The Grand Tour of the 21th century

A (un) traditional trip

Image caption: Francis Basset in 1778 on the Grand Tour in Rome
Prado, Madrid. Portrait by Pompeo Batoni.

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General overview

The context of this exercise is inspired by the concept of the Grand Tour, a term that refers to the European tour that the young people belonging to the aristocracy, in particular English, did, as a path of personal and cultural formation, in the seventeenth and eighteenth centuries. A fundamental destination of the Grand Tour in the eighteenth century and then again in the nineteenth century was Italy, with its cities of art, archaeological remains and art and antique collections.

Starting from this idea, the activity guides the students in the design of their own ideal contemporary Grand Tour and suggests the creation of other possible maps by proposing the use of a digital tool that many young people know and that they can better appreciate through the creation of original content.

The exercise presents in detail one activity and design one more that teachers and trainers will be able to finalise following the model.

Let's plan our Grand (local) Tour

Activity overview

The activity encourages students to make a journey through time to discover the Grand Tour: an educational "rite of passage" and a social phenomenon of which we can find an echo in many contemporary European mobility projects for young people. Starting from this in-depth analysis, the activity asks students to reflect on the value of travel as a means to broaden their horizons, learn about the language, architecture, geography and culture of other countries and asks them to identify, through an exchange of ideas among peers, the places or experiences of the contemporary that allow us to understand the fundamental value of Europe and its cultural heritage.

As a final product, the activity asks the students to design and create, a digital map that represents the basic elements of their personal Grand Tour starting from local level at first, within the first activity, and then at European level, within the proposal of additional activity: all using a tool - Google My Maps - for the creation and social sharing of personal maps .

The activity has been designed for VET students of the tourism sector.

Final product
- Digital map by Google My map

Specific knowledge
- Historical significance of the Grand Tour
- Google My Maps

Level of difficulty

The exercise, as a whole, has a medium-low level of difficulty as it presupposes a basic entry level for the skills and knowledges on which it works:
- Multilingual competence
- Literacy
- Cultural awareness and expression
- Digital competence
- Entrepreneurship competence

Descriptive activity sheet

Stage 1

Description
Present the subject to your class by exploring the significance of the 17th and 18th century Grand Tour. As an example, we suggest you use the content presented by ThoughCo and the interview to Paul Stock - International History department of the London School of Economics and Political Science (LSE).

Divide the class in small groups and ask your students to make a brainstorming and write down all the ideas coming to their mind when they connect the words "cultural heritage" to:
- their town
- their region
- their country

Invite each group to select three or four items and present them to the class, explaining the reasons for their choice.

Note

Brainstorming is a process for generating creative ideas and solutions through intensive and freewheeling group discussion. Every participant is encouraged to think aloud and suggest as many ideas as possible, no matter seemingly how outlandish or bizarre.

Objectives
- Increase students' ability to understand spoken messages, to read and understand texts in English.
- Increase students' skills to communicate both orally and in writing in a variety of situations and to monitor and adapt their own communication to the requirements of the situation (Literacy).
- Increase students' skills of critical thinking (Literacy).
- Increase students' understanding of their own developing identity and cultural heritage within a world of cultural diversity and how arts and other cultural forms can be a way to both view and shape the world (Cultural awareness and expression).

Key competences
- Multilingual competence
- Literacy
- Cultural awareness and expression

Resources
- Teacher contact person for the activity
- The group of teachers that we suggest is also composed of: teachers of the linguistic axis; teacher of the historical and social axis.
- Equipment: pen and pencil; Internet connection, computer.

Duration
- 60 minutes - presentation of issue and resources
- 60 minutes - creation of a short summary text

Stage 2

Description
Present Google My Map to your student.

Google Maps is a tool that allows the creation and publication of custom maps. For precise instructions on how to set up a map, please visit the [Google support](#) dedicated toMy Maps. For more information you can search the many tutorials available on youtube.

Then ask your students' groups to:
- collect specific info on each selected element they presented to the class
- create their own map using Google My Map as a tool for representing and sharing the places that are part of their cultural heritage, from a "local" perspective.

Objectives
- Increase students' abilities to distinguish and use different types of sources, to search for, collect and process information, to use aids, and to formulate and express one's oral and written arguments in a convincing way appropriate to the context (Literacy).
- Increase students' ability to use digital technologies to collaborate with others, and creativity towards personal, social or commercial goals (Digital competence).

