

Understanding Europe- A Cultural Mosaic



Western European Studies Grant Application

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Indiana Academic Standards Addressed In Grant

Social Studies:

6.1.16: Develop and compare timelines that identify major people, events, and developments in the history of individual civilizations and/or countries that comprise Europe and the Americas.

6.3.2: Use latitude and longitude to locate places on Earth and describe the uses of locational technology.

6.3.3: Identify the names and locations of countries and major cities in Europe and the Western Hemisphere.

6.3.5: Describe major cultural characteristics of regions in Europe and the Western Hemisphere.

6.3.11: Compare and contrast cultural patterns, such as language, religion, and ethnicity, in various parts of Europe, the Caribbean, and North, South, and Central America.

6.5.2: Distinguish between the material and non-material aspects of culture.

6.5.3: Explain that culture changes in three ways: through cultural diffusion, invention, and innovation.

6.5.7: Examine art, music, literature, and architecture in Europe and the Americas: explain their relationship to the societies that created them, and give examples of how artistic ideas have spread from one culture to another.

6.5.8: Use a variety of resources, including newspapers, magazines, Web sites, and databases, to collect and analyze data on cultural factors in countries of Europe and the Americas. Use charts, graphs, and other data to compare and hypothesize the relation of these factors to a nation's development.

6.5.9: Examine artifacts, including documents, from other cultures to determine their use and significance.

Language Arts: *The following standards apply to the ongoing journal assessment.*

6.4.1: Discuss ideas for writing, keep a list or notebook of ideas and use graphic organizers to plan writing.

6.4.4: Use a variety of effective organizational patterns, including comparison and contrast, organization by categories, and arrangement by order of importance.

6.4.5: Use note-taking skills.

Theme One: Identifying cultural commonalities and differences among Europeans

1. Objective/Goal:

- a. Students will identify types of cultural commonalities and cultural differences across Northern, Southern, Eastern, and Western European regions.
- b. Students will use a variety of authentic artifacts collected by teachers during their travels across Europe.
- c. Students will study the idea that European culture is differed greatly by geographic region, as well as individual countries.
- d. Students will research a variety of resources to discover other cultural traits of Northern, Southern, Eastern and Western Europe.
- e. Students will map out the travel itinerary of teachers.
- f. Students will define cultural trait, geographic region, and visible v. non-visible cultural elements.

2. Materials:

- a. Teacher collected authentic artifacts (Appendix A)
- b. Copies of Europe Map¹
- c. Journaling Across Europe (Appendix B)
- d. “A Journey Across Europe” latitude/longitude (Appendix C)
- e. Butcher block paper
- f. Glossary (Appendix D)

3. Time Needed:

6 – 50 minute class periods

4. Summary/Overview:

Day One:

Students will be presented with a map of Europe. Teachers will read “A Journey Across Europe,” pausing, and giving time to discuss all coordinate locations. Students will locate and identify the cities visited. Students will also chart the journey on their map of Europe. Teachers will briefly discuss the places visited (discussion will be ongoing throughout the unit). Students will respond to the following question in their journals: How does location define a person? How does a person define a location? Students will discuss concept with classmates and teachers. As a follow up, teachers will define, and discuss the various **geographic regions** in Europe (glossary provided in teacher and student packet). Teachers will specify which countries belong to each region (Northern, Southern, Eastern, and Western Europe).

Day Two:

¹ European map used in unit comes from *The Mapquest Student Atlas of the World*, 2002, Cram Publishers

Teachers will hand out the Journaling Across Europe Note Packet. Teachers will go over directions included in the packet. Additional European map review will be needed. Teachers will define the meaning of a **cultural trait** and give examples.

Day Three:

Today will be devoted to travels in Northern Europe. Teachers will summarize their travels across Northern Europe. Teachers will define **visible** and **non-visible cultural elements**. Teachers will review directions for Journaling Packet. Teachers will present a pictorial PowerPoint presentation on Northern Europe, interspersing cultural artifacts throughout the talk. This presentation will create the “Museum of Modern Europe: Northern Europe.” Students will choose one artifact or picture to write about in their journals.

Day Four:

Today will be devoted to travels in Southern Europe. Teachers will summarize their travels across Southern Europe. Teachers will review directions for Journaling Packet. Teachers will present a pictorial PowerPoint presentation on Northern Europe, interspersing cultural artifacts throughout the talk. This presentation will create the “Museum of Modern Europe: Southern Europe.” Students will choose one artifact or picture to write about in their journals.

