History Curriculum Units
with examples of teaching activities
Form 2

Directorate for Quality and Standards in Education
Curriculum Management and eLearning Department
Malta 2012
HISTORY CURRICULUM UNITS – FORM 2/YEAR 8

HIS 8.1  Malta under the Arabs and the Normans
HIS 8.2  Europe in the Middle Ages
HIS 8.3  Medieval Life and Malta and its Legacy
HIS 8.4  The Dawn of the Modern Age in Europe
HIS 8.5  The Order of St John from its origins to their arrival in Malta
Subject: History
Unit 8.1: Malta under the Arabs and the Normans
Strand 1: Learning about events, people and regions in the past
Strand 2: Mastering historical concepts
Strand 3: Nurturing historical skills

OBJECTIVES:
The teacher will:
1. explain some aspects linked to the life of the Maltese under Arab rule.
2. increase students’ knowledge about Arab remains and some aspects of buildings linked to these times.
3. explain the main characteristics of the Viking Civilisation in their homeland and the various contacts established through exploration.
4. teach about the origins of the Normans and their military achievements in England, Southern Italy and Sicily.
5. explain how Count Roger I and the Normans took over the Maltese Islands in 1091.
6. investigate the debate on religious developments that the Maltese Islands may have experienced under Arab and Norman rule.

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<th>Key Words</th>
<th>Points to note</th>
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<td>Emir, dimmi, Semitic language, Majmuna slab, farmhouses, tombs, Majmuna tombstone, rubble walls, farmhouses, olive tree, Muslim cemetery, cotton, water mill</td>
<td>A child-centred approach involving a paradigm shift away from a teacher-focused transmission of information to an emphasis on real learning should be adopted. This necessitates a reliance on active rather than passive learning, an increased responsibility, accountability and autonomy of the learner and a reflexive approach to the teaching and learning process on the part of both teacher and learner. The teaching and learning of history should be in line with the current developments in the Curriculum, emphasising the acquisition of skills and concepts, the use of primary and secondary evidence and the understanding of local history in a Euro-Mediterranean context. Students should be motivated through debates, role-play, drama, brainstorming sessions, group/pair work, presentations and art projects. Learning is facilitated through timelines audio-visual resources, films, P.P.P.s, computer games and simulated games. Inserted hyperlinks include a variety of worksheets, word searches, fun activities, colouring pages and quizzes.</td>
<td>Various hyperlinks which have been inserted, containing a number of activities that students can do. Regional map of Europe issued by the Education Division. Iz-Zmien Nofsani, by Charles Dalli, page 36. Malta the Medieval Millennium, by Charles Dalli, pages 66 – 70. Publication Ghaxar Fuljetti Simulati għall-użu fit-tagħlim ta’ l-Istorja by George Cassar. Voyage through Time by Brain J. Abela. Concepts and Skills in the Teaching of History by George Calleja.</td>
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<tr>
<td>Teaching objectives</td>
<td>Possible teaching experiences and activities</td>
<td>Indicators of Learning outcomes</td>
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<td>1. The teacher will highlight the Arab rule over Malta and the results of their stay. (2 lessons)</td>
<td>Students should be exposed to some of the main highlights of Arab rule. They should be aware of the functions of the Qajd, how the Maltese were considered as dimmi and paid taxes in return for keeping the Catholic faith and how the Maltese were not in a bad predicament since they sided with the Arabs against the Byzantines in 1048. In groups students may empathise with the state of the Maltese under Arab rule and list the difficulties which they had to face. Students may try to write a simulated news sheet about how Malta was governed by the Arabs and depicting the condition of the Maltese at that time. To understand the importance of Arab rule over Malta students should try in groups to find out the various changes which this rule brought about. They should deal with the gradual change from the old way of life, the changes in customs especially those associated with agriculture, the replacing of Byzantine influence by an Islamic one, the changes in dressing, the influence on religious beliefs, the influence on architecture, the semitic influence on language and place names (toponymy) and new innovations. Students should become aware that some Maltese were converted to the Islamic faith and took up Arab names. Students may be exposed to a recording of the Cantelena by Pietru Caxaru which was the first recorded poem written in Maltese. They should become aware that the earliest Maltese writing greatly resembled the Arabic language though it was written in the romance alphabet. Students may be given a translation of this poem and they have to react about how various words and phrases were written.</td>
<td>Students will display a sound awareness of change and continuity and can identify changes and similarities during the Arab rule over Malta. (Level 8) Students will be able to identify changes during the Arab period and will be able to offer a description recognising similarities and differences with the present day. (Level 7) Students will be able to explore change and continuity during the Arab period and will be aware of similarities and differences. (Level 6) Students will be able to name one aspect how life may have changed under Arab rule and what remained the same. (Level 5) Students will be able to empathise with the different reactions of the Maltese under Arab rule. They will be able to comprehensively act out a given situation and make an imaginative reconstruction which is not anachronistic of a past historical situation. (Level 8) Students will be aware of how the Maltese lived under Arab rule. They will be able to reconstruct some of the different reactions of different people at that time through the use of simple empathy. They will be able to act out (role play) any given situation. (Level 7) Students will understand the emotions of the Maltese during the Roman rule and will understand some of their reactions. (Level 6)</td>
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<td>2. The teacher will empower students to understand the importance of the Arab remains in Malta. (2 lessons)</td>
<td>Students may be exposed to a photo story dealing with Arab rule in Malta and the results of their stay. In groups students may try to list the main influences of Arab rule on Malta. They may prepare a chart in which they list and reinforce through pictures these various influences. Academically challenged students may attempt various drawing activities dealing with Arab influences such as drawing of buildings, rubble walls and water mills.</td>
<td>Students will begin to understand how the Maltese may have felt during the period under the Arabs. (Level 5) Students will be able to supply a multiplicity of consequences for the Arab rule over Malta, will be able to evaluate their significance and will understand the major changes brought about. (Level 8) Students will realise that there were different results of Arab rule over Malta and will understand that these were connected to one another. They will begin to understand their significance. (Level 7) Students will understand that the main events brought about some results and changes and will be able to give two consequences of the Arab rule over Malta. They will begin to understand the significance of this rule over Malta. (Level 6) Students will know that any event may bring over some results and can name one consequence of the Arab rule over Malta. (Level 5)</td>
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Students should become aware of the legacy and remains coming down to us from the times of the Arabs. They should become aware of the Arab graves found behind the Domus Romana, the Majmuna tombstone, some buildings in Mdina, and other aspects of architecture denoting Arab influence such as farmhouses and winding narrow streets in the village core. In groups students may try to find out how the main characteristics of a typical Maltese farmhouse show the influence which the Arabs had on Maltese architecture. They should try to decipher these influences and list them e.g. flat roofs to hold water, stairs in open yards and thick walls to keep warm in winter and cool in summer. Students will be able to base any reconstruction on the Arabs through various pieces of evidence. They will be aware that some aspects of Malta under Arab rule may be represented and interpreted in different ways. They will be able to recognise gaps in evidence and will be able to investigate using a wide range of sources. They will be able to ask and answer significant questions to evaluate sources of the Arab period and use these critically to reach and support conclusions. (Level 8) |
Students should become aware of the continuity and change one often finds during this period such as the Arab graves found after the Domus Romana and Mdina itself. They should realise that the Arabs decreased the size of the old capital city and try to decipher why they did so.

Students should view the PPP dealing with remains from Arab times (Ref. Resources No. 2) and thus understand their importance. They may also play a game dealing with the Arab influence and remains in Malta.

Academically challenged students may attempt various drawing activities such as drawing a traditional farmhouse with its main characteristics.

Students may attempt the Revision Worksheet (pp. 7-8) dealing with the Arabs in Malta. They may also do the short revision quiz.

Students will be quite familiar with evidence dating to the Arab period in Malta, will be able to distinguish between primary and secondary sources and will be aware of a variety of historical evidence from that time. They will understand and will be able to make simple inferences from various sources of evidence such as pictures and artefacts. Students will start to be aware that some aspects of Malta under Arab rule may be represented and interpreted in different ways. (Level 7)

Students will become familiar with evidence dating from the Arab period in Malta, will understand its importance and will be able to infer some information from it through simple investigations. They will be able to describe the main features of pictures and will identify the sources that are useful to answer a question. They will understand the difference between primary and secondary sources. (Level 6)

Students will begin to understand the importance of evidence in their immediate environment. They will identify different types of evidence dating to Arab rule and are able to obtain simple information from them to find out how life looked like then. They will be able to answer questions about the Arabs by looking at this evidence. (Level 5)

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| Level 5 | Students will begin to understand the importance of evidence in their immediate environment. They will identify different types of evidence dating to Arab rule and are able to obtain simple information from them to find out how life looked like then. They will be able to answer questions about the Arabs by looking at this evidence. |
| Level 7 | Students will be quite familiar with evidence dating to the Arab period in Malta, will be able to distinguish between primary and secondary sources and will be aware of a variety of historical evidence from that time. They will understand and will be able to make simple inferences from various sources of evidence such as pictures and artefacts. Students will start to be aware that some aspects of Malta under Arab rule may be represented and interpreted in different ways. |
| Level 6 | Students will become familiar with evidence dating from the Arab period in Malta, will understand its importance and will be able to infer some information from it through simple investigations. |
| Level 7 | They will be able to describe the main features of pictures and will identify the sources that are useful to answer a question. |
| Level 7 | They will understand the difference between primary and secondary sources. |
| Level 5 | Students will identify different types of evidence dating to Arab rule and are able to obtain simple information from them to find out how life looked like then. They will be able to answer questions about the Arabs by looking at the evidence. |
3. The teacher will explain the main characteristics of the Viking Civilisation in their homeland and the various contacts established through exploration. *(2 lessons)*

| Students empathise in groups or individually on how a typical day in the life of a Viking was and write a paragraph entitled, ‘If I was a Viking what would my home life in Scandinavia be like?’ They may also include an illustration or a drawing. Using a copy of the Viking alphabet students may write their names or decode a short message (message to decode) reinforcing an aspect about Viking culture. Students should be aware of the Vikings as skilled sailors and excellent shipbuilders and of their vessels, the longship and the Knarr. Using pictures they should discuss the differences between these ships focusing on several aspects such as their speed and use. Students may be encouraged to point out the similarities and the differences of these two types of ships. The main features of a longship such as sail, hull, must, stem, keel, oars and prow may be discussed. Students may label these components on a diagram of a Viking Long ship or draw or construct a model of it. They may discuss why the long ship was the ideal vessel for the Vikings. Students become aware how the Vikings ravaged the Northern coasts for more than 200 years with coastal towns and villages and remote, isolated monasteries being the most venerable to attacks. They may be asked to imagine that they were a Viking raider or trader and write their own experiences including information about why they carried out these raids, what they gained and the negative aspects of being a raider or trader. A class discussion about what made the Vikings a feared and powerful force may be held. Students should become aware of the international contacts established by the Vikings through exploration and trading. They may mark these Viking trade routes on an outline map and learn about the different types of goods they traded. They may be assigned trade good to sort into two groups; imported goods and exported goods. | Students will be able to talk coherently on the raiding and trading patterns of the Vikings in some detail. They will be able to analyse Viking life and show a good mastery of historical concepts such as causation, change and chronology. They will be able to produce good structured narratives, descriptions and explanations about the Vikings. *(Level 8)* Students will know the main facts about the Vikings and realise that they were affected by contacts and exchanges taking place with different communities. They will show an awareness of historical concepts such as causation, change and chronology. They will be able to use the available data appropriately and indicate their reasoning and conclusions in structured work. *(Level 7)* Students will know some simple facts about the Vikings and explain in some simple sentences the main events of their important historical episodes. They will appreciate the Vikings as excellent shipbuilders and sea explorers and describe in short sentences the main features of their ships. *(Level 6)* Students will answer simple questions about the Vikings and show that they have developed an awareness of the Scandinavian region. They will be able to understand how geography influenced the development of this civilisation. *(Level 5)* Students will be aware that there are different historical interpretations of the Vikings and that some aspects may be represented and interpreted in different ways. They will distinguish between fact and opinion. They will be able to investigate the Vikings by using a wide range of sources. They will ask and answer significant questions to evaluate sources and use them to reach conclusions. *(Level 8)* |
4. The teacher will teach about the origins of the Normans and their military achievements in England, Southern Italy and Sicily. (2 lessons)

