

If you only have 15 minutes ...

Observe (3 minutes)

- Skim the reading and focus on examples of architectural ideas that influenced Antoni Gaudí. Record 3-4 details or phrases showing what Gaudí encountered and how he incorporated those influences into his work.¹



Discuss (10 minutes)

From Influence to Innovation

- Compare Gaudí's early Casa Vicens with one of his later buildings. How did his approach to cultural influence change as his architectural style developed? Cite evidence from the text.²



More Than Imitation

- The reading explains that Gaudí did more than copy Islamic architectural forms. How did he adapt ideas about geometry, light or color to serve new purposes in his buildings? Give two examples.³

Creating a Style of His Own

Gaudí drew inspiration from Islamic architecture, nature, Catalan culture and other traditions. Why can his work still be considered original? Use evidence from the reading.⁴

Reflect (2 minutes)

How can learning from another culture lead to innovation without erasing the identity of either culture? What does Gaudí's architecture suggest?⁵

Common Core Standard(s) Met:

CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCRA.R.3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

1 Students should identify 3-4 details showing both the sources of Gaudí's influences and how he used them. Possible evidence includes:

- Casa Vicens incorporates Islamic and *Mudéjar* features, including lattice-like window designs and muqarnas.
- As a student, Gaudí studied Egyptian, Persian and Indian architecture and took particular interest in the Alhambra.
- Gaudí studied how other architectural traditions used geometry, light and color rather than simply copying their forms.
- At Casa Batlló, Gaudí used a central courtyard, graduated tile colors and changing window sizes to distribute natural light.
- Gaudí's *trencadís* uses irregular pieces of broken ceramic and has similarities to *zillij* mosaics.
- At the Sagrada Família, Gaudí integrated ideas about light, geometry, nature and spirituality into his own architectural language.

2 Students should recognize a development from recognizable influence toward transformation. In Casa Vicens, Islamic and *Mudéjar* influences remain visibly identifiable through muqarnas, latticework, geometric patterns and tilework. In later buildings, Gaudí increasingly adapted underlying principles. Casa Batlló uses courtyards, color and natural light in new ways, while the Sagrada Família integrates light, geometry, nature and spirituality into a style distinctly his own.

3 Students should provide two examples demonstrating adaptation rather than simple copying. Possible examples include:

- At Casa Batlló, Gaudí used a central courtyard and graduated blue tiles to distribute natural light.

- With trencadís, he arranged irregular pieces of broken ceramic rather than following the precision-cut patterns associated with zillij.
- At the Sagrada Família, he used stained glass and changing natural light to shape visitors' experience of the interior.
- He treated geometry and light as sources of order, meaning and spiritual experience, not simply as decoration.

4 Students should explain that Gaudí's originality came from combining and transforming multiple influences. He drew from Islamic architecture, nature, Catalan culture and other traditions, then adapted their forms and principles through his own approaches to structure, geometry, color and light. Strong responses should recognize that cultural influence and originality are not opposites.

5 Answers will vary. Look for students to connect Gaudí's example to the broader idea that cultural exchange can inspire innovation when ideas are understood, adapted and transformed rather than simply copied. Students may also recognize that a creator can incorporate outside influences while maintaining or developing a distinctive cultural and artistic identity.