Day Five:

Today will be devoted to travels in Western Europe. Teachers will summarize their travels across Western Europe. Teachers will review directions for Journaling Packet. Teachers will present a pictorial PowerPoint presentation on Northern Europe, interspersing cultural artifacts throughout the talk. This presentation will create the “Museum of Modern Europe: Western Europe.” Students will choose one artifact or picture to write about in their journals.

Day Six:

Today will be devoted to travels in Eastern Europe. Teachers will summarize their travels across Eastern Europe. Teachers will present a pictorial PowerPoint presentation on Eastern Europe, interspersing cultural artifacts throughout the talk. This presentation will create the “Museum of Modern Europe: Eastern Europe.” Students will choose one artifact or picture to write about in their journals. As a wrap-up, students will verbally describe the **cultural differences** among places in Europe using the artifacts from each museum as a guideline. Butcher block paper will be used to record answers.²

5. Evaluation/Assessment:

- a. Journaling Across Europe...ONGOING...

Standards Used: 6.3.2, 6.3.3, 6.3.5, 6.3.11, 6.5.2, 6.5.7, 6.5.8, 6.5.9

² Butcher block creations will be displayed throughout the unit as visual displays on culture.

Theme Two: Comparing European and American cultures

1. Objective/Goal:

- a. Students will identify types of cultural commonalities and differences among Europeans and Americans.
- b. Students will describe how geography and history contribute to the development of a culture and its influence on other cultures.
- c. Students will study the idea that all cultures are differed greatly by geographic region, as well as individual countries.
- d. Students will analyze their own culture to use as a model for defining cultural traits.
- e. Students will define the following terms using artifacts: cultural diffusion, cultural region, ethnic groups, and acculturation

2. Materials:

- a. Teacher collected authentic artifacts (Appendix A)
- b. Journaling Across Europe (Appendix B)
- c. American Immigration 1792-1992 graph (Appendix E)
- d. American artifacts (as defined by students)
- e. Glossary (Appendix D)

3. Time Needed:

3 – 50 minute class periods

4. Summary/Overview:

Day One:

Students will be presented with a copy of popular American fast food menus from various European and American locations. Teachers will ask students to compare and contrast the menu items and draw inferences about their meanings by connecting to the appropriate culture. Teachers will project pictures of multiple fast food restaurants throughout Europe. Students will discuss how and why these places are related. Through discussion, **cultural region, ethnic groups, cultural diffusion** and **acculturation** will be defined.

Day Two:

Students will look at the following words: pizza, spaghetti, coffee, chocolate, tacos, etc. They will discuss the origin of these foods, including their current influence on the American culture. Students will discuss America as a salad bowl, a mixture of cultures. Students will study a graph on American immigration from 1792-1992. From the graph, they will determine the influence that European and other cultures have had on our country over time. Students will respond to the following question in their journals: How would American culture differ today, if not discovered/ largely populated by European peoples?

Day Three:

Teachers will prompt students to share various artifacts pertaining to American culture. Students will be asked to state how their selected artifact defines their individual culture. Students will determine if artifacts would also define European culture. Once students have significantly described the differences and similarities among European and American cultures using their artifacts, they will be ready to answer the next journal questions: How are cultures created? Why do cultures follow similar patterns? Would your artifact be useful to another culture? Why or why not?

5. Evaluation/Assessment:

- a. Journaling Across Europe...ONGOING...

Standards Used: 6.3.5, 6.5.2, 6.5.9, 6.5.3, 6.5.7, 6.5.8

Theme Three: Using Arts to define a culture

1. Objective/Goal:

- a. Students will discuss art (paintings, music, architecture, etc.) as related to culture.
- b. Students will explain art as a definition of one's cultural identity.
- c. Students will compare cultures through their analysis of artwork.
- d. Students will define their own **cultural identity** and **culture**.
- e. Students will discuss the differences in reactions to artwork based on people's personal experience and culture.
- f. Students will create a collage to represent their cultural identity.

