhile, the large expanses of glass windows allow the outdoor light and stunning views to pour in. The fireplace hearth in the living room is composed of huge rocks found on the site, the same kind of rocks upon which the house was built. The colors of the materials blend with the colors of its natural setting, with occasional contrasts provided by bright furnishings, just like the wildflowers or birds outside. And the most exciting part of Fallingwater is an interior staircase that leads you from the living room down to a place where you are suddenly standing on a tiny platform in the middle of the rushing stream! Fallingwater is not just a house; it appears to be part of nature itself.
Wright said, “I believe in God, only I spell it Nature.” As the world grows even farther away from nature, Fallingwater’s simple principle is an increasingly important one for us to ponder on: Human beings and nature should be able to coexist in harmony.

4.3 Local Thinking
Directions: (Still in Worksheet 5) A chart listing the Taiwanese buildings in harmony with their surroundings is for students to google their features and write down several lines to describe them. They are encouraged to use the sentence patterns they’ve learned before or from this lesson. Then, they can try to elaborate the chart into an essay. A revising checklist (the Rubrics) is given to help students evaluate and revise their writing.

◆ Sentence Pattern
◇ It is… whose….
◇ …make + O + V…
◇ …seem/appear to + have p.p. : …seem/appear to + V
◇ S + V + O, V-ing…

◆ Find or think of a building in Taiwan which harmonizes with the surroundings around it. You can google it!

<table>
<thead>
<tr>
<th>The Building</th>
<th>Architect / Time</th>
<th>Design (Style)</th>
<th>Features</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hsiang-shan Visitor Center in Sun Moon Lake</td>
<td>Norihiko Dan / 2011.2.25</td>
<td></td>
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<tr>
<td>(向山行政中心)</td>
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<tr>
<td>Lan-yang Museum</td>
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<tr>
<td>(蘭陽博物館)</td>
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<tr>
<td>Pavilion of Dreams</td>
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<tr>
<td>(花博夢想館)</td>
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<tr>
<td>Pavilion of the Future</td>
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<td></td>
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<tr>
<td>(花博未來館)</td>
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<tr>
<td>Pavilion of Fashion</td>
<td></td>
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<tr>
<td>(EcoArk)</td>
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<td></td>
</tr>
<tr>
<td>(花博環生方舟)</td>
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</tbody>
</table>
◆ A Writing Assignment

Write an essay in 120-150 words, describing a building in Taiwan which is in harmony with the surroundings around it. The first paragraph shall mention the background of the building. The second paragraph shall describe its design and features, explaining why the building can be part of its surroundings. (Based on what we learned from L6, you can imitate the sentences if necessary.)
V. Analysis of Students’ Works

5.1 Worksheet 1

Example One
(Class 204)

Example Two
(Class 204)
Worksheet 1 aims to motivate students’ interest in the Guggenheim museum. Too many students have neither heard of the Guggenheim nor known the five Guggenheim museums around the world. So I use multimedia, video and photos, to attract their attention.

From the above three worksheets, they show that the first video is successful because the students are indeed attracted to the bizarre buildings. The video caption runs so fast that some students in Class 207 have difficulty writing down their favorite. So in Class 203&204, I change my strategy, telling them what they’re going to do next and reminding them to pay more attention to the caption.

The brainstorming works well in Class 203&207 while it fails in Class 204. Some students in Class 204 are distracted in the discussion, busy laughing at the others’ answers or bored with the discussion, and a few of them refuse to write in complete sentences so they choose to leave the blanks unfilled. The failure in Class 204 may be due to my poor class management; I should have written down their answers on the board and have made their discussion under control. Besides, I should have asked some students to share their answers with the class so that those who can’t write sentences on their own may have something to imitate.

The second video works as well as the first one. Though it is challenging for the students to listen to the native speakers, who speak so fast that the words are blurred, they show great concentration on it, regarding it as a worthy task. Some of them can
guess what the speakers are saying from some words, the speakers’ facial expressions and their intonations. The video has to be played twice. Most of them can find the answers and finish the blank-filling.

5.2 Worksheet 2

Worksheet 2 aims to connect between the video and the article. In worksheet 1, the students get to know the Guggenheim in New York, so the second worksheet can extend their understanding to four more Guggenheim museums. It can also make a preview for the article itself, in which the fourth paragraph introduces the unique architectural design of each museum.