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<td>Students can describe the main features presented in visual images of the Vikings and identify sources that are useful to answer a question. They will be able to explain the difference between primary and secondary sources. (Level 6)</td>
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<td>Students will be able to identify different types of evidence and will be able to obtain simple information from them to find out how the life of the Vikings was. They will be able to answer questions about the Vikings by looking at visuals. (Level 5)</td>
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<td>Students will develop a good picture of the Norman period and can place events and changes in the periods studied within the proper chronological framework. They will be able to draw timelines using scale and place an event correctly on it. They will be able to explain the complex reasons for the main events and changes that were brought about by Norman rule and their results. They will be able to supply a multiplicity of causes or consequences and can evaluate the significance of these different causes and results. (Level 8)</td>
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<td>Students will identify changes within different periods through focused discussion or writing and show differences between different historical periods, such as between the Viking age and the Norman period. They will recognise similarities and differences with the present day. In their arguments students will show that there were different types of causes for the Norman settlement. They will provide valid argumentation to show that causes are connected to one another. (Level 7)</td>
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| Through a regional map of Europe (Ref. Resource No. 2), students understand the location of Normandy and mark it on their own outline map. They can draw arrows showing the lands that the Normans conquered in the 11th and 12th centuries. Students become aware how the Vikings pillaged various lands how they laid siege on Paris several times, how they eventually settled in the Valley of the Seine and how the territory became known as Normandy. They should realise that the new settlers became known as Normans, intermarried with locals and by the year 1000 became French speaking Christians. In groups, differences and similarities between the Vikings and their descendants, the Normans should be discussed. Students may even compare and contrast a Norman soldier with a modern one focusing on their clothing, weapons and means of transportation. Students may be exposed to a photo story or a PPP dealing with the Norman expansion, focusing on the Norman expansion in England, Southern Italy and Sicily. They should understand that the conquest of England was a planned invasion, whereas the ones in the Mediterranean were opportunistic ventures by a few Normans. Students may discuss if these conquests were significant turning points in history. Using flashcards students may be asked to decide if each card is a cause or a consequence. Students should learn that primary sources like the Bayeux Tapestry, give us a lot of information about important historical events. The teacher can split the class in small groups and give a scene from the Bayeux Tapestry to study in detail. From the tapestry scenes they can learn a lot about life in the Middle Ages, such as warfare, food, shipbuilding, clothing and travelling. Students will share the information that they gleaned with the rest of the class. After discussing each scene, the groups must decide on placing the scenes in the correct chronological order. Students may also be challenged to create their own tapestry (in drawing/cartoon format), telling a story about the Norman invasion in European lands. |

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<td>Students will develop a good picture of the Norman period and can place events and changes in the periods studied within the proper chronological framework. They will be able to draw timelines using scale and place an event correctly on it. They will be able to explain the complex reasons for the main events and changes that were brought about by Norman rule and their results. They will be able to supply a multiplicity of causes or consequences and can evaluate the significance of these different causes and results. (Level 8)</td>
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<td>Students may be provided with a set of chronology cards (not more than six cards), starting from the Vikings in Scandinavia up to the Norman expansion in Europe. Working in groups or in pairs they should sort the cards in chronological order. An accompanying hand out, having the correct answers could be given at the end of the lesson. They can also create their own timeline. Students may work out other worksheets, fun activities, videos, games and interactive quizzes, word search, dealing with the Bayeux Tapestry Norman churches, Norman castles, the Battle of Hastings and architectural heritage.</td>
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<td>5. The teacher to explain how Count Roger I and the Normans took over the Maltese Islands in 1091. (1 lesson) Students learn about Count Roger I of Sicily and his connection with the Maltese Islands. Students can shown a picture of Count Roger I and they could try to describe what type of person the Count was such as adventurous, ruthless and fearless and what type of life he led. Students would thus develop the background for the conquest of Malta in 1091. Students are enlightened about how Count Roger I conquered the Maltese Islands and annexed them to his Sicilian domain in 1091. They can be given an adapted account of the arrival of Count Roger I, written by his chronicler Goffredo Malaterra (Ref. Resource No. 4 and 5). They may try to describe the event that the source is telling and infer other important information about the Norman conquest of the Maltese Islands. The reliability or accuracy of this source may be discussed through answering questions such as When was the source written? Does the author of the source, Goffredo Malaterra, affect its reliability? A role-play dealing with the arrival of the Normans in Malta may be resorted to. Students should be aware that stories about the arrival of Count Roger I are a mix of legend and historical facts. Focus should be on two legends: the landing at Migra l-Ferha and the granting of the red and white colours of the Maltese flag. Students will try to identify aspects that could be true.</td>
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In groups or pairs, students could be asked to imagine that they are one of Count Roger’s knights, taking part in the conquest of the Maltese Islands and describe their exploits such as the landing on the Maltese Islands, the fighting with the locals and the feelings after the victory.

Students may work out an interactive exercise and quiz dealing with the Norman conquest of Malta.

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<th>7. The teacher will investigate the debate on religious developments that the Maltese Islands may have experienced under Arab and Norman rule. (3 lessons)</th>
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| Students should be made aware that with the Norman conquest things did not change overnight in the Maltese Islands. They should understand that there were hardly any Christians in Malta after the invasion and probably the Christian community was confined to a privileged minority whereas the majority of the population was Muslim and Jew. Students should then be exposed to the second attack of 1127, by Roger’s son and successor, King Roger II.

Students should become acquainted with the process of religious conversions that occurred during this period. They should become aware that Muslims were converting into Christianity from 1091 onwards. This event should be given some importance by students as a change in Maltese society in view of the various sudden conversions to Christianity as well as the state expulsion of Maltese Muslims. Students should also be aware of the presence of Jews who survived until 1492.

Students may be supplied with sources and they should analyse evidence that Christianity was gaining ground. In this way they will understand how a gradual slow change gradually gathered pace (*Resource 6*). Students should trace the change from the Moslem to the Greek and understand how the first Christians to arrive in Malta after 1091 were most likely from Sicily where the Greek rite was followed. They should then become aware of the change to Latin Christianity especially from Angevin times onwards. |

| Students will start to see historical change as a long chain of events which are interlinked. They will start to understand how some aspects of economic and social life change while others continue to be the same. (*Level 7*)

Students will start to see how changes might cause transformation in a society though some things will remain the same. (*Level 6*)

Students will make an imaginative reconstruction based on various pieces of evidence.

They are aware that there are different historical interpretations of events and that some aspects of the past may be represented and interpreted in different ways.

They can compare two accounts of the same events and note contrasts and similarities.

They can distinguish between fact and opinion and recognise gaps in evidence.

They can investigate a particular topic using a wide range of sources.

They will distinguish between fact and opinion and investigate using a wide range or sources.

They will ask and answer significant questions to evaluate sources and use them to reach conclusions. (*Level 8*) |
Students may be given a handout with pictures of sources, showing Muslim remains following the Norman conquest of the Maltese Islands. Sources can include the Muslim tombstone of Maimuna, the Muslim cemetery at the Roman Domus in Rabat, and Giliberto Abbate’s Report. Students analyse the sources, elicit information and discuss how far the Muslim presence was still high two centuries after the Christian capture of Malta. A special focus may be made on the administrative report of Giliberto Abbate and students are exposed to the various interpretations given by different historians. They may be given a copy of these statistics and encouraged to discuss the various interpretations.

To learn what life was like in Malta in the 12th century Malta, students should become acquainted with the primary sources *Sicilian exiled on Gozo and Maimuna’s gravestone 1174*.

To gain an insight of life in 13th century Malta, students should analyse *Giliberto Abbate’s list* which gives statistical data of Christian and Moslem families.

Students may do a brainstorming session to name some key aspects of economic life in the 12th and 13th centuries such as pastoralism, horticulture and agriculture. They should also become aware of newly established commercial links such as with Genoa and Pisa who used the islands as an important stepping stone. Through an empathy activity students should decipher how Malta was supplied with imports and how crops, primarily cotton were being sold in Sicily and North Italian cities.

Students are made aware of the basic facts of Emperor *Fredrick II’s* life and his connection to the Maltese Islands. Various important aspects such as how Malta was utilised as a breeding ground for falcons and how he expelled the Muslim population from the islands in 1224 should be discussed. Working in groups or in pairs they are assigned a set of flashcards which they have to sort, putting the most important aspects first in a pyramid form. This is followed by a review/discussion of the resultant answers.

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Students can ask and answer significant questions to evaluate sources in their historical context and use these critically to reach and support conclusions. *(Level 8)*

students will know the main facts and are able to talk about and explain in some detail the history of Norman Malta in a wider Euro-Mediterranean perspective. *(Level 7)*

students will be able to distinguish between primary and secondary sources and show that they are aware of variety of historical evidence.

they will make simple inference from various sources of evidence. *(Level 7)*

students will be able to identify sources that are useful to answer a question and explain the difference between primary and secondary sources. *(Level 6)*

students will start to accept that they need to ask the question ‘How do we know?’ in history and will start to use words like bias and accept that there might be more than one interpretation. They will see historical knowledge as something to be discovered. *(Level 6)*

students will be able to identify different types of evidence, obtain simple information from them and answer questions about life under the Normans by looking at evidence *(Level 5)*

Students will look at sources as just giving us information rather than as evidence. They do not yet understand the importance of asking the question ‘How do we know?’ Students see historical knowledge as just given. *(Level 5)*
Subject: History  
Year 8  
Unit 8.1: Malta under the Arabs and Normans  
Unit Duration: 12 sessions of 40 minutes (8 hours)  

Strand 1: Learning about events, people and regions in the past,  
Strand 2: Mastering historical concepts  
Strand 3: Nurturing historical skills  

Objectives for Attainment Levels: 5,6,7,8,  
The teacher will:  
1. explain some aspects linked to the life of the Maltese under Arab rule.  
2. increase students’ knowledge about Arab remains and some aspects of buildings linked to these times.  
3. explain the main characteristics of the Viking Civilisation in their homeland and the various contacts established through exploration.  
4. teach about the origins of the Normans and their military achievements in England, Southern Italy and Sicily.  
5. explain how Count Roger I and the Normans took over the Maltese Islands in 1091.  
6. investigate the debate on religious developments that the Maltese Islands may have experienced under Arab and Norman rule.  

Objectives for Attainment Levels 1,2,3,4,  
The Teacher will:  
1. help students to understand some aspects linked to the life of the Maltese under Arab rule.  
2. increase students’ knowledge about Arab remains and some aspects of buildings linked to these times.  
3. teach about how a Viking lived and about Viking ships.  
4. explain the origins of the Normans, describe a Norman soldier and weapons used at the time.  
5. describe the arrival of Count Roger 1 in Malta  
6. briefly explain about the Majmuma tombstone in relation to religious developments under Arab and Norman rule.  

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| Emir, dimmi, Semitic language, Majmuna, tombstone, farmhouses, Arab cemetery, rubble walls, cotton, olive tree, water mill, Vikings, clothing, Viking raids, Christians, pagans, Normans, Battle of Hastings, Tower of London, Count Roger | Objectives in this unit may be cross-curricular and may be linked to Literacy, PSD and ICT units. Please refer for more information on e-learning, to the last page of the SEN Units. Teacher may focus on one aspect or on a number of aspects in the unit, which may be appropriate to the level of the student.  
When students are attaining at level one, It is very important for the teacher to allow time for the students to respond. This response can take the form of unaided and/or aided means of communication and the teacher needs to provide adequate scaffolding techniques to enable the students to respond affectively or intentionally.  
Activities in the unit are as a rule under the guidance of the teacher, nonetheless there will be times when learning activities are directly led by the LSA. Thus were teacher support is indicated, the same term also indicates support given by LSA. | Publication: Concepts and Skills in the Teaching of History by George Calleja  
Websites and Hyperlinks  
Digital Photography  
Camera  
Laptop  
http://www.youtube.com/watch?v=AZ7exlyI3uE |  |
<table>
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<tr>
<th>Teaching Objective</th>
<th>Example of teaching activities / experiences</th>
<th>Indicators of Learning outcomes</th>
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| **The teacher will:**
1.1 help students to understand some aspects linked to the life of the Maltese under Arab rule. **(2 lessons)** | Initially students will learn about the main highlights of Arab rule over the Maltese. The remains, which are linked to the period should be mentioned. Aspects linked to our heritage such as agriculture, should be mentioned. Today we still have Olive trees and the rubble walls that surround our fields, a heritage brought over to Malta by Arabs, and water mills which were necessary as Malta has always been short of water.

On an individual level students can be asked to make up a picture using Clicker Paint programme, including the olive tree, rubble walls and a water mill. With some support, students can also do a matching game, involving labelling the items with their names.

Additionally, various sensory activities can be linked to a rubble wall, olive trees or water mill. Reference can be made to students’ own past experiences, e.g. students see photos taken during past educational trips where rubble walls or trees were seen or touched.

Students watch a PPP related to episodes of Malta under Arab rule in the past. This should include pictures of people in Arab clothing of the past, a Muslim at prayer and trades related to the Arab period such as the cultivation of olives, cotton and farming. They should also be reminded that our Maltese numbers e.g. wiehed, tnejn, tlieta etc. are a part of our Arab past.

