UNIT PLAN OUTLINE

An interdisciplinary study of the Roman Pantheon: Art, History, Math, and Science

The Lesson-Art Segment

Introduction

Overview

In this lesson, students will learn about the history of the Roman Empire and the effects it has had on the Pantheon in the past 2,000 years. They will focus on the aesthetics of the building with the help of the elements of art and principles of design. Students will be asked to identify particular visual components of the Pantheon and see what modern-day architecture it may have influenced. Students will also do a hands-on project which will require them to write about, design and construct their own personalized building.

Guiding Questions for Art:

• What were the elements of art and principles of design that were used in designing the Pantheon? Particular attention will be shown to the columns, the interior dome, the exterior drum, and the floor.
• How does the design of a building affect or relate to its function?
• How has the Pantheon influenced modern architecture?
CCRS:

(Texas has not adopted CCSS)

I. Interrelated Disciplines and Skills
   A. Spatial analysis of physical and cultural processes that shape the human experience
      1. Analyze how physical and cultural processes have shaped human communities over time.
   B. Problem-solving and decision-making skills
      1. Use a variety of research and analytical tools to explore questions or issues thoroughly and fairly.

II. Interdependence of Global Communities
   A. Spatial understanding of global, regional, national, and local communities
      1. Distinguish spatial patterns of human communities that exist between or within contemporary political boundaries.
      2. Connect regional or local developments to global ones.

III. Analysis, Synthesis, and Evaluation of Information
   A. Critical examination of texts, images, and other sources of information
      1. Identify and analyze the main idea(s) and point(s)-of-view in sources.
      2. Situate an informational source in its appropriate contexts (contemporary, historical, cultural).
      3. Evaluate sources from multiple perspectives.
      4. Understand the differences between a primary and secondary source and use each appropriately to conduct research and construct arguments.

Background

The Pantheon is a building in Rome, Italy that has undergone numerous transformations throughout the years. This building has gone from being a pagan temple, to being used by local vendors to sale goods on the porch, then back to a place of worship in the form of a Christian church. Regardless of its purpose, the Pantheon is a fine example of ingenious architecture, even by today’s standards.

Assessment for Art Building:
Multiple Choice Assessment, Project Assessment, & Personal Reflection Assessment

Multiple Choice Assessment:

Name: ____________________
Date: ____________________
Period: ____________________

PANTHEON

1. Where is the Pantheon located?
   A. Naples, Italy   B. Paris, France   C. Rome, Italy   D. Florence, Italy

2. What does “Pantheon” mean?
A. All Gods   B. Temple of Zeus   C. Temple of Stars   D. To All Saints

3. What does “Pantheon” mean?

A. A pagan temple   B. A Christian church   C. Both of these   D. Neither of these

4. Who built the FIRST Pantheon?

A. Hadrian   B. Marcus Agrippa   C. Trajan   D. Domitian

5. How was the FIRST Pantheon destroyed?

A. Flood   B. Earthquake   C. Fire   D. War

6. How was the SECOND Pantheon destroyed?

A. Earthquake   B. Flood   C. Fire   D. Lightning

7. The Pantheon is currently used as a...

A. Church   B. Tomb   C. Tourist attraction   D. All listed

8. Where was the marble for the Corinthian columns quarried from?

A. England   B. China   C. Egypt   D. Italy

9. How did they get the columns to Rome?

A. By plane and rolling   B. By ship and dragging   C. By car and floating   D. By horses

10. How did they make the drum of the Pantheon appear larger than it really is?

A. The marble connects to the bronze roof   B. Sections go from taller at the base to shorter at the top   C. The bricks are larger at the top   D. The sections are more colorful at the top

11. The Pantheon....

A. is the tallest building in Italy   B. was built by Cicero   C. is the oldest building in Rome   D. has the world’s largest unreinforced dome

12. How does the dome of the Pantheon not collapse?
A. The pumice and tufa at the top of the dome is lighter weight
B. The marble is stronger at the top
C. The pillars help to hold it up
D. It has been renovated every 10 years

13. What happens when rain or snow comes in through the oculus of the Pantheon?

A. It puddles at the edges of the floor
B. The oculus is closed when it rains
C. It drains through holes throughout the floor
D. They catch it in buckets

14. The variety and rarity of the marble seen on the Pantheon floors represents...

A. That the Romans were poor
B. The power and authority that the Romans had
C. That the Romans has a good sense of design
D. That the Romans has access to marble from America

15. Who has the tomb inside the Pantheon?

A. Julius Caesar
B. Vitruvius, the architect
C. Raphael, the painter
D. Georgio Armani, the fashion designer

Personal Reflection Assessment:
In your sketchbooks write a minimum of two paragraphs about:
1. What you learned from this project.
2. What was the most successful thing about your sculpture?
3. What was the least successful thing about your sculpture?
4. Do you feel that the elements and principles of design you used successfully conveyed your intended message/function of the building?

Extending the Lesson for Art:
Students will have an exhibit which includes a write up about their building name and explanation of its purpose. This will be open to the public for viewing.

Additional Information (Basics Tab):
Grade Level: 9-12
Subject Areas: Art, Art History, History, Mathematics, & Science
Time required: 2-4 weeks

Skills:

- Architectural analysis
- Compare and contrast
- Gathering, classifying and interpreting written, oral and visual information
- Historical analysis
- Internet skills
- Interpretation
- Making inferences and drawing conclusions
- Map Skills
- Oral presentation skills
- Representing ideas and information orally, graphically and in writing
- Using primary sources
- Constructing a piece of artwork that has personal relevance
- Identifying the elements of art and the principles of design in architecture
- Knowing how to apply the elements of art and principles of design in their own artwork to convey and particular message