However, the worksheet 2 is not as acceptable as the first one. To be frank, it is almost a disaster. Despite the fact that most students join in the discussion and finish this assignment, they look bored in class, one-third of whom even fall asleep. This happens in my three classes. No matter how I change my strategy, this worksheet does not work at all. I think the problem is that the first two worksheets are too similar so that the students lose their interest in it. Compared with the video clips, the website visiting and travel journal reading are dull. Instead of using the two worksheets together, I should have used either one of them.
5.3 Worksheet 3 (Graphic Organizer)

The graphic organizer can help students clarify the main idea of each paragraph and realize their connections to each other with a view to reading and thinking in a more organized way. There are various forms of graphic organizers. I have used the organizer to sharpening my students’ reading skills several times, so they are used to using the organizer in class.

The following are a part of the graphic organizers I have used in class so far. (in the Appendix)
Since my students used to use the organizers in the form of story-map, text structure, and story-trail, I would like to make a change. What’s more, the article “The Guggenheim” is well organized. Each topic sentence can be supported by at least two sentences in each paragraph. Therefore, in the previous lesson, Lesson Five, I used a new organizer, which required students to find the heading and two supportive sentences. With the help of teacher, they all did a great job. So when reading the article “The Guggenheim,” they have less trouble finding the information they need.
Example Two for L5
(Class 204)

Example Three
(Class 203)
This worksheet is a writing practice, not only reviewing what the students learned from this lesson but also encouraging them to do local thinking. The Guggenheim museum is an architecture worshipping the nature. Aside from the Guggenheim, there are more buildings, including the Fallingwater, Hsiang-shan Visitor Center, or Lan-yang Museum, seeking for a harmonious relationship with the nature. So the worksheet aims to help students to put what they learned from the article into practice; that is to say, the students have to introduce the similar buildings in Taiwan in English.

What is a pity is that I have not had time to work on this worksheet so far. In this semester, the students have to study five lessons respectively for the first exam and the final exam, and six lessons for the mid-term exam. There is little time left for us to practice writing. I have been trying to spare time to do this worksheet.
VI. Teaching Reflection

Time and Class Managements

Though I have worked as a teacher for three years, I still feel myself a freshman in this job, struggling for various approaches to sharpen my teaching. As a young teacher, I always know what my real problem is—good preparations but poor performance. I try to be well-prepared but the real-life doesn’t work as I expected it to be. My time and class managements are desperate for improvement, because sometimes I cannot really carry out my plan. Take the lesson for the Guggenheim for example. I fail two worksheets because I do not notice the first two worksheets may be overlapped and the second worksheet is therefore boring to the class. Nor do I save enough time for the last worksheet, which is much more meaningful for this lesson.

The Use of the Graphic Organizer

Young as I am, I am delighted to see how my students take the challenge with me, especially the use of the graphic organizer. At the end of last semester, I began to put the organizer into practice. At first, my three classes were bewildered for such a change, asking what this organizer was for. When they came to their third organizer, some of them lost their patience, complaining about this assignment. To my relief, they got used to this reading strategy after I adopted new forms of organizers, the storyboard and drawing. Right now, I am still using the graphic organizer in each lesson. What is better, the three classes start to draw their own graphic organizer for next lesson and they are enthusiastic about it.
Appendix

Worksheet 1 : The Guggenheim

◆ First Video Watching & Questions
“Strange Buildings” (4:25) http://www.youtube.com/watch?v=PwEKOUyJgq8
Q1. Which building impresses you most? ________________________________
Q2. What does it look like? _________________________________________

◆ Brainstorming

1) Seeing the photos of the Guggenheim in New York, what will you come up with? What words will you use to describe the building?
2) To summarize your observation, make a comment on the Guggenheim in one or two sentences, like “I’ve never seen such a grand and stunning museum.”

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

◆ Second Video Watching & Blank-Filling
“Art, Architecture, and Innovation: Celebrating the Guggenheim Museum” (1:38) http://www.youtube.com/watch?v=kcsF9re1SWQ

Q1. What are the interviewees saying?
   (A) They criticize the design of the Guggenheim. Ans: ______
   (B) They explain the history of the Guggenheim.
   (C) They praise the uniqueness of the Guggenheim.
   (D) They discuss the problems caused by the Guggenheim.