They listen to vocabulary related to the above such as Arabs, Moslems, olives, cotton, farmhouse, Normans, Christians.

Students watch a PPP related to episodes of Malta under Arab rule in the past. This should include pictures of people in Arab clothing of the past, a Muslim at prayer and trades related to the Arab period such as the cultivation of olives, cotton and farming. They should also be reminded that our Maltese numbers e.g. wiehed, tnejn, tlieta etc. are a part of our Arab past.

They listen to vocabulary related to the above such as Arabs, Moslems, Olives, Cotton, Farmhouse, Normans, Christians. | They are also able to distinguish between their present and the past life described in the lesson. **(Level 4)**

Distinguish between the past and present lives of other people and their own, and can communicate this using simple phrases. **(Level 3)**

Respond appropriately to keywords and simple questions related to a picture, for example, ‘What is this?’ while teacher points to picture of tree or rubble wall. **(Level 2)**

Explore materials and objects in more complex ways, for example by feeling the texture of materials used (e.g. cotton and wool). **(Level 1)**

Be able to point to pictures related to the use of cotton or cotton clothing in a non-fiction book on the topic. **(Level 2)**

Speak in simple words, signs or symbols about one aspect of life in Malta under the Arabs or one aspect of life related to life under the Normans. **(Level 3)**

Speak in simple words, signs or symbols about one aspect of life in Malta under the Arabs or one aspect of life related to life under the Normans. **(Level 3)**
2.1 The teacher to increase students’ knowledge about Arab remains and some aspects of buildings linked to these times. (2 lessons)

Students should increase their understanding about Arab remains (in Malta) and aspects of Maltese buildings which still show the Arabic influence to this day.

Students can then work together with peers in group work. They can be given pictures of typical Maltese farmhouses and together with the teacher discuss the following: their flat roofs, open staircases in courtyards and their thick outer walls. Students can refer to the History Department’s website/Fdalijiet Gharab.

Ideally an educational visit can be organised, so that the students can see the Arab cemetery, which was found behind the Domus Romana. Students should be encouraged to use a digital camera to take photos of the remains, so that the visit is recorded. Back at school, the photos can be printed and students are guided to write simple sentence or captions about these remains.

Additionally, back at school three / four photos can be printed, showing student with peers during school trip (described above). The sequence of main activities during visit can be discussed and student can be aided to fix pictures in the appropriate sequence.

Understand that their own lives, as well as the lives of members of their own family are different from those of people living under Arab rule. (Level 4)

Be able to separate objects according to different criteria namely old things from new ones. When students see remains during educational visit or see photos understand that these remains belong to the past. (Level 3)

Communicate about some events that happened in the past. Can put three pictures of visit in sequence and answer Yes/No questions about them. (Level 2)

Begin to communicate intentionally, student shows object or photos of him/ herself during educational visit to another person to encourage social interaction. (Level 1)

3.1 the teacher to teach about how the Vikings lived and about Viking ships. (3 lessons)

Students are introduced to the topic by being shown a video to portray how the Vikings lived and how they built strong ships to attack and occupy new countries. They may empathise with other peers or individually on how a typical day in the life of a Viking might have been and discuss aspects of the Vikings’ living habits.

They can use different modes of communication to discuss simple questions like: If I were a Viking what would my clothing or home look like?’

Students access internet links to find pictures related to clothing, food and their homes. They can write short sentences, make a drawing or a collage to show any related aspect.

Be able to comment, speak and use different modes of communication to repeat facts about the Vikings and describe some aspects about their way of life. (Level 4)

Speak in two or three word sentences to communicate one or two facts related to the Vikings’ way of life such as clothing, food and homes. (Level 3)
<table>
<thead>
<tr>
<th>Students should be aware of the Vikings as skilled sailors and builders of ships. By referring to the above video or pictures students should be prompted to discuss differences between Viking long ships and modern means of transport. Some students will need support to point these out.</th>
<th>Students can be asked to look at recent photos of selves, while the <strong>present</strong> is stressed. They should then look at and handle pictures or objects related to the past (e.g. wooden bowl or model of Viking ship) to familiarize themselves with the <strong>past</strong>. As an activity, they sort two groups of objects of reference onto a simple timeline of the present and the past, to reinforce concept of chronology.</th>
<th>listen to familiar stories or find a picture in a non-fiction book about the Vikings’ way of life. (Level 2) seek attention and begin to communicate intentionally. They will show an awareness of photos and are curious to see videos and listen to songs about the Vikings. (Level 1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 The teacher to explain the origins of the Normans and describe a Norman soldier and weapons used at the time. (3 lessons)</td>
<td>Students should discuss how the Normans originally were Vikings and came from the north. They should realise that the Vikings <strong>attacked</strong> and occupied many countries, that they settled in France and later became Christians and that the <strong>Normans</strong> gave their name to a place called Normandy. Students can watch a video clip so that they will be able to understand how the Normans fought to take over new lands. They should be able to observe the soldiers’ clothing and weapons, including spears, shields, bows and arrows. Students can compare a picture of a Norman soldier and contrast it with pictures of present day soldiers. They can comment about differences in simple sentences, by giving Yes/No answers or use of alternative communication. Students should look at video or pictures of the Bayeaux Tapestry, themes that are depicted on the tapestry should be discussed, such as clothing, shipbuilding and travelling amongst others. Some students may need to be exposed to the multi-sensory aspect of the activity depicted on the tapestry. Students can for example listen to the neighing, sound of horses’ hooves on the ground or the sound of a horse drawn vehicle to simulate travel in Medieval times, this will help students understand such experiences.</td>
<td>be able to listen, attend to and follow discussion for short stretches of time and answer questions from adults about facts discussed like ‘What were these people called? (Level 4) speak in two or three word sentences to communicate one or two facts related to the Normans. (Level 3) listen and respond to familiar stories, show some understanding about books, with some support find a picture of a Norman soldier in a book related to the discussion. (Level 2) be able to engage in co-active exploration, for example focusing their attention on the sensory aspects of role-play, such as looking in direction of sound source when listening to the sound of the horses’ hooves. (Level 1)</td>
</tr>
</tbody>
</table>
5.1 The teacher to describe the arrival of Count Roger in Malta (1 lesson)

Students are exposed to the story of the arrival of Count Roger together with his Norman army from Sicily. This can be done with the aid of visual resources. Students should understand that when **Norman ships** appeared, the Arabs prepared to attack, that when they realized they were outnumbered they fled to **Mdina** and sent a messenger to Count Roger, asking for a settlement and that Maltese **Christians** heard about this and they came out celebrating.

Students should dramatize this story to be able to empathize with the feelings of the Maltese and to be able to understand the feelings of the characters in the role-play. They can answer questions about the story and the main characters. They should be exposed to short questions such as: Were the Maltese **happy** or **sad**? This may be reinforced by visual Communication.

6.1 The teacher to explain briefly about the Majmuma tombstone and the debate about religious developments in Malta during Arab and Norman times. (1 lesson)

Students should become aware of how the arrival of the Normans brought about a change to Christianity. This can be portrayed by showing pictures of people in European Medieval clothing, the arrival of Count Roger and a symbol of Christianity.

In groups students can discuss the finding of the tombstone of Maimuna. They can discuss questions that will guide them to find other information for themselves, e.g.: Was Majmuma young or old when she died? Were Majmuma’s parents Muslim or Christian? Did Majmuma’s family live in Medieval times under the Normans? The key words **Majmuma** and **tombstone** should be remembered.

A story can be made up in the form of a report by the students as if the **discovery** of the tombstone has just been made. Some can be supported to create a poster/banner which is linked to this e.g: **Majmuma’s Tombstone Found**!

Students may be given a translation of the tombstone inscription and asked to recognize any references to the Islamic faith in it. Other contemporary sources may be used when discussing the religious situation in 12th century Malta, such as the Muslim cemetery at Rabat and Bishop Burkhard’s remark about the Maltese during his brief stay in 1175 on his way to the Holy Land.

**Listen and follow stories for short stretches of time, can recall events with some details such as about the arrival Count Roger. (Level 4)**

**Participate in the dramatization of a story, and learn to use a two word phrase for example in the role play about the attack of the Normans on the Arabs. (Level 3)**

**Join in a role-play or drama activity and be able to select an object of reference to go with a character such as a Norman helmet for Count Roger. (Level 2)**

**Listen to familiar stories or find pictures in a book related to the discussion about Arab rule or the story of the arrival of Count Roger at Malta. (Level 2)**

**Begin to show interest in people and events, by focusing their attention on the sensory aspect of the story by looking at students shouting during the role-play. (Level 1)**

**Show they can distinguish between aspects of life in Malta during Arab rule and other aspects that belong to Malta under the Normans. (Level 4)**

**Be able to comment and use different modes of communication to repeat facts about the Majmuma tombstone or the use of cotton by the Maltese in the past. (Level 4)**

**Speak in two or three word sentences to communicate one or two facts related to the Majmuma tombstone (Level 3)**

**Bring out conclusions about religion in 12th century Malta from a number of primary source evidence discussed in class.**

Directorate for Quality and Standards in Education - Curriculum Management and eLearning Department – History – 2012
Subject: History

Unit 8.2: Europe in the Middle Ages.
Strand 1: Learning about events, people and regions in the past
Strand 2: Mastering historical concepts
Strand 3: Nurturing historical skills

Unit Duration: 11 sessions of 40 minutes (7½ hours)

OBJECTIVES:
The teacher will:
1. help students understand what the Feudal system was and how life was in the Middle Ages
2. encourage students to look at Medieval European architecture, with an emphasis on castle and cathedral building
3. help students understand what the Black Death which swept throughout Europe in the 14th century was.

Key Words
- feudal, pyramid, king, nobles, knights, peasants, manor, Black Death, plague, rats, misery, architecture, castles, protection, cathedrals, Gothic, Church, power, arches.

Points to note
- Students are to be presented with a holistic picture of life in Medieval Europe such as its feudal system of government, the building of castles by kings and feudal lords, the religious fervour heightened by cathedral building and the hardships faced by common people as a result of feudalism and the Black Death.

- A child-centred approach involving a paradigm shift away from a teacher-focused transmission of information to an emphasis on real learning should be adopted. The use of empathy should play an important role in understanding life in the past and so teachers are encouraged to make maximum use of visual material. Whilst the proposed activities can be used as they are, teachers are encouraged to adapt them, find and develop new ones or use a combination of them to suit their students’ needs.

- The hyperlinks provided are to be adapted according to the students’ abilities. Some of these are supplementary material for teacher use. By linking the past to the present history becomes more relevant and motivating to students.

Resources
- Inserted Internet hyperlinks
- Containing activities, games, Sources and websites for students and teachers.
- Interactive whiteboards
- Map of the Mediterranean basin issued by the Education Division.
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<th>Teaching objectives</th>
<th>Possible teaching experiences and activities</th>
<th>Indicators of Learning outcomes</th>
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<tr>
<td>1. The teacher will help students understand what the feudal system was and how life was in the Middle Ages (5 lessons)</td>
<td>Students should be made aware of the order of social rank and loyalties within feudal Europe. They can take part in a class role play of how the feudal pyramid worked, how land was distributed and what was expected of each class. Cards or some basic clothing can be used to identify the roles of the King, nobles and common people. This activity can be followed by a quiz or class discussion on the advantages and disadvantages of the system. Students should identify the obligations each social class in the Middle Ages had towards the class below and/or above it. In groups, they can be given cards disclosing the obligations, which they place accordingly on a chart depicting the feudal pyramid. This activity can also be done on the interactive whiteboard using the ‘drag and drop’ method. Low ability students can do a simpler version of the activity. High ability students can work in groups and write what they think was expected of each social class. Each group would then present the results and these are then compared to each other. Another activity would be for students to be divided in two groups with one of them being presented with material reflecting the strengths of the feudal system and with the other group being given the weaknesses. Each group gives feedback to the rest and the two opposing views are discussed. High ability students may be challenged to come up with the strengths and weaknesses themselves. (See ‘An Evaluation of Feudalism’). Students should be aware of how a medieval village looked and what were the hardships facing the common people. Using a plan of a typical manor, students may identify the different sections of a village, namely, farming land, forests, common pasture land, houses, a mill, a church, a manor house or castle and a stream or river. They may be shown a PPP to realise how these different sections were used including the three-field method. Students can draw their own medieval village, inserting the main sections and buildings as listed in the above activity. This can be compared to a Maltese village today. Students may fill a worksheet about life on the manor and compare and contrast the food or dwellings used by serfs and nobles. Another activity would be an empathy exercise in which students write about a day in the diary of a serf.</td>
<td>Students will be able to analytically compare the classes of the feudal pyramid with their obligations and rights, place the feudal system in the correct historical period and compare this system of government to that of today. (Level 8) Students will understand the obligations and duties of each member of the different classes of feudal society and give a realistic account of life in the middle ages. (Level 7) Students will be able to correctly place the classes in the feudal pyramid, understand the plan of a medieval village and compare it to a village of today. (Level 6) Students will distinguish between different classes of feudal society and realise that these classes depended on each other. (Level 5)</td>
</tr>
</tbody>
</table>
### Teaching objectives

2. The teacher will encourage students to look at Medieval European architecture, with an emphasis on castle and cathedral building *(4 lessons)*

### Possible teaching experiences and activities

Students should understand that castles were built primarily for defence and that the location where they were built affected their strength and the materials available to build them. In groups, students are given a number of pictures showing castles built on different terrains such as mountains, deserts, next to a river, on a cliff, hill, plain, etc. They list the advantages and disadvantages in building a castle in such locations, keeping in mind what type of castle could be built using the materials available in the area. (See introductory activity p. 5).

