

## Educational Questions/Activities for *Darwin chez Saint-Pierre*

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To be used with Video Explanation document

Choose the questions/activities best suited for your class

Additional media for use and download (Google Photos) :

<https://photos.app.goo.gl/q3iXwbW3cjCsDRLF8>

1) [Preparatory : explain briefly about Charles Darwin] Before viewing the video (or before entering the church), read, “Script Scene 1” to the students and ask them where they think Darwin could have disappeared to in the church (stimulate imagination, participation, playful...depends on age/class level).

*The following question below refers to believing in what you see and hear to be true or representative – false, fictitious, artificial, illusory, delusional information/content and/or media (Intended for older students).*

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2) Scene 2, Christ painting with prehistoric life, ask the students if they think that the animal sounds that they hear represent the animals that they see, and why. Real sounds used : prehistoric alligator = large herbivorous creature (dinosaur) made for the computer game *Thrive* (open source game about the evolution of life), dinosaur biting other dinosaur = remix of sounds from computer games, *Monster Hunter World (Behemoth monster)* and Skuzzle Motor Sport Racing, the prehistoric birds flying in the sky = angry female chicken.

3) Scene 4, ask older students if they know what type of insects are in this scene : Cicada, Leaf cutter ants, Treehopper (*Membracis elevata*).

4) Scene 6, explain to the students that Darwin also published a manuscript called, *The expression of the emotions in man and animals*, ask them what type of emotion they think the man in this scene is expressing ; horror and agony. Optional (older students) : this scene refers to slavery, oppression of black people, how does this relate to today’s situation (or in general with racism), especially with what is going on in the United States at this time?

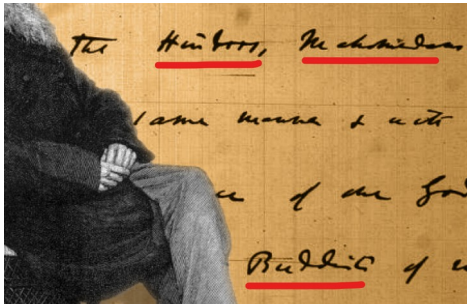
5) Scene 7, ask younger students to point in order from biggest to smallest beaks of the four finches. Optional : look at media link above (Google photos) and ask older Students to put the 13 birds in order from biggest to smallest beak (in the video they are not in order).

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6) Scene 9, ask students if the elements in the video (Jesus, insects and animals) are proportional in size to their environment and why or why not ; Jesus and the insects are not, they're bigger and this is just an imaginary artistic representation of Darwin having a nightmare which takes place in his study. Ask students if the representation of a 'mouse' is correct ; it's not, it's a rat. Ask students what type of animal is in the picture with the cat ; it's a bird.

7) Scene 10, Darwin did not have the best hand-writing, sometimes it's difficult to read, ask older students to find the three types of religion he speaks about in his writing (see image below); Hindoos, Mahomadans (Islamic) and Buddhists.



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8) Scene 11, In the dialogue we hear Darwin say, "...and my friends", but then we see a photo of him, not his friends...ask the students what they think about that ; the artist is implying that Darwin no longer believes in Christianity himself even though he does not state it. At school project : look at media link above (Google photos) and find Darwin's study photo (there are two) and ask students if the photos shown above the mantelpiece in Darwin's study are the real photos in his study ; no, they are not.

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9) Scene 13, At school project : look at media link above (Google photos) and find the image of Darwin as a boy and the photograph of Prieuré's park, combined and separated. Ask students if they think that this combined painting representation of Darwin is real ; then show them the two separate images.

10) After watching the video (or re-watching the video), ask the children to look around the church and see if they can find some of the same images that they saw in the video. There are 6 images : Scene 3 – Painting of St. Christopher and Jesus (left wall of church), Scene 5 - Saint-Pierre church from outside, Scene 7 - Ceiling in Saint-Pierre church, Scene 11 - Ceiling beams in Saint-Pierre church, Scene 12 - Painting of The Assumption at the altar of the Virgin (left, before altar), Scene 13, behind Saint-Pierre church in Prieuré park (with image of Darwin as a little boy). Optional : ask older students why they think they were used in the video.

11) Artistic Creation - Evolving Imagination, The Image : Go to media link above (Google Photos) and download 5-10 images, print them out, cut up each one into 6 by 6 or 12 by 12 squares or various shapes, mix them up and have the students make collages out of them. Alternative : have older students create a collage in Adobe Photoshop / Gimp (free) or some image manipulation software.

12) Artistic Creation - Evolving Imagination, The Story : Go to media link above (Google Photos) and download desired images for use or as reference and have the students draw, paint or make a short video of *Script Scene 1* (all or just certain parts ; for example, Darwin gardening or playing with insects in Prieuré park, Darwin disappearing in the church...).

## ADDITIONAL

Two coloring pages on the next two pages below.



Play one of the first video games  
about Darwin and Evolution  
called “Web Dimension”, from 1985 :

[https://archive.org/details/d64\\_Web\\_Dimension\\_1985\\_Activision](https://archive.org/details/d64_Web_Dimension_1985_Activision)

