

European Tour: History and Tradition: Teacher's Guide

Grade Level: 9-12

Curriculum Focus: Geography

Lesson Duration: Three class periods

Program Description

How did Europe's empires come to be? Students benefit from an interesting overview of European history, politics, and economics. Segments span the battlefields of France, the forests of Sweden, and the hills of Rome. This program includes one feature segment and three short segments.

Onscreen Questions

- How was the Roman Empire able to thrive for so long?
 - Why did the French people overthrow the monarchy?
 - How do events at the Vatican affect the rest of the world?
 - How is the natural environment important to the Swedes?
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Lesson Plan

Student Objectives

- Review important facts about the Vatican, its art and architecture, the pope, and the selection of saints.
- Learn about the Sistine Chapel, and take an online tour.
- Explore one of nine main scenes, and present it to the class.

Materials

- *European Tour* video and VCR, or DVD and DVD player
- Computer with Internet access
- Print and online resources about the Sistine Chapel ceiling
- Color printer
- Paper, pencils, markers

Procedures

1. Before you begin this lesson, visit the Web site below to review the nine main panels of the Sistine Chapel ceiling and to determine their appropriateness for your students. To print these color images, click on the name of each scene, then select the small image for a larger version to print. You may want to label each scene on the back.

Sistine Chapel Frescoes: Scenes from Genesis

<http://www.kfki.hu/~arthp/tours/sistina/index3.html>

2. After watching the "Inside the Vatican" segment, review some of the facts presented about the Vatican, the role of the pope, and the declaration of saints. Ask students: What is the Vatican? (the religious and administrative center of the Roman Catholic Church, where the pope lives) Where is the Vatican? (in Vatican City, in Rome) Is it part of the city of Rome? (No, it is its own city-state, with its own laws, stamps, currency, and security.) Who is the leader of the Roman Catholic Church? (the pope) Who holds this position today? (At the time of this printing, it's John Paul II.) How long has the institution of the Vatican been in existence? (2,000 years) One important role of the pope is the declaration of saints. Who are saints? (People who have led a holy life and performed a miracle or sacrificed their life for religious beliefs.) In the program, who was being considered for sainthood? (Mother Theresa)
3. Ask students to talk about the Vatican's architecture and interior details. What did they notice in the program? (Answers will vary, but students may say that the main dome of St. Peter's Basilica is grand and ornate and the interior details are lavish and detailed.) Next, ask them to describe the Vatican artwork. What do all the pieces have in common? (Based on religious themes, they are created by many famous artists.) Ask students to name one artist whose work is found at the Vatican. (Artists mentioned include Raphael, Michelangelo, and Van Gogh.) In what chapel were the frescoes recently restored? (Sistine Chapel)
4. Tell students they will study the Sistine Chapel ceiling. Provide students with this background information:
 - The Sistine Chapel is one of several chapels at the Vatican. It was completed in 1483. In 1508, Pope Julius II commissioned a young artist named Michelangelo to repaint the ceiling. Michelangelo initially resisted because he thought of himself more as a sculptor than a painter, but he finally agreed. Michelangelo's first challenge was to build enormous scaffolding to reach the long, curved ceiling, 60-feet high. Over the next four years, he painted the ceiling while lying on his back.
 - Another challenge was the ceiling's size. At 40-feet wide and 130-feet long, it covers more than 5,000 square feet. Michelangelo's work included more than 300 figures, but nine main scenes dominate, depicting stories about the creation, fall, and rebirth of mankind. These stories are from the Book of Genesis, the first book in the Bible.
5. Now show students the following Virtual Tours of the Sistine Chapel:

http://mv.vatican.va/3_EN/pages/xPano/CSN/



6. Tell students they will break into teams to learn about one of the nine main paintings, present their research, and create their own version of the Sistine Chapel ceiling on a bulletin board. Divide the class into nine teams, and assign each team one of the following images:
 - Separation of Light from Darkness
 - Creation of the Sun, Moon, and Planets
 - Separation of the Earth from the Waters
 - Creation of Adam
 - Creation of Eve
 - The Fall and Expulsion from the Garden of Eden
 - Sacrifice of Noah
 - The Deluge
 - Drunkenness of Noah
7. Give each team its color printout. Ask students to discuss the painting as a group and answer these questions:
 - Who do you think this painting shows?
 - What are the most striking images?
 - What emotions are shown in this painting?
 - What symbols are used?
 - What do you think the symbols represent?
 - How would you describe the colors, style, and techniques?
 - How does this painting make you feel?
8. Next, have students use online and print resources to research the paintings. They should describe the painting and answer the following questions:
 - What event is shown in this painting?
 - Who are the different people or figures shown?
 - What symbols are used, and what do they represent?
 - Why do you think this painting is important?
 - What message does it send?
 - What images and techniques did Michelangelo use to express the meaning of the painting?