A *worksheet* with a short write-up, a PPP or a *video* showing the main defensive *characteristics* of a medieval castle helps students understand the use of walls, gates, mounds, moats, the keep, *machicolations* etc. They then design their own *castle* on a paper to show the layout of a castle. High ability students can also draw the different *rooms* of their castle and their use.

Students are shown a picture of a Motte and Bailey castle and another picture of a concentric castle followed by a brief class discussion on which type of castle was better, mentioning some *defence* and *attack* strategies. In groups, students are given a plan and pictures of a particular medieval castle. Half the class plans an *attack* on such a castle by using medieval *siege weapons* and other tactics. The other half plans defence strategies. Students produce a chart, a drawing or *model* of a *castle* or they can carry out research to find how the Motte and Bailey castle *developed* into the *concentric* castle, *(Belvoir* castle can be used as an example). Reference can also be made to the medieval *Castrum Maris* in Malta.

After a brief reference to the Crusades, students should understand that the power of the Church was also reflected in the towering *Gothic* *Cathedrals* which towered above most buildings in medieval towns in the Middle Ages. Students are given a *picture* of a *medieval* village/town and on a strip of cardboard they draw the *skyline* to show how medieval cathedrals surpassed in height other *buildings*.

Students are exposed to the main characteristics of *Gothic* architecture through a short video clip or *PPP*. This type of architecture is then compared to *Romanesque* architecture and the main differences are noted.

### Indicators of Learning outcomes

Students will critically distinguish between different types of castles and are able to write about their advantages and disadvantages. *(Level 8)*

Students will distinguish between different styles in architecture of castles and cathedrals and are able to explain why they were built in certain locations. *(Level 7)*

Students will be able to describe the use of castles and cathedrals giving one reason why they were built and how they changed in style over the years. *(Level 6)*

Students will be able to identify Medieval castles and cathedrals from other styles of buildings and compare these buildings with fortifications and churches found in Malta. *(Level 5)*

Using sources, students identify causes for the building of castles and are able to link this topic to the topics of feudalism and crusades.

3. encourage students to look at Medieval European architecture, with an emphasis on castle and cathedral building. *(4 lessons)*
Students become aware of the importance of light in Gothic architecture through a number of pictures of Gothic stained glass. They may trace the design of a stained glass on paper, vellum or a plastic sheet and fill in using colour markers. Students may attempt elaborate or simple diagrams according to their ability. High achieving students can even design their own rose window using maths instruments.

3. The teacher will help students understand what the Black Death which swept throughout Europe in the 14th century was. (2 Lessons)

Students understand the meaning of the plague, the Black Death, identify its symptoms and on a map realise how it spread over Europe around the year 1348. They may compare the route of the plague to Genoese and Venetian trade routes and thus arrive to a possible cause for the spread of plague into Europe. Reference may also be made to the plague reaching Malta.

Through a PPP students realise what medieval medicine was like and what was done to limit the symptoms and the spread of the plague. Students realise that Medieval medicine and knowledge were different, discuss how far these cures were effective and identify which medieval medical practices are still in use today and which have become obsolete. Students access the internet and prepare a small chart showing diseases that still kill hundreds of people around the world today.

Through worksheets based on primary sources, such as drawings or eye-witness accounts (Boccaccio) students discuss what people went through during such an epidemic, including the loss of commerce and trade, superstition, witch hunt, incrimination of Jews.

In groups students put different cards dealing with causes and effects of the Black Death under the correct heading.

A Finish the story activity may be attempted. Students attempt a scenario where there is plague in a medieval town and through some keywords continue and finish the story paying attention to avoid anachronisms.

Students will be able to examine and explain the complex reasons for the plague of 1348 and its results. Through extended writing they show that they know some causes or effects were clearly more important than others. They can supply a multiplicity of causes or consequences and can evaluate the significance of these different causes and results. (Level 8)

Students will provide valid argumentation to show that various causes and effects of the plague are connected to one another and act in combination. They are able to use this evidence in structured writing. (Level 7)

Students will differentiate between cause and effect and give two causes or effects of the Black Death. (Level 6)

Students will be able to name the main cause of the plague and a major effect it had. (Level 5)
Subject: History  
HIS 8.2 Europe in the Middle Ages  
Strand 1: Learning about events, people and regions in the past  
Strand 2: Mastering historical concepts  
Strand 3: Nurturing historical skills

Objectives at attainment levels: 5,6,7,8  
The teacher will:  
1. help students understand what the feudal system was and how life was in the Middle Ages.  
2. encourage students to look at Medieval Buildings, European Architecture, with an emphasis on cathedrals and castles.  
3. help students understand what the black death which swept throughout Europe in the 14th century was.

Objectives at attainment levels: 1,2,3,4  
The teacher will:  
1.1 help students understand aspects of life of the Middle Ages, especially with regards to the feudal system.  
2.1 encourage students to look at a castle and a cathedral of the Middle Ages.  
3.1 explain that in the past, many people died from a plague called the Black Death.

<table>
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<th>Key words</th>
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<td>horses, tunic, helmet, shield, sword, battle, village, clothing, king, nobles, knights, peasants, Black Death, plague, rats, misery, protection, cathedrals, arches.</td>
<td>When students are attaining at level one, it is very important for the teacher to allow time for the students to respond. This response can take the form of unaided and/or aided means of communication and the teacher needs to provide adequate scaffolding techniques to enable the students to respond affectively or intentionally. Objectives in this unit may be cross-curricular and may be linked to Literacy, PSD and ICT units. Please refer for more information on e-learning, to the last page of the SEN Units. Teaching and Learning approaches may include Individual, Paired, Group Work, Teacher/LSA supported activities. When videos are used as a visual aid and resource, the teacher needs to note that these are adequate to the needs and age of the students, as some students may be easily excited or disturbed by particular scenes. Activities in the unit are as a rule under the guidance of the teacher, nonetheless there will be times when learning activities are directly led by the LSA. Thus were teacher support is indicated, the same term also indicates support given by LSAs.</td>
<td>Various hyperlinks which teachers can access to support students. Assistive Technology Clicker 5 Software Videos and digital photos. SwitchIT! Maker2 software Board Maker Symbols Mayer &amp; Johnson.</td>
</tr>
<tr>
<td>Teaching Objectives</td>
<td>Example of teaching activities / experiences</td>
<td>Indicators of Learning outcomes</td>
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<tr>
<td>1.1 The teacher will help students understand aspects of life in the Middle Ages especially with regards to the feudal system. (5 lessons)</td>
<td>Students participate in a class role play that can include the different roles of persons who lived within the feudal system. During the role-play students put on clothing or headwear related to the period, to help make them clearly identifiable in their roles. Students read out (may need to rehearse this with teacher or LSA) a short statement that describes their role to other peers, such as ‘I am very poor, I am a serf and have to work for my lord for free and provide food for him too’ Students discuss in groups or paired work aspects of the life of the middle ages and are aware of how a medieval village looked. They discuss the life of a serf or commoner. This may include the following points: being obliged to farm the land for free, not being allowed to leave the manor and having to ask permission from the lord to get married. Some students may look at pictures of clothing worn by men, women and children at the time and discuss the pictures with the teacher or peers. They can be asked to observe the type of clothing worn and then to compare how this is different from today’s clothing. Students participate in handling clothing of the past or that is typical of that period. They may become aware of the smell of an old piece of clothing in contrast to the smell of the clothing they themselves may be wearing.</td>
<td>Students will: be able to speak about and recall events that happened in the past, mainly through pictures such as when recalling some facts about one role within the feudal system. (Level 4) know some details about historical events and be able to answer simple questions about differences in clothing that was worn in the Middle Ages in contrast to modern clothing. (Level 3) be able to respond appropriately to simple questions related to a picture, such as pictures of clothing or about life in the Middle Ages. (Level 2) appear alert and ready to focus attention on certain people, events, objects, for example when catching smell of old clothing. (Level 1)</td>
</tr>
<tr>
<td>3.1 The teacher will encourage students to look at a castle and a cathedral of the Middle Ages (4 Lessons)</td>
<td>Students can watch a video showing the main characteristics of a medieval castle and understand how a typical castle of the Middle Ages was built. With support they access internet links or other research resources to find out how the inside the castle had various rooms that were allocated for different purposes. They discuss with peers how to plan and build their own castle and by make a list of the different rooms. Through support students create a model of a castle within a mixed ability group. They write sentences about medieval castles and participate in making the model.</td>
<td>be able of acquiring simple information from different sources of evidence including pictures and text, such as looking for pictures about castles. (Level 4) talk and communicate in various ways about past episodes and know some details about historical events or about the main parts of a castle. (Level 3)</td>
</tr>
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</table>
Various sensory resources can be utilized so that all students can be included. Students are made aware of Cathedrals in the Middle Ages and how they were more prominent than other buildings in a medieval village. They look at pictures of stained glass windows of Gothic cathedrals. They may make up a jigsaw puzzle (use SwitchIT! Jigsaw Maker2) of a cathedral or a stained glass window.

| 4.1 The teacher will explain that in the past, many people died from a plague called the Black Death. (2 Lessons) | Students understand that in the past people became very ill and used to die from a plague called the Black Death. They realise how the spread of illnesses (like flu) are often caused by direct contact of one person with another. They realise that as explained in the previous objective (2nd objective) people are very sad when a family member dies. The practice of medieval medicine was very different from today’s practices. Students should be supported to access the internet to find pictures of Black death epidemics and then to find contrasting pictures of modern practice. Students may do an activity and pick out one picture of past medical practice from a number of pictures of modern practice. Since medieval medicine often involved herbal remedies, students can be exposed to the sensory aspect (touch and smell) of some herbs that were used in the past such as of rhubarb, rose water and lavender. | respond appropriately to keywords and simple questions related to a picture for example: Point to the cathedral. (Level 2) remember learned responses over short periods of time, such as participating in model making of a castle from the Middle Ages. (Level 1) understand that their own lives were different from those of people in the past and can recall facts about these people. (Level 4) be able to sort photos, objects and pictures related to the past and pick out one picture of medieval medicine. (Level 3) sort or match items or pictures by recognising similarities in photos. (Level 2) cooperate with shared exploration and participation, make a reaction by showing pleasure at the smell of herbs. (Level 1) |
**Subject:** History  
**Unit:** 8.3 Medieval Life and Malta and its Legacy  
**Form 2/Year 8**  
**Unit Duration:** 12 sessions of 40 minutes (8 hours)

**Strand 1:** Learning about events, people and regions in the past  
**Strand 2:** Mastering historical concepts  
**Strand 3:** Nurturing historical skills

**OBJECTIVES:**

The teacher will:

1. teach about important economic and social aspects of Malta as a Mediterranean island in late Medieval times  
2. acquaint students with medieval places such as cities, villages and hamlets and help them locate such places on a map  
3. illustrate aspects of change and continuity as seen in medieval buildings in Mdina, Birgu and the Ċittadella  
4. extend students’ empathic understanding and knowledge of Medieval Malta by exploring reasons behind the abandonment of villages and hamlets, with Hal Milleri as a case study  
5. demonstrate to students aspects of local medieval religious architecture and paintings  
6. highlight the importance of restoration and preservation of medieval historic buildings.