2. Materials:

- a. Group Discussion Guide – “Analyzing Culture Through Art”(Appendix F)
- b. Teacher Generated Slide Show: “Europe by Music” (Appendix A)
- c. “Journaling Across Europe” (Appendix B)
- d. “My Cultural Web” Handout (Appendix G)
- e. Glossary (Appendix D)
- f. Selection of artwork/photographs to define America (Appendix H)
- g. National Anthems Lyrics Sheet (Appendix I)

3. Time Needed:

4 – 50 minute class periods

4. Summary/Overview:

Day One:

Students will consider the following questions: *What is culture? What is cultural identity? How does your cultural identity differ from that of your classmates? How is it the same? What is the importance of other cultures? How does art represent culture?* Teacher will display a photograph of the Statue of Liberty.

Students will be asked to analyze the statue from an artistic point of view.

Teachers will prompt students to answer the following questions: *How is the Statue of Liberty a symbol of American culture? Would all Americans consider it a symbol of their culture? Why or why not?* Students will group together to analyze several other pictures (ranging from works of art to photographs).³ Groups will complete the “Analyzing Culture Through Art” discussion questions.

Day Two:

Teachers will provide lyrics to national anthems for the United States, England, Germany, France, Italy, Greece, and Hungary. Teachers will play national anthems in conjunction with photo slide show.⁴ Students will group together to analyze the suitability of each anthem to their respective country. Students will include suggestions for updated versions of these national anthems in this analysis.

³ Several possible examples have been provided in Appendix H.

⁴ Midi file audio clips of all national anthems can be found at www.thenationalanthems.com

Day Three:

Students will begin class by completing the handout titled “My Cultural Web.” This handout will ask the students to analyze and map out their cultural identity. Upon completion of the web, students will determine their personal cultural identity. Using this knowledge, students will research appropriate artistic examples to express their identity. Students will create a photo collage that conveys their cultural individuality. They will also summarize reasons for selecting each artifact.

Day Four:

Teachers will place students into “sharing groups” to present their collage and summary to peers. Following the presentations, students will discuss the cultural differences among classmates. Students will record observations in their journals. Students will answer the following questions: *Compare and contrast your creation with other examples from our class. Would your cultural identity change if you lived in Europe?*

5. Evaluation/Assessment:

- a. Journaling Across Europe...ONGOING...

6. Standards Used 6.5.7, 6.5.8, 6.5.9

Theme Four: How Cultures Change Over Time

1. Objective/Goal:

- a. Students will research key figures from Ancient Greece & Rome, the Middle Ages, and the Renaissance.
- b. Students will identify causes of cultural change over time.
- c. Students will compare and contrast current cultural icons with past cultural icons to define changes in culture over time.
- d. Students will define **popular culture**.

2. Materials:

- a. Journaling Across Europe (Appendix B)
- b. Cultural Icons throughout Time (Appendix J)
- c. Glossary (Appendix G)

3. Time Needed:

2 – 50 minute class periods

4. Summary/Overview:

Day One: Students will discuss the difference between culture and popular culture. In their journals, students will be asked to compare Prince William, as a British pop culture icon, to an American icon of their choice. Students will research Ancient Greece & Rome, the Middle Ages, and the Renaissance through their work on the Cultural Icons throughout Time worksheet. Prior to completion of this worksheet, students should brainstorm cultural traits of these time periods.

Day Two:

Students will study the idea that cultures develop along a continuum: In order to see the future, a culture must understand its past. Students will complete a journal assignment in which they select a modern cultural icon and predict its significance in the American culture in the year 3000. Upon completion of this final entry, students will submit journals for teacher assessment. Journals will be graded based on student completion.

5. Evaluation/Assessment:

- a. Journaling Across Europe...ONGOING...

6. Standards Used: 6.1.16, 6.5.7, 6.5.9

Appendix A

Artifact Index

Envelope #1- McDonald's/ International Fast Food Items

Hungarian Happy Meal Menu
Hungarian Ronald McDonald Comic Book
Italian Birthday Party Invitation
Greek Mac Pita Holder
United States McDonalds Menu
United States Panera Menu
United States Qdoba Menu

Envelope #2- Travel Brochures/ Pamphlets/ Newspapers

London Underground Tube Map
Westminster Abbey Pamphlet
Botticelli Exhibit Pamphlet
Hungarian DVD Advertisement
Palazzo Zenobio Brochure
Italian Pam Club Grocery Store Ad
Hungarian Vita Linea Yogurt Ad

Envelope #3- Postcards

20 pack Roman city postcard collection
London Eye
London City
Picadilly Circus, London
Prince William
The Primavera, painting by Botticelli
Florence city
The Duomo, Florence
Westminster Abbey
Coronation Chair, Westminster Abbey
Palazzo Zenobio, Venice- two cards
Gutenberg Bible
Magna Carta
The World-1630 Map