The best place for teams to start is the first Web site below. After reading the overview, they can find links to detailed images and additional comments by clicking the "Previous Page" icon. The other sites are also useful.

- Sistine Chapel Frescoes: Scenes from Genesis
<http://www.kfki.hu/~arthp/tours/sistina/index3.html>
 - Sistine Chapel Ceiling: Central Stories (not all scenes discussed)
http://mv.vatican.va/3_EN/pages/CSN/CSN_Volta_StCentr.html
 - Sistine Chapel Ceiling: General Information
http://mv.vatican.va/3_EN/pages/CSN/CSN_Storia.html
9. Give students at least one full class period to research and gather information about their painting. Each team should write a brief summary, including their initial impressions and findings from their research.

Assessment

Use the following three-point rubric to evaluate students' work during this lesson.

- **3 points:** Students recalled several key details about the Vatican, the pope, and Vatican art and architecture; participated actively in class discussions; showed thorough research of their assigned painting; presented a comprehensive report with several details.
- **2 points:** Students recalled some key details about the Vatican, the pope, and Vatican art and architecture; participated somewhat in class discussions; showed satisfactory research of their assigned painting; presented a satisfactory report with some details.
- **1 point:** Students recalled few or no key details about the Vatican, the pope, and Vatican art and architecture; did not participate in class discussions; showed little research of their assigned painting; presented a report with few or no details.

Vocabulary

fresco

Definition: A painting on a plaster wall or ceiling created with watercolors

Context: Many of the historic frescoes at the Vatican are being restored to their original beauty.

pope

Definition: The leader of the Roman Catholic Church

Context: Of all the popes in history, Pope John Paul II has traveled the most.

Vatican

Definition: The palace within Vatican City, the independent city-state in Rome

Context: The pope lives in the Vatican, which has a treasure of artwork.



Academic Standards

Mid-continent Research for Education and Learning (McREL)

McREL's Content Knowledge: A Compendium of Standards and Benchmarks for K-12 Education addresses 14 content areas. To view the standards and benchmarks, visit <http://www.mcrel.org/>.

This lesson plan addresses the following national standards:

- Geography – Places and Regions: Understands the physical and human characteristics of place, Understands that culture and experience influence people's perceptions of places and regions
- Language Arts – Viewing: Uses viewing skills and strategies to understand and interpret visual media; Reading: Uses reading skills and strategies to understand and interpret a variety of informational texts

The National Council for the Social Studies (NCSS)

NCSS has developed national guidelines for teaching social studies. To become a member of NCSS, or to view the standards online, go to <http://www.socialstudies.org>

This lesson plan addresses the following thematic standard:

- Individuals, Groups, and Institutions
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Support Materials

Develop custom worksheets, educational puzzles, online quizzes, and more with the free teaching tools offered on the Discoveryschool.com Web site. Create and print support materials, or save them to a Custom Classroom account for future use. To learn more, visit

- <http://school.discovery.com/teachingtools/teachingtools.html>
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DVD Content

This program is available in an interactive DVD format. The following information and activities are specific to the DVD version.

How To Use the DVD

The DVD starting screen has the following options:

Play Video – This plays the video from start to finish. There are no programmed stops, except by using a remote control. With a computer, depending on the particular software player, a pause button is included with the other video controls.



Video Index – Here the video is divided into four parts (see below), indicated by video thumbnail icons. Watching all parts in sequence is similar to watching the video from start to finish. Brief descriptions and total running times are noted for each part. To play a particular segment, press Enter on the remote for TV playback; on a computer, click once to highlight a thumbnail and read the accompanying text description and click again to start the video.

Curriculum Units – These are specially edited video segments pulled from different sections of the video (see below). These nonlinear segments align with key ideas in the unit of instruction. They include onscreen pre- and post-viewing questions, reproduced below in this Teacher's Guide. Total running times for these segments are noted. To play a particular segment, press Enter on the TV remote or click once on the Curriculum Unit title on a computer.

Standards Link – Selecting this option displays a single screen that lists the national academic standards the video addresses.

Teacher Resources – This screen gives the technical support number and Web site address.

Video Index

I. Rome's Great Empire (4 min.)

The Roman Empire once stretched all the way from modern-day Scotland to modern-day Syria and Armenia. Explore the technology, culture, and ideals of the ancient Roman Empire.