- Increase students' understanding of how digital technologies can support communication, creativity and innovation, and be aware of their opportunities, limitations, effects and risks (Digital competence).

Key competence
- Literacy
- Digital competence

Resources
- Teacher contact person for the activity
- The group of teachers that we suggest is also composed of: technicians.
- Equipment: Internet connection, computers, a video projector.

Duration
- 30 minutes - Google My Map presentation
- 60 minutes - data collection and map creation

Stage 3

Description

The activity is for small groups.

Invite your students' single groups to present their own map to the class.

Objectives

● Increase the students' skills to communicate both orally and in writing in a variety of situations and to monitor and adapt their own communication to the requirements of the situation (Literacy).

Key competence

● Literacy

Resources

● Teacher contact person for the activity.The group of teachers that we suggest is also composed of: teachers of the linguistic axis.
● Internet connection, computer, video projector

Duration

● 5 minutes for each presentation

Stage 4

Description

This phase is for the whole class.

Together with your students contact the local tourism office and present the work as a communication product to promote the area. In carrying out this activity, ask students to write a short presentation of the activity and its results, stressing its relevance to the local context.

Objectives

● Increase students' ability to effectively communicate and negotiate with others, and to cope with uncertainty, ambiguity and risk as part of making informed decisions is essential (Entrepreneurship competence).
● Increase students' knowing that there are different contexts and opportunities for turning ideas into action in personal, social and professional activities, and an understanding of how these arise (Entrepreneurship competence).

Key competences
- Entrepreneurship competence

Resources
- Teacher contact person for the activity

Duration
- The required time can't be foreseen as it depends on external elements.

My extended home map: Europe

Activity overview

The proposed method and tool can be used to create many different types of maps. The activity we proposed, as an example, asks students to design and create a map for the discovery and promotion of places, events and experiences that best describe the cultural heritage of Europe

The suggested steps of the activity are the following:

- Guide your students to make a brainstorming and write down all the ideas coming to their mind when they connect the words "cultural heritage" to Europe
- Ask the students to select four/five elements out of this list and collect some more specific info on each selected element.
- Divide the class in small groups and guide your students to create a map representing the selected elements using Google My Map. You can help them with the exploration within Google Arts&Culture
- Ask each group to present the map to the class.

Example

Just as an example here is one picture from a map we created to represent the VERITAGE team.

Image caption: the screenshot is from our example map: we titled it, added a short description of the partners of the VERITAGE team. Each of them is enriched by pictures and info.

Resources

Let's plan our Grand (local) Tour

- To read more on the Grand Tour, explore the following sources: https://www.thoughtco.com/grand-tour-of-europe-1435014 (Rosenberg, Matt. "Grand Tour of Europe." ThoughtCo, Jan. 12, 2019, thoughtco.com/grand-tour-of-europe-1435014). ThoughtCo is a premier reference site with a 20+ year focus on expert-created education content. In 2018, ThoughtCo received a Communicator Award in the General Education category and a Davey Award in the Education category.
- Dr Paul Stock from the International History department of the London School of Economics and Political Science (LSE) looks at how the Grand Tour of the 17th, 18th and 19th century has helped define holidaymaking today. He contends that the history of going on holiday reveals important things about us, not least the UK's complicated relationship with Europe.

My extended home map: Europe

We also suggest exploring the following resources.

- A journey by Google. An overview of Italy's cultural treasures, masterpieces and traditions. But it is possible to find hundreds of routes according to numerous filters: you can explore them by searching by artist, by means of expression, by artistic movements, by events and much more.
Google's project, "Arts&Culture" has been dealing for years with the digitization of the artistic and cultural resources of the main world institutions, offering visitors a first "taste" of the beauty of their sites. The digitization of the path is naturally aimed not so much to offer a tour of the beauty of the works, not available on screen, but to entice the physical visit by the user.
- A link from National Trust, a charity organisation founded in 1895 that looks after special places throughout England, Wales and Northern Ireland. The organisation takes care of coastline, forests, woods, fens, beaches, farmland, moorland, islands, archaeological remains, nature reserves, villages, historic houses, gardens, mills and pubs and one of the world's largest art collections.
- Google My Map. The link brings to the Google My Maps support where you can find the instructions to get started
- To go deeper into the relation among Google and Cultural Heritage we invite you to read the article "Tourism benefits from a cultural heritage partnership between Europeana and Google's Field Trip" by the European Commission.
- An additional resource that can be explored is the interactive map of Unesco.