Box- Cultural Artifacts

Print- *Pianta della Catena*, a pictorial view of Florence
Austrian Donald Duck comic book
Italian Cat in the Hat book
Hungarian Paprika
Hungarian wooden doll set
Greek beret
Italian Venetian glass
Euro 2004 Soccer ball
Authentic Olympics 2004 Postcards
National Herald- Greece Newspaper
Budapest Sun- Hungarian Newspaper

Appendix B



Journaling Across Europe

Name: _____

Period: _____

Dates Traveled: _____ - _____

Theme Three: Cultural Identity

9. Reflect on your classmates' cultural identity collages. Compare and contrast your creation with other examples from our class.

10. Would your cultural identity change if you lived in Europe?

Theme Four: Popular Culture

11. Compare Prince William to a popular icon in the United States today.

12. Choose your favorite popular icon from today. Describe the influence he/she has had on your life.

13. Look ahead to the future of America's popular culture. What type of a person do you think will be considered a celebrity in America in the year 2050? How about the year 3000? List qualities below:

2050:

3000:

Appendix C



A Journey Across Europe!

Complete the following story, by locating the latitude and longitude coordinates, to find the names of the cities visited.

Name: _____ Period: _____

Once upon a time, two teachers set out to discover Europe. They began their amazing adventure in _____ (London, England)! On the first day, the two teachers found themselves sharing traditional tea and scones at four pm...the typical English Tea Time. After catching a EURO soccer tourney game on television, the duo headed to their next destination _____ (Budapest, Hungary). It was here that the language barrier was the most striking. It took five hours to find the bus station. After touring the two sides of the city, and seeing how communism had taken its toll, the travelers headed to the train station.

The overnight train ride to _____ (Venice, Italy) provided very nice accommodations. Pretty soon they found themselves in the city of water! Gondolas and Murano glass frequented the streets. After two days they took another train to _____ (Florence, Italy), where they discovered many Renaissance works of art. Not to mention...GELATO!!! After climbing to the top of the Duomo and looking over the city, the pair left for _____ (Rome, Italy). It was here the ancient ruins took their breath away. The Coliseum was a sight to see. After

spending the day back in time, the two took the underground to _____ (Vatican City) where they toured the Vatican Museum, and saw the Sistine Chapel...not to mention many other famous works of art.

The trip was coming to an end quicker than they had anticipated...but there was still one more country to visit...GREECE. The duo flew to _____ (Athens, Greece) where they saw the Olympic set-up taking place, and also viewed the Acropolis. When they were finished here, they took a ferry to the beautiful island of Mykonos, Greece.

After 15 days of travel, the teachers headed back for London, and then on to the United States. All in all, the travelers thought Europe was a fabulous place.

The End

Appendix D

Teacher Glossary

acculturation: the process of cultural changes that result from long-term contact with another society

cultural difference: the variation displayed when comparing two or more cultures

cultural diffusion: the movement of ideas or behaviors from one cultural region to another

cultural identity: the set of behavioral or personal characteristics by which an individual defines him/herself within a culture

cultural region: area of the world in which people share certain culture traits

cultural trait: elements of a culture, such as dress, food, or religious beliefs

culture: a learned system of shared beliefs and ways of doing things that guides a person's daily behavior.

ethnic groups: cultural groups of people who share learned beliefs and practices

geographic region: an area that has common features that make it different from surrounding areas

non-visible cultural elements: system of values or beliefs that define a particular culture or cultural region; for example: spiritual beliefs, personal values, government, and language

popular culture: contemporary lifestyle and items that are well known and generally accepted, cultural patterns that are widespread within a population; also called pop culture

visible cultural elements: visual items or practices that define a culture or cultural region; for example: material items, sports, literature, and entertainment