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<tr>
<td>Medieval Maltese, feudalism, Count, King, exile, defence, deportation, dejma, expulsion, conversion, corsairing, revolts Castrum Maris, Università, Capitano della Verga, Hakem, Giurati (jurats), Notary, Portolano, lost villages, hamlets, settlements, urban and rural areas, old cities, troglodism, cave dwellers, chapels, architecture, frescoes, restoration, preservation.</td>
<td>Medieval Maltese can be divided into Early Medieval (the Arab period) and the High and Late Medieval (post Count Roger 1091). This unit deals only with the latter period. It is a period of transition for life in Malta, from a Moslem society to a Christian one. Teachers are urged to use publications by historians to gain an insight into the Maltese Medieval era. Students should be encouraged to visit places of a medieval character and record what they see such as through taking photos. They should be exposed to a varied methodology which should include the use of discussions, brainstorming sessions, group work, art and craft work, audio-visual material, news sheets, maps and simulated games. The objective of this unit is to use primary sources to help children understand that this was a gradual and not an overnight change. At the same time they become aware that there was continuity.</td>
<td>All primary sources can be found in history books such as: Charles Dalli (2004) Malta: The Medieval Millenium Midsea Books Charles Dalli’s (2002) iz-Zmien Nofsani Malti Midsea Books Carmel Cassar (2000) A Concise History of Malta Mireva Publications Brian Blouet (1992) The Story of Malta Progress Press Godfrey Wetttinger (2012) Malta in the High Middle Ages, Melita Historica Vol XV no.4 p. 367-390. Teaching Resource Pack “Teaching Change and Continuity in Medieval Maltese History” History Teachers Publication Map by Matteo Perez D’Aleccio. Found in Cini, C. (Ed.) (2009). The Siege of Malta: Matteo Perez D’Aleccio’s frescoes in the Grand Masters’ Palace, Luttrell, A. T. (1975). Medieval Malta: Studies on Malta before the Knights. London: The British School at Rome. Luttrell, A.T. (2002). ‘Medieval Malta: approaches and reproaches’. In Luttrell, A.T. (ed.). The making of Christian Malta. Great Britain: Ashgate. Birgu: the history &amp; artistic heritage of a Maltese Medieval city. Interactive cd-rom. Birgu Local Council.</td>
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<tr>
<td>Teaching Objectives</td>
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| 1. The teacher will teach about important economic and social aspects of Malta as a Mediterranean island in late Medieval times. *(4 lessons)* | Students access internet sites to become familiar with corsairing, an important economic activity in Medieval Malta. An interesting debate in class would be to see whether corsairing was helping to make Malta more secure or whether it was causing the attacks on the islands by the Moslems. An interesting activity would be for students to empathise how the life of a corsair was in those days.  
Students should also become aware of the importance of the Dejma in the defence of the islands. They should be familiar with who formed part of the Dejma, what its role was and what were the various obligations of the summoned men.  
Students should learn about the Moorish invasion of 1429 and understand that this had a huge effect on the island with much devastation and loss of population.  
Students should distinguish between the Maltese political situation and the European situation in the Middle Ages. They should understand that the whole of Malta was one fief and so the popular triangle image often used to explain the feudal system is not an exact depiction of governance in Malta. Students must be made aware that Malta was part of the Regno but there was no King or Barons or Knights residing in Malta. They should realise that the administration of Malta was based on the castellany, the captaincy, the royal councillors, the Hakem helped by the judges and jurats, etc.  
Students should then become familiar with the Monroe Episode since it was this incident that resulted in Malta returning to direct Crown rule. They should become aware of how the 1428 royal charter of Alfonso was sometimes described as the *Magna Carta Libertatis* of Malta and understand its implications.  
A motivating experience for students would be for them to be supplied with a simulated news sheet prepared by the teacher dealing with the rising against Monroy. They may then be asked to summarise the main points. Academically challenged  
Students should understand how for more than a hundred years Malta had no feudal lord and was self-rulled by local administrators right up to the coming of the Order of St. John.  
Students may also be encouraged to try to make an estimation of population in the 15th century. The primary source *Militia List of 1419* in which Jews listed on it as a group is an ideal source. This should be accompanied by a map of the island. Students may thus become aware of the spread of population around villages which still exist today as well as note others which have disappeared.  
Students will have a very good understanding of the storyline of Medieval Maltese history and understand the different narratives which co-exist. They will have a very good understanding of all the lower order concepts like for example the meaning of the word ‘Hakem’, as well as a very good understanding of all the higher order concepts like for example the meaning of ‘revolt’. *(Level 8)*  
Students will have a very good understanding of the storyline of Medieval Maltese history and will be aware there might be various explanations.  
They will have a very good understanding of lower order concepts like for example the meaning of the word ‘Hakem’, as well as a very good understanding of most higher order concepts like for example the meaning of ‘revolt’. *(Level 7)*  
Students will have a good understanding of the storyline of Medieval Maltese history and will be able to understand lower order concepts like the meaning of the word ‘Hakem’, as well as understand some of the higher order concepts like for example the meaning of ‘revolt’ *(Level 6)*  
Students will have a very basic idea of the storyline of Medieval Maltese history and will understand the meaning of a few lower order concepts like for example recall what ‘Hakem’ means, but they will not have any real understanding of higher order concepts. *(Level 5)*  
Students will make an imaginative reconstruction based on various pieces of evidence. They are aware that there are different historical interpretations of events and that some aspects of the past may be represented and interpreted in different ways. |
Students should become familiar with an important activity in the lives of the Maltese at that time, namely corsairing since this was how a number of Maltese men made their living. The primary source *A Maltese Pirate Voyage* (Ref.1 p.239) should be an ideal source to foster an interesting discussion in class about whether corsairing was helping to make Malta more secure or whether it was bringing about the attacks on the islands by Moslems.

Students should also learn about the Moorish invasion of 1429 since this had a huge effect on the island with much devastation and loss of population. They should be aware of how Gian Francesco Abela refers to an Italian visitor’s description of Malta in 1468 as a barren and arid place. Students may be given simulated sources (based on real primary sources which exist but are 15th century who saw many men and women as well as animals die of hunger or accounts of people who couldn’t afford to pay their rent in the 15th century still not readily available or translated) of accounts by other visitors in the island. They can compare two accounts of the same events and note contrasts and similarities.

Students analyse various primary sources which deal with the governing of the islands. Such primary sources can be found in *the record book of the Università* (published by Godfrey Wettinger; summary found in Stanley Fiorini’s ‘The ‘Mandati Documents at the Archives of the Mdina Cathedral, Malta, 1473–1538’. This provides a rich source of evidence where students will be able to learn first-hand about the duties of the marke wardens, the disputes between merchants and the jurats of the Università and various other intriguing information about the everyday management of the islands

They can compare two accounts of the same events and note contrasts and similarities.

They can distinguish between fact and opinion and recognise gaps in evidence.

They can investigate a particular topic using a wide range of sources to reach and support conclusions. (Level 8)

Using the relevant evidence they will be able to offer their reconstruction/interpretation of events.

They will be familiar with the question *How do we know?* And can distinguish between primary and secondary sources.

They begin to be aware that written sources may be biased.

They will pass simple comments to show that they started to be aware that some aspects of the past may be represented and interpreted in different ways. (Level 7)

Students will start to accept that they need to ask the question ‘How do we know?’ in history and will start to use words like bias and accept that there might be more than one interpretation. They will see historical knowledge as something to be discovered. (Level 6)

Students will look at sources as just giving us information rather than as evidence. They do not yet understand the importance of asking the question ‘How do we know?’ Students see historical knowledge as just given. (Level 5)
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<td>2. The teacher will acquaint students with medieval places such as cities, villages</td>
<td>Through a map <em>(Ref. Resources No. 1)</em>. Students should form a clear mental picture of Late Medieval Malta. They</td>
<td>Students know all the main facts and can talk about coherently and in detail about medieval places. They can show some analysis through clearly describing the social and economic conditions prevailing at that time. They can recognise the main aspects of medieval villages and hamlets in Malta. <em>(Level 8)</em></td>
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<td>and hamlets and help them locate such places on a map. <em>(1 lesson)</em></td>
<td>identify those places which they know of and discuss their medieval name as drawn by Perez D’Aleccio.</td>
<td>Students know the main facts and are able to talk about and explain in some detail about medieval places. They can describe some aspects of the social and economic conditions prevailing at that time. They can recognise some of the main aspects of medieval villages and hamlets in Malta. <em>(Level 7)</em></td>
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<td>Students then identify and locate Malta’s Medieval cities and discuss their strategic importance. They should</td>
<td>Students know some simple facts about medieval places and are able to explain them in some simple sentences. They are able to recall the names of some of them. <em>(Level 6)</em></td>
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<td>try to mention any Medieval buildings they know of in those places. They should also note other villages and hamlets</td>
<td>Students start to pass simple comments and are able to answer simple questions about medieval places. <em>(Level 5)</em></td>
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<td>which are no longer in existence and understand that the word ‘C.’ in front of a place-name refers to a <em>casale</em>.</td>
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<td>In groups students can discuss and list a number of advantages and disadvantages of living in a village or in one of Malta’s Medieval cities. Through this discussion they become aware of how urban and rural settlement areas affected people’s daily lives.</td>
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<td>In three groups, students may fill up an outline map of the Maltese Islands One group deals with lost Medieval villages and hamlets; another illustrates major cities while a third one shows rural areas.</td>
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<td>A photographic exhibition about Malta’s Medieval Heritage may be put up including photographs taken by students during a visit to these places.</td>
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<td>4. The teacher will illustrate aspects of change and continuity as seen in medieval</td>
<td>Students should become aware of the medieval buildings found in Mdina, Birgu and the Cittadella. A brainstorming session about present-day Mdina should make them aware of a number of buildings found here. Students should realise that certain buildings were built after the 1693 earthquake while others are of a medieval character.</td>
<td>Students will display a sound awareness of change and continuity and can identify changes and similarities within and across different periods. Through the then-now technique they are able to make encouraging comparisons. They will use available evidence to describe past societies and periods laying appropriate emphasis on significant points. <em>(Level 8)</em>.</td>
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<td>buildings in Mdina, Birgu and the Cittadella. <em>(3 lessons)</em></td>
<td>Students may access the internet or be provided with various pictures of buildings such as Palazzo Gatto Murina, Palazzo Falzon, and Palazzo Santa Sofia. Individually or in groups, students identify common architectural features (like elaborate two-light windows, serrated frieze, archivolts on doorways), sketch an example and infer differences with present-day architecture.</td>
<td>Students will be able to identify changes within different periods, show the differences between them and describe situations recognising similarities and differences with the present day. <em>(Level 7)</em></td>
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<td>Students may follow a PPP dealing with medieval buildings in Birgu <em>(Ref. Resources No. 6)</em>. Virtual tours and photographs may provide them with a clear idea of Birgu’s medieval heritage. Students are encouraged to research and find additional information about the buildings mentioned.</td>
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In group work activity students may prepare a P. P. P. about the medieval buildings found at the Ċittadella can be organised. This should focus on peer and self-assessment where, historical knowledge and presentational skills are assessed by the students themselves.

Students’ ideas may be organised in a diagram in order to consolidate learning. A concept map can be constructed either by everyone’s input through a whole-class approach or in a group work activity.

Students will explore change and continuity undergone by old towns. They will be aware of similarities and differences between the original layout and physical features of a town or city and what we can see today. (Level 6).

Students will know that old towns have undergone some change though some things have remained the same. (Level 5)

4. The teachers will extend students’ empathic understanding and knowledge of Medieval Malta by exploring reasons behind the abandonment of villages and hamlets, with Hal Millieri as a case study. (2 lessons)

Students should refer again to D’Aleccio’s map (Ref. Resources No.1) which shows a number of lost villages. A discussion comparing and contrasting present-day characteristics of the village core with that of Is-Simblija (map found in C. Dalli, 2006, p.298) should help students understand the salient features of a late medieval hamlet: church, mill, bakery, square and rock-cut caves.

Students should become aware of the term troglodytism as a form of human settlement. Photographs (eg. Mellieħa Ghar il-Kbir, Għargħur) should be accompanied by questions which help students empathise with what the life of cave dwellers could have been like.

Students may be presented with the case study of Hal Millieri, a perfect example of an abandoned village. A modern map showing this hamlet nestled between other villages, together with descriptions by Wettinger and Luttrell (secondary sources), and alongside pictures of what remains of this hamlet (primary sources), could be used (Ref. Resources Nos. 3, 4, 5). Students thus discuss and understand the characteristic features of a Medieval hamlet such as a small church, rubble walls, country lanes, cisterns, etc.

In groups, students discuss evidence about population and marriages, property, proximity of Hal Millieri to other villages and daily necessities as explained by the historians Wettinger and Luttrell (Ref. Resources Nos. 3, 4, 5). Students should infer the reasons why people opted to go to live in other villages through challenging questions accompanying these sources.