Q2. Watch the video again. Try to fill in the blanks below.
   Female: Someone once asked me “What is the single most important object in the Guggenheim collection?”, and it’s clearly ____________
   ____________.

   Female: Even if you see it in photographs, you cannot understand it until ____________ ____________ ____________ ____________.
Male: I’ve always had ____________ _____________ _____________ with the Guggenheim.

Female: The way it soars is thrilling beyond belief. It undoes and subverts everything you know about what ____________ _____________ is supposed to do.

Male: Here we have people. People are making walls. People are moving in the fabric of the building, and the building is part of them. It’s a ____________ _____________ ____________ ____________.

Male: The building, as it was being constructed, _____________ the neighborhood. Conventional wisdom at time would have looked at it as a Martian. The nice thing about time is that it heals all of that and today it looks like it was there first and all the others are Martians.

Male: There are very ____________ _____________ that have the right, I think, to lay claim to being the most important works of architecture in the 20th century, and the Guggenheim museum by Frank Lloyd Wright is one of them.
# Worksheet 2: The Guggenheim (2)


Q. How many Guggenheim museums are there in the world? _______

Look at the photos of the five Guggenheims. Write down the location of each museum and its architectural characteristics in your words.

<table>
<thead>
<tr>
<th>The Guggenheim Museum</th>
<th>Location (Country/City)</th>
<th>Architectural Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>

◆ **Architecture Identification**

Identify which museum in the photo it is.
Read the following two paragraphs from Peter’s and Amy’s travel journals. Identify which museum they are visiting.

1) Peter is traveling abroad to visit the museums. In his blog, he writes, “If you haven’t ever seen or visited The Guggenheim, picture a cylindrically shaped building resembling a coffee mug; its exterior designed to look like a spring, akin to a perfectly curled orange peel – in white.”
Which Guggenheim museum does he see? Where is he traveling?

2) Amy, Peter’s younger sister, is visiting another museum. She leaves a message on Peter’s blog, saying “Anyway…I found the Guggenheim. Were you expecting an outrageous building? I was. This could probably be mistaken for a bank if you don’t look closely for the banners marking it.” So where is Amy?
## Worksheet 3: The Graphic Organizer

Lungteng B4 L6—The Guggenheim (Graphic Organizer)

Write down the **Heading Sentence** and **at least Two Supportive Sentences** in each paragraph. **Highlight the keywords**.

<table>
<thead>
<tr>
<th>P1</th>
<th>You might have heard of the Statue of Liberty and the Empire State Building, but have you heard of “The Guggenheim”?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1) It is not only one of New York City’s best-known museums but also one of its most important architectural landmarks.</td>
</tr>
<tr>
<td></td>
<td>2) You can visit five varied Guggenheim Museums around the world.</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>P2</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
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<table>
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<tr>
<th>P3</th>
<th></th>
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</thead>
<tbody>
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</tbody>
</table>

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<table>
<thead>
<tr>
<th>P4</th>
<th></th>
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</thead>
<tbody>
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<th>P5</th>
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</table>

<table>
<thead>
<tr>
<th>P6</th>
<th></th>
<th></th>
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<tbody>
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</tbody>
</table>
Worksheet 4: Jeremy Lin Rap Song Lyrics

From undrafted to talk of the ____________
From _____________ to all over tv,
I tell you hard work is the key, but uh
This is what can happen when you dream
I'm Jeremy Lin

6 foot 3, with a 4.2
Grade point average, not vertical
_______________ by every single team,
But ________________ ____________ ____________ he let it hamper his dream,
First in the gym, last one done
Proving _____________ ____________ pays off in the long run
killed em in the previous summer
Dropped a career high when the coach finally called his number

Cut off the roster from Golden State
Knew his time was coming, so he chose to wait
Never know when you gonna get up in the game
But he made his moment count in the biggest of ways,
_______________ ____________ ____________ the worlds Greatest stage,
now 20,000 rabid fans scream his name
Wasn't recruited for his ball skills,
Now you gotta wonder how they all feel,
Didn't quit, he only worked harder
went from Harvard ______________ to NBA ______________
the haters gonna hate and call him lucky
best Ivy Leaguer in the league, sorry Chris Dudley
Must be some kinda desire
To make everybody who doubted you out to be a liar...
And even if it only lasts a moment,
Jeremy Lin took it and _______________ it,
You gotta respect it
## Worksheet 5 : Write about Architecture

