



SAN FRANCISCO  
OPERA EDUCATION

## *Tosca*

### Sample Lesson Plan: French Revolution Ideologies

*\*\*Please note that this lesson is designed to be taught post-show.*

GRADE LEVELS	9-12
TIMING	two class periods
PRIOR KNOWLEDGE	Students have a basic knowledge of <i>Tosca</i> 's plot. Synopsis can be found <a href="#">here</a> . Students have a basic knowledge on the rules of debate.
AIM OF LESSON	To connect real-life historical circumstances to the drama of <i>Tosca</i>
OBJECTIVES	Students will: <ul style="list-style-type: none"><li>Draw connections between the historic Napoleonic rule in Italy and the political timeline in <i>Tosca</i></li><li>Analyze main characters of the opera and understand and craft arguments for the motivations behind character actions and beliefs</li></ul>
CURRICULAR CONNECTIONS	Language Arts History and Social Studies
MATERIALS	<i>Computer or another device with internet access</i> <i>Projector</i>  <u>RESOURCES:</u> Prezi presentation on <i>Tosca</i> 's historical context: <a href="https://prezi.com/uow6iihcwk_7/intro-to-tosca-historical-context/">https://prezi.com/uow6iihcwk_7/intro-to-tosca-historical-context/</a>  YouTube video in Prezi (if it doesn't load automatically): <a href="https://www.youtube.com/watch?v=VeIT_UWDFLI">https://www.youtube.com/watch?v=VeIT_UWDFLI</a>  (additional resource) Opera synopsis and overview of historical context: <a href="https://imagesandhistory.wordpress.com/2017/10/19/tosca-and-italian-nationalism/">https://imagesandhistory.wordpress.com/2017/10/19/tosca-and-italian-nationalism/</a>
NATIONAL STANDARDS/ STATE STANDARDS	<u>CCSS.ELA-LITERACY.RL.7.3</u> Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).  <u>CCSS.ELA-LITERACY.RL.7.9</u> Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

<b>INSTRUCTIONAL STRATEGIES</b>	<p>1. Warmup/Intro (5-10 minutes):</p> <ul style="list-style-type: none"> <li>• Give a brief agenda overview: let the students know that today, they will be learning about political context of the opera <i>Tosca</i> and participate in a debate.</li> <li>• Ask students to share out what they already know about Napoleon and French-Austrian conflict that takes place in Italy. As a class, refresh on <i>Tosca</i>'s synopsis.</li> </ul> <p>2. Introduction to France-Italy-Austrian relations (10 minutes):</p> <ul style="list-style-type: none"> <li>• Explore the Prezi presentation together (link provided above) to set the political underlying tension between Italy and France</li> </ul> <p>3. Small group character analysis &amp; debate preparation (45 minutes):</p> <ul style="list-style-type: none"> <li>• Break class into 3 groups and assign each group to a male character: Scarpia, Cavaradossi, and Angelotti</li> <li>• Let the students know that they will be participating in a debate. Groups will debate over the resolution that “Italy will benefit from adapting the French Revolution Ideologies.”</li> <li>• Introduce the rules of debate (suggested Debate Rules/Etiquette attached at the bottom of this lesson plan).</li> <li>• With additional research as needed (link provided above), each group will determine whether their assigned character was 1) for or against the proposed resolution and 2) craft their arguments.</li> </ul> <p>4. Mini Debate (30 minutes):</p> <ul style="list-style-type: none"> <li>• With the educator’s moderation, the class will execute a structured debate between the two opposing groups: “pro-French ideals” vs. “con-French ideals”</li> </ul>
<b>EXTENSION</b>	N/A
<b>LEARNING SUPPORTS &amp; ACCOMODATIONS</b>	Small-group format; others as needed.
<b>ASSESSMENTS</b>	<p>Students are able to draw connections between the historic Napoleonic rule in Italy and the political timeline in <i>Tosca</i>.</p> <p>Students are able to develop and support arguments through the viewpoint of a specific character.</p>

## **Rules for Classroom Debate**

1. Each group is to agree on two significant points of argument.
2. The “pro” group will read the first point of argument. A debate on the validity of that particular point will ensue, providing others in the group opportunities to elaborate and the “con” group opportunities to counter.
3. One person speaks at a time. No side discussions!
4. All comments **MUST** address the previous student **comment directly**. You may not simply ignore a comment and shift the argument to an unrelated point.
5. Each person will credit the source of any statistic, quotation, survey, or other research information **AT THE TIME** that source is mentioned during the debate.

## **Structure for Classroom Debate**

### **Total Time Allowance: 12 minutes**

“Pro” Point #1	“Con” Objection to Point #1	“Pro” Rebuttal to Point #1
“Pro” Point #2	“Con” Objection to Point #2	“Pro” Rebuttal to Point #2

### **Total Time Allowance: 12 minutes**

“Con” Point #1	“Pro” Objection to Point #1	“Con” Rebuttal to Point #1
“Con” Point #2	“Pro” Objection to Point #2	“Con” Rebuttal to Point #2

### **Total Time Allowance: 3 minutes**

“Pro” Concluding Remarks	“Con” Concluding Remarks
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## **Debate Etiquette**

1. All members of each side must participate in the debate.
2. You may bring some brief notes, but you may not read them.
3. Maintain good eye contact with the audience.
4. Use proper language and be polite in referring to your opposing team.