Student Glossary

acculturation: _____

cultural difference: _____

cultural diffusion: _____

cultural identity: _____

cultural region: _____

cultural trait: _____

culture: _____

ethnic groups: _____

geographic region: _____

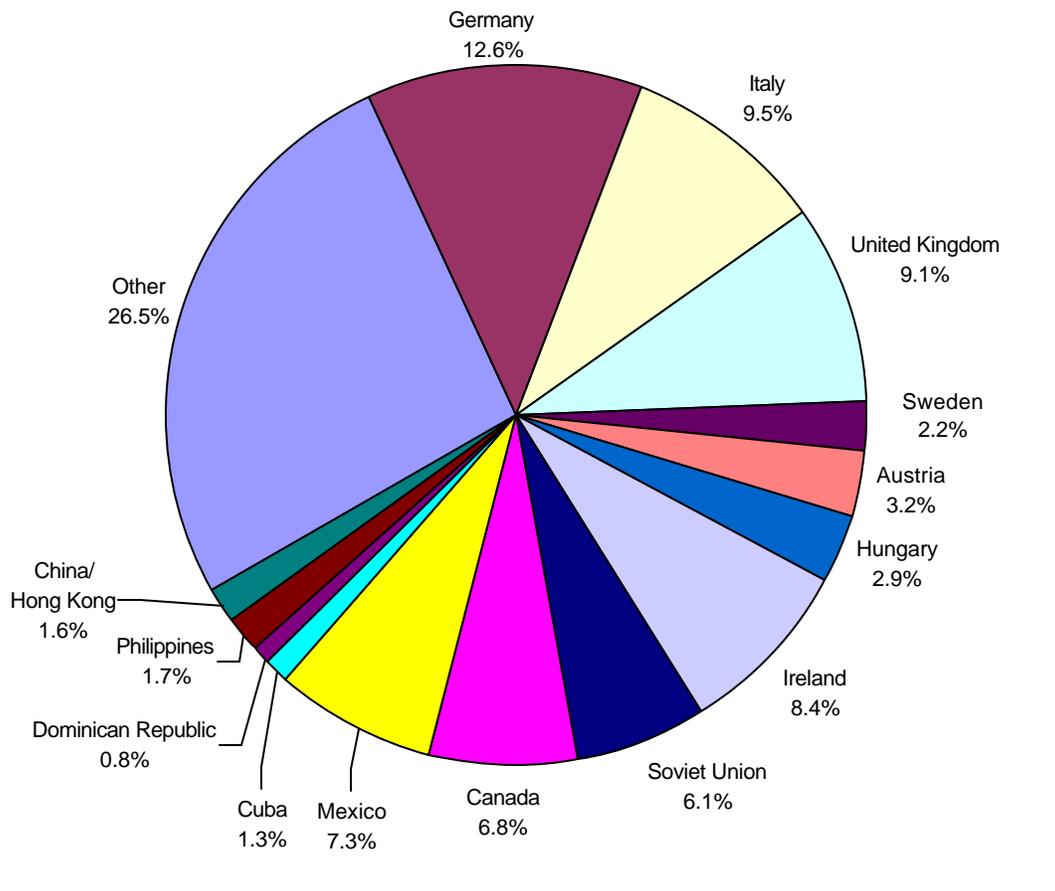
non-visible cultural elements: _____

popular culture: _____

visible cultural elements: _____

Appendix E

Migration to the United States, 1792-1992



Appendix F



Analyzing Culture through Art

Name: _____

Period: _____

With your group, answer the following questions in complete sentences.

Describe the difference between culture and cultural identity.

Looking at Norman Rockwell's painting "The Runaway," what guesses can you make about the culture in this particular piece of art?

With your group, view the other pieces of art located around your classroom. Select three, and answer the questions below for each piece of art.

⇒ _____ (title of art work) _____ (artists name)

▶ What is the picture portraying?

▶ What are characteristics of this society?

▶ How is culture represented in this piece of art?

⇒ _____(title of art work) _____(artists name)

▶ What is the picture portraying?

▶ What are characteristics of this society?

▶ How is culture represented in this piece of art?

_____ (title of art work) _____ (artists name)

▶ What is the picture portraying?

▶ What are characteristics of this society?

▶ How is culture represented in this piece of art?