◆ What we can learn from Lesson 6…

<table>
<thead>
<tr>
<th>The Museum</th>
<th>Architect / Time</th>
<th>Design (Style)</th>
<th>Features</th>
</tr>
</thead>
<tbody>
<tr>
<td>Solomon R. Guggenheim</td>
<td>Frank Lloyd Wright / 1959.10.21</td>
<td>Natural form, the spiral shape of seashells that wind around themselves</td>
<td>4. It is a cylindrical building whose circular wall widens as it rises.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>5. Within the museum, all the paintings are displayed along the walls of the spiral.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>6. A widening spiral ramp starts at ground level and circles upward around the wall five times until it reaches the top, where a skylight lights up the vast central space below.</td>
</tr>
<tr>
<td>Guggenheim in Bilbao, Spain</td>
<td>Frank Gehry</td>
<td>Ship, metal-like</td>
<td>2. Since Bilbao is a port city, Gehry made the museum look something like a ship, and the shiny metal pieces on the walls seem to have been designed to resemble fish scales.</td>
</tr>
</tbody>
</table>
◆ Fallingwater

Read the article and underline the sentences mentioning the architectural characteristics of the Fallingwater as well as addressing its harmonious relationship with the nature.

Fallingwater is one of Frank Lloyd Wright’s greatest residential masterpieces. It was originally designed for the family of a Pittsburgh department store owner, Edgar J. Kaufmann, as a weekend retreat. But later, it was donated to the Western Pennsylvania Conservancy and became a museum that has already attracted nearly six million visitors. Acclaimed by Time magazine as Wright’s “most beautiful job,” Fallingwater is also listed among Smithsonian magazine’s Life List of “28 places to visit before you die.”

Fallingwater, situated amid 5,000 acres of wilderness in rural southern Pennsylvania, is renowned for the smoothness of its integration with the picturesque natural surroundings. The house does not appear to stand on solid ground; instead, it stretches out over a small waterfall, whose sound can be heard constantly throughout the house. Three horizontal cantilevered terraces form the three levels of the house, resembling the natural shape of the cliff and rocks. Between the terraces are rooms with large glass windows.

The rooms are deeply recessed, and the ceilings are unusually low, creating the impression of a cave-like sheltered space. Meanwhile, the large expanses of glass windows allow the outdoor light and stunning views to pour in. The fireplace hearth in the living room is composed of huge rocks found on the site, the same kind of rocks upon which the house was built. The colors of the materials blend with the colors of its natural setting, with occasional contrasts provided by bright furnishings, just like the wildflowers or birds outside. And the most exciting part of Fallingwater is an interior staircase that leads you from the living room down to a place where you are suddenly standing on a tiny platform in the middle of the rushing stream! Fallingwater is not just a house; it appears to be part of nature.
Wright said, “I believe in God, only I spell it Nature.” As the world grows even farther away from nature, Fallingwater’s simple principle is an increasingly important one for us to ponder on: Human beings and nature should be able to coexist in harmony.

◆ Sentence Pattern
◇ It is… whose…. 
◇ …make + O + V…
◇ …seem/appear to + have p.p. ; …seem/appear to + V
◇ S + V + O, V-ing…

◆ Find or think of a building in Taiwan which harmonizes with the surroundings around it. You can google it!

<table>
<thead>
<tr>
<th>The Building</th>
<th>Architect / Time</th>
<th>Design (Style)</th>
<th>Features</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hsiang-shan Visitor Center in Sun Moon Lake (向山行政中心)</td>
<td>Norihiko Dan / 2011.2.25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lan-yang Museum (蘭陽博物館)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Pavilion of Dreams (花博夢想館)</td>
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<td></td>
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<tr>
<td>Pavilion of the Future (花博未來館)</td>
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<td></td>
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<tr>
<td>Pavilion of Fashion (EcoArk) (花博環生方舟)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
A Writing Assignment