II. Emperor Napoleon (5 min.)

During his time as ruler of France, Napoleon Bonaparte successfully reformed French law and built a great empire. Learn about the rise and fall of this powerful emperor.

III. Inside the Vatican (34 min.)

The spiritual center of the Catholic Church, Vatican City is an independent state with its own citizens and flag. Tour the Vatican, and see what lies behind its protective walls.

IV. Land of Forests (4 min.)

Sweden is protective of its natural resources and environment. See how 200 years of peace have enabled the Swedes to both protect and enjoy their country's natural beauty.

Curriculum Units

1. Life in Rome

Pre-viewing question

Q: How was the Roman Empire able to last as long as it did?

A: Answers will vary.

Post-viewing question

Q: How did arena games and contests reflect Roman ideals?

A: Trained fighters, called gladiators, displayed Roman courage and military strength, two important ideals in Roman culture. The exotic animals used in sporting events reflected the far



reach of the empire, “proving” to citizens that the Roman Empire controlled not only the lives of the people within the empire, but also nature itself.

2. The Rise of Napoleon

Pre-viewing question

Q: What are some causes and reasons behind revolutions?

A: Answers will vary.

Post-viewing question

Q: How was Napoleon able to take power in France?

A: Napoleon won public fame and support through a series of military victories. That led him to take part in a plan to overthrow the government in 1799. While the new government, called “The Consulate,” called for Napoleon to share power with two others, he became the ultimate authority.

3. Napoleon's Retreat

Pre-viewing question

Q: Is ambition always a positive quality?

A: Answers will vary.

Post-viewing question

Q: How did Napoleon contribute to his own demise?

A: He was defeated, in part, due to his own ambition. In trying to win and keep control of most of Europe, Napoleon stretched himself and his resources too thin.

4. A Sovereign State

Pre-viewing question

Q: Should religious organizations be subject to civil laws?

A: Answers will vary.

Post-viewing question

Q: How does being a sovereign state benefit the Vatican?

A: Answers will vary.

5. Reaching the Masses

Pre-viewing question

Q: How does the pope spread his beliefs to the world?

A: Answers will vary.

Post-viewing question

Q: Why do you think the pope has so much global power?

A: Answers will vary.

6. St. Peter's and Sainthood

Pre-viewing question

Q: Do you believe in miracles?

A: Answers will vary.



Post-viewing question

Q: How does a person become a saint?

A: For the pope to declare someone a saint, the Vatican must prove that the person led a holy life and either performed miracles or died for their faith. Saints are said to intercede with God on behalf of the faithful.

7. Beatifying a Saint

Pre-viewing question

Q: What do you think the requirements of sainthood should be?

A: Answers will vary.

Post-viewing question

Q: Why does the Catholic Church preserve relics taken from future saints?

A: Relics, small body parts taken from future saints, are preserved so that people may have reference points for their prayers. The relics are said to reflect the close unity between the earthly church and the heavenly church.

8. Preserving the Past

Pre-viewing question

Q: Should the Vatican's archives be accessible to the public?

A: Answers will vary.

Post-viewing question

Q: What reason does Father Coyne give for the Vatican's reluctance to admit mistakes?

A: The church prefers to save face rather than admit it's made mistakes.

9. Restoring the Vatican

Pre-viewing question

Q: Do you think it is difficult to restore old buildings and works of art?

A: Answers will vary.

Post-viewing question

Q: What are some challenges in maintaining and restoring the Vatican?

A: Answers will vary.

10. Securing the Pope Mobile

Pre-viewing question

Q: Is it important for the pope to travel outside the Vatican?

A: Answers will vary.

Post-viewing question

Q: What is required to be a member of the Swiss Guard?

A: Dedication and commitment to the pope and the Catholic Church are extremely important. Members of the Swiss Guard are specially recruited in Switzerland and sign on to a minimum of two years of service.



11. Learning the Rituals

Pre-viewing question

Q: What challenges do priests face?

A: Answers will vary.

Post-viewing question

Q: Do you think the pomp and circumstance of church rituals are necessary?

A: Answers will vary.

12. Regulating Sweden's Forests

Pre-viewing question

Q: Why are natural resources often overexploited in politically unstable or poorer countries?

A: Answers will vary.

Post-viewing question

Q: Why is Sweden able to spend more money on its people and environment than other countries?

A: For more than 200 years, Sweden has not been involved in a war; it hasn't had to spend as much money on its military as some other countries.