Appendix G



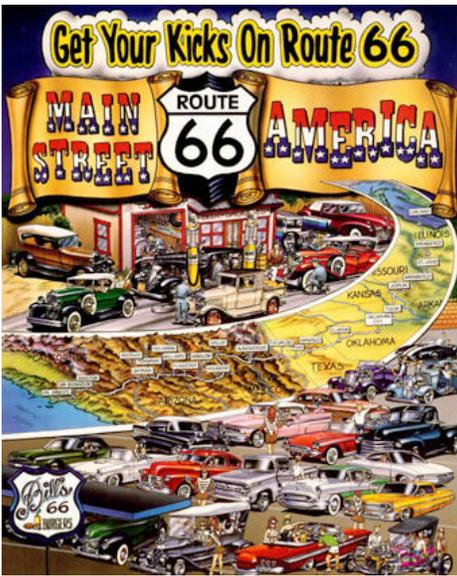
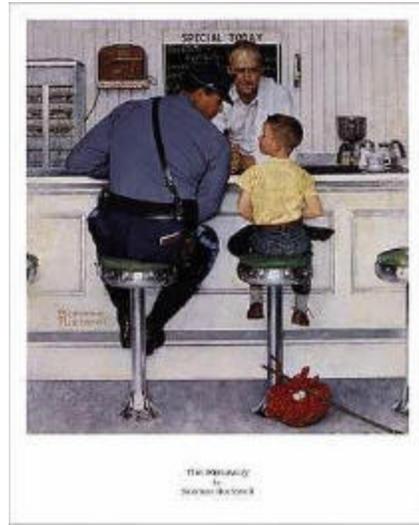
Cultural Web

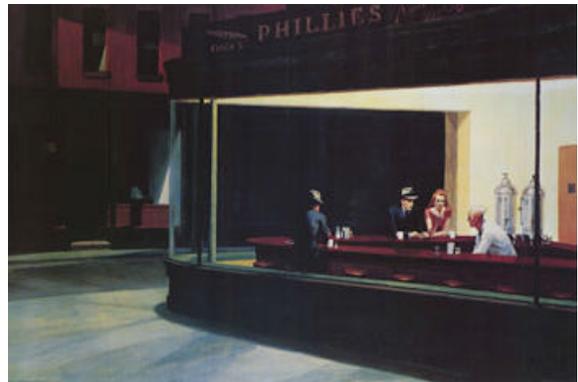
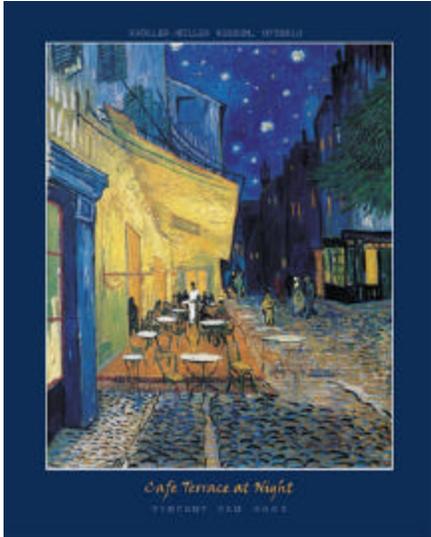
Name: _____

Period: _____

Outline your cultural identity by creating a web in the space provided below. After completing the web, write 1-2 paragraphs explaining who you are, and how you got to be that way.

Appendix H





Appendix I

National Anthem Lyrics for Selected Countries

United Kingdom	Hungary	Austria	Italy
<p><i>God Save the Queen</i></p> <p>Adopted in 1795</p> <p>Author unknown (earliest published in <i>Gentleman's Magazine</i>, 1745) Composer unknown</p>	<p><i>God Bless the Hungarians</i></p> <p>Adopted in 1844</p> <p>Words by FERENC KÖLCSEY Music by FERENC ERKEL</p>	<p><i>Land of the Mountains, Land of the Rivers</i></p> <p>Adopted in 1947</p> <p>Words by PAULA VON PRERADOVI melody formerly attributed to WOLFGANG AMADEUS MOZART</p>	<p><i>Mameli Hymn</i></p> <p>Adopted in 1946</p> <p>Words by GOFFREDO MAMELI Music by MICHELE NOVARO</p>
<p>God Save the Queen God save our gracious Queen, Long live our noble Queen, God save the Queen! Send her victorious, Happy and Glorious, Long to reign over us; God save the Queen!</p> <p>O Lord our God arise, Scatter her enemies And make them fall; Confound their politics, Frustrate their knavish tricks, On Thee our hopes we fix, Oh, save us all!</p> <p>Thy choicest gifts in store On her be pleased to pour; Long may she reign; May she defend our laws, And ever give us cause To sing with heart and voice, God save the Queen!</p>	<p>God Bless the Hungarians With good cheer and prosperity. Extend a protective arm If they fight the enemy. Torn by misfortune for long, Give them happy years. These people have expiated The past and the future.</p>	<p>Land of mountains, land on the River, Land of fields, land of cathedrals, Land of hammers, with a rich future, You are the home of great sons, A nation blessed by its sense of beauty, Highly praised Austria, highly praised Austria.</p> <p>Strongly fought for, fiercely contested, You are in the centre of the Continent Like a strong heart, You have born since the earliest days The burden of a high mission Much tried Austria, much tried Austria.</p> <p>Watch us striding free and believing, With courage, into new eras, Working cheerfully and full of hope, In fraternal chorus let us take in unity The oath of allegiance to you, our country, Our much beloved Austria, our much beloved Austria.</p>	<p>Italian Brothers, Italy has awakened, She has wreathed her head With the helmet of Scipio.</p> <p>Where is Victory? She bows her head to you, You, whom God created As the slave of Rome.</p> <p>Let us band together, We are ready to die, We are ready to die, Italy has called us.</p>