Write an essay in 120-150 words, describing a building in Taiwan which is in harmony with the surroundings around it. The first paragraph shall mention the background of the building. The second paragraph shall describe its design and features, explaining why the building can be part of its surroundings. (Based on what we learned from L6, you can imitate the sentences if necessary.)
<table>
<thead>
<tr>
<th>Rubrics</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Revising Checklist: Structure &amp; Content</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The paragraph contains only one main idea.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All sentences are relevant to the controlling idea.</td>
<td></td>
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<tr>
<td>The controlling idea is fully developed.</td>
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<td></td>
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<tr>
<td>The paragraph contains effective topic and concluding sentences.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sentences are smoothly linked with proper transitions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sentences are arranged in a clear and logical order.</td>
<td></td>
<td></td>
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<tr>
<td>The writing purpose is achieved.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ideas are original and enjoyable to read.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The sentence patterns learned before are used correctly in the paragraphs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Editing Checklist: Grammar &amp; Diction</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>This paragraph uses correct spelling, punctuation, capitalization and format.</td>
<td></td>
<td></td>
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<tr>
<td>This paragraph uses correct articles and the plural form of nouns.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>This paragraph uses correct agreement of Subject and Verb.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>This paragraph uses correct tenses.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>This paragraph uses correct phrases, idioms and collocations.</td>
<td></td>
<td></td>
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<tr>
<td>This paragraph uses complete sentences.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>This paragraph uses words that are concise and necessary.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>This paragraph makes specific and accurate word choices.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>This paragraph contains sentences of different lengths.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>This paragraph contains different sentence structures.</td>
<td></td>
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</tr>
</tbody>
</table>
Lungteng B3 L9 Racing for Love—The Story of Atalanta and Hippomenes  
(Graphic Organizer) 
Class: _____ Seat No. ____ Name: ______

Main characters:

Atalanta (a princess)  
Nationality -- ____________________  
People love her because ____________  
_________________________  
_________________________

Hippomenes (__________________)  
Nationality -- ____________________  
He loves Atalanta because ____________  
_________________________  
_________________________

Plot:

Princess Atalanta was a charming lady because she was good at _____________. People all hoped she could find ________________.

Hippomenes used the golden apples to ________________  
_________________________  
_________________________

At last, ________________ crossed the final line and became the winner. But ________________ has been the winner since then.

Did Atalanta want to marry?  
(Y / N)  Why? Because ……  
_________________________  
_________________________

Seeing Hippomenes, Atalanta was struck by ____________  
_________________________  
_________________________  
_________________________  and fell in love.

Atalanta promised to marry the man who ________________  
_________________________  
_________________________  
_________________________.  
But ________________

Hippomenes wanted to join the game, but he would definitely lose. So he asked ________________ for help and got ________________.

Q1. What do you think the golden apples represent? Why does Aphrodite give three apples, not one or two?  
Q2. Did you ever pray to any god or goddess when you were in pursuit of a goal? If so, how did it work? If not, what did you do then?

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

38
Pinocchio becomes a real boy because of his _________ and _____________.

The lyrics are autobiographical! They tell of _____________________________.

Born into a farmhand’s family and not well-educated, Walt Disney was turned into one of the most inspiring men of the 20th century because of _______________ and ________________________.

At 22, he started his cartoon career in ___________. One day, he created a cheerful little mouse, ____________, and therefore built his fantasy kingdom.

He delivered the simple message to all dreamers through his ___________. The message was _____________________________.

Poor as Aladdin was, he ________________

____________________________________

____________________________________

_____________________________________.

Mulan _______________________________

____________________________________

____________________________________, especially in a traditional Eastern culture.
Lungteng B4 L8—Freud and the Meaning of Dreams
(Graphic Organizer)

Class: ____  Seat No. ____  Name: _______

About Sigmund Freud
1. What is Sigmund Freud?

2. What did he do?

3. What did he realize from his job?

Interpretation of Dreams in 1899

A Strange Dream You Have

Sigmund Freud

Dreams are …
1. Reflection of One’s Life
   Dreams are __________________________
   __________________________

2. Reflection of One’s Mind
   Dreams may __________________________
   __________________________

Freud’s Dream Theory
Dreams act as the _______________________

“Repressed” memories or thoughts were hidden in the unconscious mind.

They were __________________________
   __________________________
   __________________________

We could __________________________
   __________________________

Definition

Example(s)

Definition

Example(s)