**Strand 3**
Students will be able to empathise with people living in medieval villages or in caves. They will be able to comprehensively reconstruct their daily life through the use of role play. They can make an imaginative reconstruction which is not anachronistic and base this reconstruction on various pieces of evidence. (Level 8)

Students will explain how people living in medieval villages or in caves could have felt. They can reconstruct various aspects of people living in medieval villages or in caves through the use of empathy. They can also display this through the use of role play. (Level 7)

Students will be able to comment on some aspects of the plight of people living in medieval villages or in caves. They will be able to describe in simple sentences how these people felt emotions like joy, fear and hunger in the same way that people can feel them today. (Level 6)

Students will be able to explain in simple sentences how people living in medieval villages or in caves may have felt and how their daily life looked. (Level 5)
| Students access the internet for medieval chapels (ex. Bir Miftuh at Gudja, San Bażiliu at Mqabba, San Girgor at Żejtun etc.). In groups students may focus on a particular medieval chapel and attempt a set of questions on a worksheet targeting the history of the chapel, its location, architecture of various parts (zuntier, kampanar, korницa, dokkiena etc.), frescoes, and its present-day use.

Alternatively students may concentrate on a case-study and research a chapel which might be located in the vicinity of the school area or in a village from which a number of students in class hail.

To better understand frescoes students are shown examples of frescoes found at St. Agatha Complex, Rabat, the Annunciation Chapel at Ħal Millieri, Santa Marija Chapel at Bir Miftuh and the cave-church at Mellieha. After analysing these primary sources of evidence, students should discuss aspects of medieval art perhaps helped through questions.

Students may gain a first-hand, on-site experience of such historic places through an educational visit focusing on various architectural features during which a work directive should be filled out.

**Strand 3**
Students will be able to investigate medieval churches and frescoes using a wide range of sources. They will be able to ask and answer significant questions to evaluate them in their historical context. They will be able to note contrasts and similarities between medieval and modern churches. They will be able to use the derived information critically to reach and support conclusions. (Level 8)

Students will be familiar with the question *How do we know?* and will be able to show the difference between primary and secondary sources. They will show orally or in writing that they are able to infer information from various types of evidence such as through simple investigations of a medieval church. (Level 7)

Students will be able to comment about the importance of evidence and show orally that they can give some information on medieval churches. They can identify the sources that are useful and can describe the main features. They can distinguish between primary and secondary sources. (Level 6)

Students will be able to pass some comments to show that they know that evidence such as medieval churches and frescoes is important. They will be able to obtain simple information from them to find out how life looked like in the past. They can answer questions about the past by looking at this evidence. (Level 5)
| 6. The teacher will highlight the importance of restoration and preservation of medieval historic buildings. (1 lesson) | A class discussion ideally starting off from examples of buildings which are being presently restored should empower students to understand the ‘restoration’ and ‘preservation’.

Students may assume the role of restorers who have to assess a number of medieval buildings (ex. Muslim Cemetery at Domus Romana, Rabat, buildings found at the Citadel, Gozo, various medieval chapels, and examples of frescoes).

In groups they can highlight features of significant importance and identify what needs to be repaired or restored. Students discuss the difficulties facing restoration and preservation work and prepare a short write-up why it is important to preserve and restore such buildings. |
| **Strand 1** | Students will analyse, appreciate and fully explain in writing the significance of Malta’s Medieval legacy thus offering suggestions about how this built-up environment can be preserved. (Level 8).

Students will write some sentences to show that they understand and appreciate Malta’s Medieval legacy and know how this built-up environment is being preserved. (Level 7)

Students will begin to pass comments showing that they understand some aspects of Malta’s Medieval legacy and know about some ways how this built-up environment is being preserved. (Level 6)

Students will pass simple comments to show that they know that this built-up environment is being preserved. (Level 5) |
Subject: History

Unit 8.3  Medieval Life in Malta and its Legacy

Strand 1: Learning about events, people and regions of the past

Strand 2: Mastering historical concepts

Strand 3: Nurturing historical skills.

Objectives at Attainment levels: 5,6,7,8

The teacher will:

1. teach about important economic and social aspects of Malta as a Mediterranean island in late Medieval times
2. acquaint students with medieval places such as cities, villages and hamlets and help them locate such places on a map
3. illustrate aspects of change and continuity as seen in medieval buildings in Mdina, Birgu and the Ċittadella extend students’ empathetic understanding and knowledge of Medieval Malta by exploring reasons behind the abandonment of villages and hamlets, with Ħal Millieri as a case study
4. demonstrate to students aspects of local medieval religious architecture and paintings
5. highlight the importance of restoration of medieval historic buildings.

Objectives at Attainment Levels: 1,2,3,4.

The teacher will:

1.1 teach students about piracy in Medieval Malta and about the Monroy incident
2.1 help students understand that Mdina, Birgu and Cittadella are old medieval places.
3.1 illustrate aspects of change that have occurred over time in Mdina, Birgu and the Cittadella and understand the importance of caring for historic buildings
4.1 make students aware of how living in the area of Hal Millieri or similar places might have been like
5.1 teach students about how a typical medieval chapel was built.

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<td>Pirates, fight, good, bad, Monroy, money, numbers, Arabs, olives, cotton, farmhouse, Mdina, Birgu, Cittadella, Medieval, Chapel, tourists, model, restore, care for, different, bastions.</td>
<td>Objectives in this unit may be cross-curricular and may be linked to Literacy, PSD and ICT units. Please refer for more information on e-learning, to the last page of the SEN Units. The teacher may focus on one aspect or on a number of aspects in the unit, that are appropriate to the level of the student. Teaching and Learning approaches may include individual, paired, group work, Teacher/LSA supported activities.</td>
<td>Various websites and Hyperlinks <a href="http://www.youtube.com/watch?feature=player_embedded&amp;v=vTQBZQ_dxLE">http://www.youtube.com/watch?feature=player_embedded&amp;v=vTQBZQ_dxLE</a> <a href="http://www.teachingvideos.co.uk/index.php/videos/viewvideo/988/pirates/joe-rock-the-pirate-song">http://www.teachingvideos.co.uk/index.php/videos/viewvideo/988/pirates/joe-rock-the-pirate-song</a> Digital Photography Clicker 5 software. Laptop SWITCH IT! JIGSAW MAKER 2 CHOOSE IT! MAKER 2 AAC Devices Board Maker Plus– Symbols Laptop</td>
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When students are attaining at level one, it is very important for the Teacher to allow time for the students to respond. This response can take the form of unaided and/or aided means of communication and the teacher needs to provide adequate scaffolding techniques to enable the students to respond affectively or intentionally.

Tragic activities in the unit are led by teacher, at times learning activities are directly led by the LSA. Thus where teacher support is indicated, the same term also indicates support given by LSAs.
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<tr>
<td>1.1 The teacher will teach students about piracy in Medieval Malta and about the Monroy incident. (4 Lessons)</td>
<td>In a group discussion with peers students discuss what the life of a corsair in Medieval times might have been like. They become aware of vocabulary related to this topic such as pirate ship, corsairs and sail. Students watch a video clip that includes pictures of pirates and corsair (pirate) ships used in the past. Through support they describe the ships by referring to visual aids. They discuss reasons for piracy (corsairing) activities and can discuss questions such as What type of weapons would corsairs have? Why did the corsairs get into trouble with merchant ships? What items could have been taken away from such ships? Students may attempt multiple choice questions about corsairs, their clothing and what items/riches may have been gained through such activities. Students may be exposed to sensory experiences related to piracy e.g. students/teacher can put on a black bandeau around their forehead and an eye patch on one eye, to capture students’ attention. Students can also react when listening to the music/songs that run throughout the video clips and can turn their head to look for the source of the sound. Students should be made aware of the story of the Gonsalvo Monroy incident. With the support of peers or teacher they can use any research material available to look at pictures about the incident. Different means of communication should be used and vocabulary related to the incident such as Malta was sold and money. Students thus become aware of the feudal system, that was practised at the time.</td>
<td>answer simple questions and show some understanding of historical words. (Level 4) speak in simple words/signs /symbols and repeat vocabulary related to piracy and the Gonsalvo Monroy incident. (Level 3) can listen and respond to familiar stories or find a picture in a non-fiction book related to a topic under discussion such as piracy or the Monroy incident. (Level 2) begin to react to new experiences, such as looking to the source of unfamiliar sights or sound during pirate songs shown on video clips. (Level 1)</td>
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<td>2.1 The teacher will help Students understand that Mdina, Birgu and the Cittadella are old medieval cities. (2 Lessons)</td>
<td>In groups students discuss with peers the location of these old cities on a map of Malta. Ideally students may go on educational trips to visit these places and thus have first-hand experience. Alternatively they watch a link on Mdina, to get to know some facts about this medieval place and understand its connection with the past. With the support of peers students find the location of these places on a large map of the Maltese Islands.</td>
<td>Strand 1 Students will: be able to speak about and recall events that happened in the past, such as when recalling facts observed during an educational visit or seen on video link. (Level 4)</td>
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<td>Students copy the place names and fix them in the right place. Students can fix easily identifiable postcards of these cities in their history file and can write/copy short sentences about them e.g. This is Mdina. Mdina is a city of the past. Students can be asked to match, either same to same picture or match the place name to an easily identifiable photo of the place (matching game through Choose IT! Maker2). Photos of buildings or artefacts related to the places can be utilised to create simple jigsaw puzzles of two, four or more pieces by using SwitchIT! Jigsaw Maker 2.</td>
<td>Students should realise that the old cities of Mdina, Birgu and the Cittadella have aspects about them that are common to all three. They should be aware that, the three cities are surrounded by bastions and in Birgu there is a large fortress called Fort St Angelo. They should be aware that these old cities have narrow streets and that many tourists visit them. Students should know that although in many ways the buildings in these cities have not changed, today we can see many tourists walking through the old streets, instead of the medieval people of the past. Students can watch a link on the Mdina Festival to help them observe different aspects of Mdina in the Middle ages. Students should observe the spectators who are watching the festival who are representing our present day situation. Students can watch links on Mdina, Birgu and Cittadella and then discuss with peers or individually with their teacher, aspects that are different today from life in the past in these old cities. Students may answer by giving Yes/ No answers or by pointing to photos that they would like to communicate about.</td>
<td>Students should be exposed to the lost village of Ħal Millieri. Apart from the small church, in the area they should note country lanes, rubble walls and water reservoirs. talk and communicate in various ways about past episodes and know some details about historical events such as when describing the old cities. (Level 3) listen and respond to familiar stories or point to a picture in a non-fiction book related to the topic of the old cities. (Level 2) communicate intentionally, attend through eye contact and give a basic response such as when asked to focus on photo/ video of self during an educational visit. (Level 1) show they can distinguish between aspects of cities in Malta of the Middle Ages and other aspects that belong to the present. (Level 4) speak in simple words, signs or symbols, such as about one aspect of life in the old cities and another aspect of the present. (Level 3) listen to familiar stories related to events of the past and can point to pictures such as photos taken during trips to the cities. (Level 2) show they would like to communicate and express themselves by vocalising and AAC devices such as when listening to music on the Mdina Festival link. (Level 1) talk about their likes and dislikes, and be able to say whether a person was happy, or sad under the given circumstances. (Level 4)</td>
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<td>3.1 The teacher will illustrate aspects of change that have occurred over time in Mdina, Birgu and the Cittadella help students understand the importance of caring for historic buildings. (3 Lessons)</td>
<td>4.1 The teacher will make students aware of how living in the area of Hal Millieri or similar places might have been like. (1 Lesson)</td>
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They discuss with peers why rubble walls surrounding the fields had been built or what the water reservoirs may have been used for. Students discuss what food these people might have had. Students should empathise with the feelings of the medieval Maltese, and the teacher can guide the students with simple questions such as: Could you find a shop here? to help them think about how living in such an area may have felt.

Some students can work with peers to construct a model of the Hal Millieri area. While working on the project, students can express themselves in various modes of communication about whether they enjoyed making the model.

Some students can work with peers to construct a model of the Hal Millieri area. While working on the project, students can express themselves in various modes of communication about whether they enjoyed making the model.

5.1 The teacher will teach students about how a typical medieval chapel was built using Hal Millieri as a case study. (1 lesson)

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<th>They discuss with peers why rubble walls surrounding the fields had been built or what the water reservoirs may have been used for. Students discuss what food these people might have had. Students should empathise with the feelings of the medieval Maltese, and the teacher can guide the students with simple questions such as: Could you find a shop here? to help them think about how living in such an area may have felt. Some students can work with peers to construct a model of the Hal Millieri area. While working on the project, students can express themselves in various modes of communication about whether they enjoyed making the model.</th>
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<td>use single words, signs or symbols to communicate about events and feelings the Maltese living in medieval times had. (Level 3)</td>
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<td>repeat or say in imitation single words, signs or phrases and use them to communicate about familiar events and feelings. (Level 2)</td>
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<tr>
<td>show they would like to communicate and express themselves by vocalisations and using AAC devices, when they are handling materials for a model. (Level 1)</td>
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Ideally Students go an educational visit to the Annunciation Chapel at Hal Millieri and Santa Marija Chapel at Bir Miftuh, or to a chapel in the vicinity of the school, so that they can gain first hand experience about these buildings. They may notice some similarities in the buildings, such as the size and the frescoes in both chapels. They become aware of the original Maltese words to describe and label some areas, such as parvis(zuntier), belfry (kampnar), and frescoes (affreski).