<p style="text-align: center;">Greece</p> <p style="text-align: center;"><i>Hymn to Freedom</i></p> <p style="text-align: center;">Adopted in 1864</p> <p>Words by DIONYSIOS SOLOMÓS Music by NIKOLAOS MANTZAROS</p>	<p style="text-align: center;">Germany</p> <p style="text-align: center;"><i>Deutschlandlied</i></p> <p style="text-align: center;">Adopted in 1952 and in 1991</p> <p>Words by AUGUST HEINRICH HOFFMANN VON FALLERSLEBEN Music by FRANZ JOSEPH HAYDN</p>	<p style="text-align: center;">France</p> <p style="text-align: center;"><i>La Marseillaise</i></p> <p style="text-align: center;">Adopted in 1795</p> <p>Words and Music by CLAUDE-JOSEPH ROUGET DE L'ISLE</p>	<p style="text-align: center;">United States</p> <p style="text-align: center;"><i>The Star-Spangled Banner</i></p> <p style="text-align: center;">Adopted in 1931</p> <p>Words by FRANCIS SCOTT KEY Composer Unknown</p>
<p>I shall always recognise you By the dreadful sword you hold, As the earth, with searching vision, You survey, with spirit bold. 'Twas the Greeks of old whose dying Brought to birth our spirit free. Now, with ancient valour rising, Let us hail you, oh Liberty!</p>	<p>Unity and Justice and Freedom For the German Fatherland! Let us all strive for these Brotherly with heart and hand! Unity and Right and Freedom Are the pledge of happiness. Bloom in the splendour of this happiness, Bloom, my German Fatherland!</p>	<p>Arise children of the fatherland The day of glory has arrived Against us tyranny's Bloody standard is raised Listen to the sound in the fields The howling of these fearsome soldiers They are coming into our midst To cut the throats of your sons and consorts To arms citizens Form you battalions March, march Let impure blood Water our furrows</p> <p>What do they want this horde of slaves Of traitors and conspiratorial kings? For whom these vile chains These long-prepared irons? Frenchmen, for us, ah! What outrage What methods must be taken? It is we they dare plan To return to the old slavery!</p>	<p>Oh, say can you see, by the dawn's early light, What so proudly we hailed at the twilight's last gleaming? Whose broad stripes and bright stars, through the perilous fight, O'er the ramparts we watched, were so gallantly streaming? And the rockets' red glare, the bombs bursting in air, Gave proof through the night that our flag was still there. O say, does that Star-Spangled Banner yet wave O'er the land of the free and the home of the brave?</p>

Appendix J

Cultural Icons throughout Time

Many Americans agree that Hollywood celebrities have a lot of influence on pop culture. People across the United States spend millions of dollars each year just to find out the latest news and gossip about their favorite stars. Fashion, hairdos, and even certain lifestyle choices are copied by star-struck fans throughout the country.

America is not unique in its fascination with famous peoples. In England, people are dually interested in movie stars and the royal family. In Brazil, soccer players are considered to be upper class. In fact, most cultures over time have elevated certain people to 'star status' in order to reflect what is most important to their society.

Consider the following historical groups. Identify a person from that time period that would have been included in that time period's Hollywood Celebrity list.

Place: *Ancient Greece*

Hollywood Celebrity: _____

Reasons: _____

Place: *Ancient Rome*

Hollywood Celebrity: _____

Reasons: _____

Place: *Medieval Europe*

Hollywood Celebrity: _____

Reasons: _____

Place: *The Renaissance*

Hollywood Celebrity: _____

Reasons: _____