Such a memorable experience may be recorded through digital photography and the photographs taken can be put up on display. Students may use these photos as a prompt to speak about them and record the activity.

5.1 The teacher will teach students about how a typical medieval chapel was built using Hal Millieri as a case study. (1 lesson)

<table>
<thead>
<tr>
<th>Ideally Students go an educational visit to the Annunciation Chapel at Hal Millieri and Santa Marija Chapel at Bir Miftuh, or to a chapel in the vicinity of the school, so that they can gain first hand experience about these buildings. They may notice some similarities in the buildings, such as the size and the frescoes in both chapels. They become aware of the original Maltese words to describe and label some areas, such as parvis(zuntier), belfry (kampnar), and frescoes (affreski). Such a memorable experience may be recorded through digital photography and the photographs taken can be put up on display. Students may use these photos as a prompt to speak about them and record the activity.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strand 3 start to handle evidence and are able to answer questions about the past. (Level 4)</td>
</tr>
<tr>
<td>communicate their ideas by describing what they observe in a photo. (Level 3)</td>
</tr>
<tr>
<td>use single words, signs and symbols to communicate, such as about what they liked during an educational visit. (Level 2)</td>
</tr>
<tr>
<td>show they would like to communicate and express themselves by vocalisations and using AAC device. (Level 1)</td>
</tr>
</tbody>
</table>

6.1 The teacher will highlight the importance of restoration of medieval historic buildings. (1 lesson)

<table>
<thead>
<tr>
<th>The teacher will highlight the importance of restoration of medieval historic buildings. (1 lesson)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strand 1 recall some events with detail and be able to answer simple questions about caring for old buildings. (Level 4)</td>
</tr>
<tr>
<td>know some details about historic sites. (Level 3)</td>
</tr>
<tr>
<td>be able to recognise changes that happen with the passage of time (Level 2)</td>
</tr>
<tr>
<td>begin to show interest in people, events and objects such as when participating in a visit to a historical site with peers. (Level 1)</td>
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Directorate for Quality and Standards in Education - Curriculum Management and eLearning Department – History – 2012
Subject: History

Unit 8.4: The Renaissance and the Age of Discovery

Unit Duration: 11 sessions of 40 minutes (7½ hours)

Strand 1: Learning about events, people and regions in the past
Strand 2: Mastering historical concepts
Strand 3: Nurturing historical skills

OBJECTIVES:
The teacher will:
1. enlarge students’ knowledge of the origins of the Renaissance
2. help students understand the new direction artistic, social, scientific and political thought followed and familiarise them with various historical personalities
3. develop students’ understanding of the main inventions of this period
4. highlight the main conquests and discoveries made by various explorers and the results of these discoveries.

Key Words
Renaissance, printing press, philosophy, literature, paintings, inventions, gunpowder, nationalism, discoveries, missionaries, explorer, empire, conquistador

Points to note
A child-centred approach involving a paradigm shift away from a teacher-focused transmission of information to an emphasis on real learning should be adopted. This necessitates a reliance on active rather than passive learning, an increased responsibility, accountability and autonomy of the learner and a reflective approach to the teaching and learning process on the part of both teacher and learner.

Students should be motivated through class discussions, group work and source analysis. The use of ICT is of utmost importance since it enables students with different abilities to achieve success in their work. Various media such as the Interactive whiteboard, the Projector and the Internet should be used to reach most students.

Students should also be given the opportunity to work on the development of their historical skills and concepts and empathise with the various situations under review. They should also be presented with various sources to be analysed and interpreted. Academically challenged students should be assigned tasks in line with their abilities.

Resources
Various Internet hyperlinks providing information and activities to be done have been inserted.
The following books may be consulted:
The Atlas of the Renaissance World by Neil Grant
Chronicles of the Renaissance by C.F. Black et al
Magellan & the South Americas by Colin Hynson
Encyclopedia of Civilizations, Exploration & Conquest by Philip Brooks et al
Magellan and Da Gama by Clint Twist
The Age of Discovery Boardgame designed by Ray Spiteri
<table>
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<th>Teaching objectives</th>
<th>Possible teaching experiences and activities</th>
<th>Indicators of Learning outcomes</th>
</tr>
</thead>
</table>
| The teacher will: 1. The teacher will enlarge students’ knowledge of the origins of the Renaissance (2 lessons) | Students work on a timeline to identify the end of the Medieval Times and the beginning of the Renaissance Era. 
During a class discussion a selection of pictures from the Medieval and Renaissance Periods can be shown to students. They analyse carefully these sources and deduct information. They consider the differences between the two periods and understand the meaning of renaissance or rebirth. Once the meaning of the word renaissance is clear in their mind, they should be shown a set of pictures of the Renaissance era and asked whether they can notice any similarities with previous historical periods. Thus students understand the concept of change and continuity between the Classical Period and the Renaissance. 
Students can watch a video clip to get a general overview of the end of the Medieval times and the beginning of the Renaissance. They may also see the clip A Journey through the Renaissance. 
In a group work activity students use a video clip to work with vocabulary related to the Renaissance era. 
On a map of Renaissance Europe students analyse the different states and empires and compare them with those of today. Students should give special attention to the Italian states to realise that the Renaissance started in Italy. 
Through the use of the interactive whiteboard or flashcards students consider the most significant reasons why this period started in Italy such as the fact that the Italian states were advanced in various sectors such as banking, business and textiles, the fact that the Papal States were in Italy and it was considered as a cultural centre and that important scholars such as Dante Alighieri, Leonardo da Vinci were Italians. They should analyse carefully these reasons and in a ranking activity according to significance, a pyramid may be set up putting the most significant reasons at the top with the least significant ones at the bottom. 
Students may be introduced to Florence and the influential family of the Medici. They may locate the city of Florence on a map of Italy. They may watch an interactive tour of the city of Florence and an interactive timeline of the key dates of the Medici Family, the Church, politics and culture. | Strand 2 
Students will identify changes and similarities within and across different historical periods. They analyse sources to make encouraging comparisons. They will examine and understand the more complex causes for the beginning of the Renaissance. They will be able to supply a multiplicity of causes and can evaluate their significance. (Level 8) 
Students will distinguish between the two historical eras, talk about how landscapes and human life have changed and find similarities between the Renaissance and olden times. They realise that there were different causes for the origins of the Renaissance and understand that these causes acted in combination. They will begin to understand the significance of the Renaissance. (Level 7) 
Students will be able to pass simple comments to explain differences between the two historical eras through the study of pictures. They understand that changes were brought about due to some causes and are able to give two causes of why the Renaissance started in Italy. (Level 6) 
Students will start to pass simple comments to show that they realise how one kind of progress often results in more progress in another sphere. They begin to understand that things happen for a reason and can name one reason why the Renaissance started in Italy. (Level 5) |
2. The teacher will help students understand the new direction artistic, social, scientific and political thought followed and familiarise them with various historical personalities. (3 lessons)

Students become familiar with some important renaissance men who have brought about important changes. In a group work activity they are assigned a specific historical figure such as Leonardo da Vinci, Michelangelo, Raffaelo, Dante Alighieri or Thomas d’Aquin. Through research in websites and books they may find out the most significant changes that each historical figure brought to the world. Students may then prepare a P.P.P. or a chart and present it to their classmates. They may then be asked to choose the one who in their opinion brought the most significant changes to our world. Students should also be encouraged to give their reasons for their choice.

Students work in pairs to complete an online quiz or play the game Be a patron of the Arts.

Students may be shown a P.P.P. divided into 5 parts: Arts, Architecture, Mechanics, Literature and Sculpture. For every part, a masterpiece is chosen. Examples:

<table>
<thead>
<tr>
<th>Part 1</th>
<th>Part 2</th>
<th>Part 3</th>
<th>Part 4</th>
<th>Part 5</th>
</tr>
</thead>
</table>

Students are encouraged to analyse these primary sources and build a historical account. For each source the teacher can ask them questions such as:
- What is your first impression of this source?
- What, in your opinion, was the message that the artist wanted to convey?
- What changes do you think were brought about after the completion of such project? What importance does this source hold for us today?

Students may work in pairs with a high achieving student teamed up with a more academically challenged one. To familiarise themselves better with the works of Michelangelo and Leonardo da Vinci each pair of students should be asked to work the online interactive games Michelangelo Sistine Chapel Jigsaw and Leonardo Da Vinci’s Mystery Machines.

Strand 1 & 3
Students will identify the most significant changes that important Renaissance personalities have brought to the world. They will be able to ask and answer significant Questions about this period.

Students will evaluate sources of this period and will use these sources critically to reach and support conclusions. (Level 8)

Students will show an understanding of changes that important Renaissance personalities have brought to the world.

They will understand and make inferences from various sources of evidence such as written sources, pictures and artefacts. (Level 7)

Students will familiarise themselves with Renaissance personalities and understand some of the changes that they brought about. They will be able to infer information through simple investigations and the teacher’s questions. (Level 6)

Students will know some of the most important Renaissance personalities and understand some changes that they brought about. They will be able to obtain simple information from visual sources. (Level 5)
3. The teacher will develop students’ understanding of the main inventions of this period. *(3 lessons)*

Students may discuss sources such as pictures showing life in the Renaissance and focus on various aspects such as the city life, fashion, architecture, armour, etc. They may build a historical account from these sources.

Through questioning students interpret these sources and understand better how life changed in the Renaissance.

Students compare sources such as pictures of *medieval* warfare and *Renaissance warfare* and come up with a list of differences that they can notice. This should lead to certain Renaissance discoveries such as gunpowder which altered the course of battle. Students can watch a *clip* to understand these innovations.

In a group work activity students should think of the consequences of such discoveries and state whether these effects were positive or negative. Each group may report back their answers and a class discussion may follow.

Students empathise how society could have been before the invention of the printing press. They should mention some of the following aspects: few books, illiterate population, information controlled by church and aristocracy, no school, etc. They are then introduced to Johann Gutenberg and his invention of the printing press. Students should think of the effects that such an invention had on society and list them on the board. To further analyse the changes students can be shown a *clip*.

Students may be introduced to the invention of the navigational compass. They empathise its impact on society once it was invented. They realise that such an invention encouraged explorers to do longer voyages and thus explore new territories. A good summary for this topic would be this presentation [http://mrkash.com/activities/renassainceinventions.ppt](http://mrkash.com/activities/renassainceinventions.ppt)

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| **Strand 2** | Students will examine and explain the complex reasons militating in favour of these inventions and discoveries and their different consequences. They can supply a multiplicity of causes and consequences and can evaluate the significance of these different causes and results. They can analyse the significance in history of these major events and changes. *(Level 8)*

Students will realise that there were different consequences for these inventions and discoveries. They will begin to understand their significance. *(Level 7)*

Students will understand that these inventions and discoveries brought about some results and changes that had certain consequences and are able to name two consequences. *(Level 6)*

Students will know that any innovation or discovery may bring over results and can name one consequence of each innovation. *(Level 5)* |
| --- | --- |

4. The teacher will highlight the main conquests and discoveries made by various explorers and the results of these discoveries. *(3 lessons)*

On a world map of the medieval world students notice which countries and continents do not feature. As an introduction to the Age of Discovery students should notice that a Renaissance World map would be more similar to our world map today. They become aware of the meaning of explorer, conquistador and empire and that the two most expanding empires at the time, the Portuguese and the Spanish.

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| **Strand 2 & 3** | Students will be able to supply a multiplicity of consequences for the age of discovery and they will be able to establish whether such effects were short-term or long-term. They will be able to evaluate its significance and understand the major changes brought about. They will empathise with the difficulties encountered by the explorers and can make an imaginative reconstruction of those days which is not anachronistic. *(Level 8)* |
In a class discussion students deal with the reasons behind the long journeys of exploration. They should come up with various causes such as the expansion of an empire, the acquisition of food, spices and raw materials, new opportunities for trade, the acquisition of slaves and the curiosity of exploring new lands. In a group work activity students imagine what it was like to travel on a long journey as for example from Portugal to India. They should empathise with these explorers and come up with a list of difficulties and burdens they faced throughout their journey.

An online interactive game can be assigned to high achieving students. Students may be introduced to the Portuguese explorer Prince Henry the Navigator and search for some information about his navigational school and his voyages. This may be reinforced by a video clip. Students should research two other important Portuguese explorers, Vasco da Gama and Bartholomew Dias and become aware of their most important voyages.

They should analyse well the voyage maps and decipher how Dias’ voyage to South Africa proved very useful for Vasco da Gama when he eventually embarked on his expedition to South Africa and then continued to India.

Students should deal with Christopher Colombus and his voyage. They see a short clip from the movie Christopher Colombus in groups, they may watch a short presentation about Colombus, access the: http://www.bbc.co.uk/schools/famouspeople/standard/journeys/columbus/index.shtml#focus and then do a quiz about this explorer.

In a group work activity students may do some research on the Internet or through books and list the most significant facts of some explorers or conquistadors such as Magellan, Kortes, Pizarroa or Balboa. Then they can report back to the rest of their classmates the most significant facts. A board game (Ref. Resources No. 7) may be attempted to summarize this topic.

Through a class discussion students should analyse and discuss the effects of these conquests and explorations. Once a list of effects has been drawn up, the students may categorise these consequences under two headings; short-term effects and long-term effects. Some good points which should emerge from the discussion are: Short-term effects - the expansion of the Spanish and Portuguese empires, the acquisition of slaves, gold and raw materials; Long-term effects – in Brazil people still speak Portuguese, Catholicism is still the major religion in most of South America, the map of the World has forever been altered, etc.

Students will realise that there were different consequences for this age of discovery. They will begin to understand the endurance of each of these effects. They will be able to make a list of causes why the explorers made such long voyages. Students will understand the burden and difficulties faced by explorers through the use of empathy. (Level 7)

Students will understand that this age of discovery brought about some results and changes that had important consequences of which some were even long-term. They will be able to mention at least two cause why the explorers embarked on these journeys. Students will demonstrate some sense of empathy by understanding the troubles faced by the explorers. (Level 6)

Students will know that the age of discovery brought over results and consequences and will be able to mention at least one cause why the explorers embarked on these journeys. They will be able to explain in simple sentences how people may have felt when faced with a particular situation. (Level 5)
Subject: History  
Unit code and Title: HIS 8.4 The Renaissance and the Age of Discovery  
Strand 2: Mastering historical concepts  
Strand 3: Nurturing historical skills.

Form 2  
Unit Duration: 11 Lessons of 40minutes each

Objectives at Attainment levels: 5,6,7,8  
The teacher will:  
1. enlarge students’ knowledge of the origins of the Renaissance  
2. help students understand the new direction artistic, social, scientific and political thought followed and familiarise them with various historical personalities  
3. develop students’ understanding of the main inventions of this period.  
4. highlight the main conquests and discoveries made by various explorers and the results of these discoveries.

Objectives at Attainment Levels: 1,2,3,4,  
The teacher will:  
1.1 develop students’ understanding about the Renaissance  
2.1 help students to learn some facts about an important masterpiece and a historical figure of the Renaissance  
3.1 enlarge students’ knowledge about an invention of the period  
4.1 develop student’s understanding of the word ‘explorer’ and learn some facts about Christopher Columbus.

<table>
<thead>
<tr>
<th>Key words</th>
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<th>Resources</th>
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</table>
| Renaissance | Objectives in this unit may be cross-curricular and may be linked to other subjects The teacher may focus on one aspect or on a number of aspects in the unit that are appropriate to the level of the student. Teaching and Learning approaches may include Individual, Paired, Group Work, Teacher/LSA supported activities. | Publication: Concepts and Skills in the Teaching of History by George Calleja  
Various websites and Hyperlinks  
Mel-o-toons Christopher Columbus-Youtube.url  
Digital Photography  
Camera  
Laptop |
| Medieval | When students are attaining at level one, It is very important for the teacher to allow time for the students to respond. This response can take the form of unaided and/or aided means of communication and the teacher needs to provide adequate scaffolding techniques to enable the students to respond affectively or intentionally.  
Though activities in the unit are led by teacher, at times learning activities are directly led by the LSA. Thus where teacher support is indicated, the same term also indicates support given by LSAs | |
<p>| Masterpiece | | |
| Painting | | |
| Explore | | |
| Journey | | |
| Christopher Columbus | | |</p>
<table>
<thead>
<tr>
<th>Teaching objective</th>
<th>Example of teaching activities / experiences</th>
<th>Indicators of Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The teacher will develop students’ understanding about the Renaissance. (2 Lessons)</td>
<td>Students watch a video clip about Medieval and Renaissance times. They discuss with peers the masterpieces seen in the video. They view a selection of print-outs of Renaissance painting, sculpture and architecture which are easily identifiable e.g: of Michelangelo, of Leonardo da Vinci and the Basilica of St Peter in Rome. This should lead them to associate aspects of the Renaissance with Italy. They learn new vocabulary related to the Renaissance era. Students may do a pairing activity and match pictures by pointing to them and using other signs. Students may see a PPP (about the Renaissance) and watch each picture, while also listening to music. They may write a simple statement about the picture e.g. This is Michelangelo - Michelangelo was a painter and a sculptor- He made the statue of David. Students can take part in an activity on Choose IT! Maker2 using a Touch monitor and choose between two options to identify a picture of a Renaissance masterpiece from a picture of a present day item. They may start by making a choice between a picture of the masterpiece on one side and a blank option on the other side.</td>
<td>Strand 2 Students will: comment in simple words/signs or symbols about Renaissance paintings, sculptures or architecture. (Level 4) start to understand that works of art of the Renaissance period belong to the past. (Level 3) respond by different means to easily identifiable pictures on PPP of the Renaissance. (Level 2) sustain concentration for longer periods when pictures related to the Renaissance period are put within their line of vision. (Level 1)</td>
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<tr>
<td>2.1 The teacher will help students to learn some facts about an important masterpiece and a historical figure of the Renaissance. (3 Lessons)</td>
<td>Students watch a video clip on important Renaissance men on the IWB and identify one historical figure e.g.: Michelangelo. Students view pictures or a PPP on his works/masterpieces. With support students look up information and to find pictures of his paintings and sculptures. Students choose one masterpiece of Michelangelo e.g. The Pieta’ which will then be printed. Students give reasons for their preference by speaking, signing, symbols or by choosing an answer from a list of multiple choice answers. Students work on a large representation of the masterpiece and may make a mount for the picture and decorate its border. They display the work, speak or use signing to describe it and identify the artist by naming or pointing to his picture.</td>
<td>Strands 1 &amp; 3 distinguish between pictures which are related to the past e.g. aspects of life in the Renaissance and can describe some differences in simple sentences. (Level 4) listen attentively to a story about a Renaissance painter/sculptor and be able to match identical pictures of works of the period. (Level 3) know that they are part of history and listen to stories about the past. They will sort pictures of the Renaissance from other pictures. (Level 2) communicate intentionally, attend through eye contact and give a basic response when participating in the mounting of a picture. (Level 1)</td>
</tr>
</tbody>
</table>
| 3.1 The teacher will enlarge students’ knowledge about an invention of the period. (3 Lessons) | Students surf the internet to read about important inventions of the Renaissance such as the change in warfare through the invention of printing by Gutenberg. In groups students may discuss with peers the impact of this invention.

They may interview a relative or an old member on the school staff, who can remember the 50s, 60s and 70s, when students couldn’t use printers or copiers at home to print out copies of pictures or use a computer. News was generally learnt through newspapers or from TV. Thus students understand some similarities and differences between life today when communication with others in far away places is in real time and the distant past. A video camera can be used to record the interview and students can later be supported to present the information to peers by showing the video. Students should be aided to give a short summary of the interview through words or other means of communication.

Students create a booklet which includes pictures about inventions. Students can print out each page separately and then compile them into a booklet. |

| Strand 2 show that they know about aspects that occurred in the past and that inventions like printing bring about change in our way of life. (Level 4) talk about familiar episodes from the past and know some details about the invention of printing. They will show the ability to give Yes/No answers or answer simple questions about it. (Level 3) be able to follow DVD of an interview about the past and understand some simple questions. (Level 2) seek attention and begin to communicate intentionally and show awareness of themselves on video/digital photos taken. (Level 1) |

| 4.1 The teacher will develop student’s understanding of the word ‘explore’ and learn some facts about Christopher Colombus (3 lessons) | Students understand the meaning of the word ‘explore’ by having opportunities to explore various rooms/ classes allocated to different subjects within the school building. Visual aids may help them to get an overview of different areas of the building. The use of a map or a school plan that is colour coded will help them to improve their understanding of these areas.

Students learn about Christopher Columbus who had been a map maker and who travelled towards the west, after being given three ships and money for the trip by the king and queen of Spain. After watching the link students can be aided to repeat the main points of the story and give Yes/No answers to questions about it.

An activity can involve students’ peers who hide objects of reference or pictures of items pertaining to a particular class, in the form of a treasure hunt and match these to items or pictures found in that class. Students understand that the class had always been there but they had discovered its location through exploring new places. In group work students find out why in the past explorers went on long journeys. They research some of the reasons for this, such as the acquisition of gold, raw materials, food, spices, and the curiosity of exploring new lands. |

| Strands 2 & 3 comment in single words signs or symbols about exploration and about why Christopher Columbus went on his long voyage. (Level 4) give the main points about the story of the voyage and answer simple questions about Christopher Columbus. (Level 3) recognise and match pictures of objects or items used during an ‘explore’ activity within school building. (Level 2) give a basic response to sampling of some of the foods when watching the link on Christopher Columbus on IWB. (Level 1) |
**Unit 8.5 : The Crusading Movement and the Origins of the Order of St John to 1530**

**Strand 1:** Learning about events, people and regions in the past  
**Strand 2:** Mastering historical concepts  
**Strand 3:** Nurturing historical skills

**OBJECTIVES**

The teacher will:
1. help students explore what were the causes and consequences of the Crusades from a Frankish and Muslim perspective.
2. help students realise how and why the order of St. John was founded in the Holy Land and how its role changed in Rhodes.
3. empower students to understand why certain decisions were taken in the past with reference to the granting of the Maltese Islands to the Knights of St John.

<table>
<thead>
<tr>
<th><strong>Key Words</strong></th>
<th><strong>Points to note</strong></th>
<th><strong>Resources</strong></th>
</tr>
</thead>
</table>
| Holy Land, Palestine, pilgrims, Council of Clermont, Pope Urban II, Christians, Muslims, Franks, Saracens, Turks, Saladin, Richard the Lionheart, Crusaders, Crusades, Jerusalem, Templars, religious orders, Teutonic Knights, Hospitallers, Knights, Grand Master, castles, forts, Cyprus, reconquest, Spain, Moors, Rhodes, Siege of Rhodes, Auberges, Ottoman Empire, Fall of Constantinople, L’Isle Adam, Emperor Charles V, Pope Clement VII, Commission | A child-centred approach with an emphasis on real learning should be adopted. This necessitates a reliance on active learning, an increased responsibility, accountability and autonomy of the learner and a reflective approach. Students develop the cause and effect concept as they work on how and why the order of St. John founded. They should be involved in the decision making process to understand why certain decisions were taken in the past and the different reactions of those involved. They should translate information and empathize with the people in the past. They should understand the repercussions the Great Siege. Students should analyse how the past is reflected in our present. | Various websites and Hyperlinks included in the Unit History Department Website  
The following secondary sources can be consulted:  
*Malta 870-1054: Al Himjari’s Account*, Joseph M. Brincat, Foundation for International Studies, UOM.  
*Langues and Auberges of the Order of St John*, Michael Galea, Middle Sea Bank Offprint, 1990 |
<table>
<thead>
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<th>Teaching objective</th>
<th>Example of teaching activities / experiences</th>
<th>Indicators of Learning outcomes</th>
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<tbody>
<tr>
<td><strong>The teacher will:</strong> 1. The teacher will help students explore what were the causes and consequences of the Crusades from a Frankish and Muslim perspective. <em>(5 lessons)</em></td>
<td>Students may be introduced to a PPP dealing with the Crusades. They should become aware of the causes leading to the beginning of the Crusades, some brief facts on the course of the crusades between 1095 and 1291 such as the victory and loss of Jerusalem and the <em>(Fall of Acre)</em>, the causes for their failure and their immediate and long-term effects. On a map of the Mediterranean basin students may trace the advance made by the Seljuk Turks from the East into the Christian lands of Europe and the Byzantine Empire. The same map can be used to draw some of the routes taken by crusaders and discuss the difficulties encountered during their voyage. Students may be made aware that the Crusading movement, besides the Holy Land, effected other regions as well: the gradual reconquest of the Iberian Peninsula from the Moors, the fall of Constantinople during the Fourth Crusade of 1204, the Crusader-Kingdom of Cyprus, the colonization of the pagan Baltic regions by the Teutonic Knights in the 13th century and the Albigensian Crusade against the Cathars heresy (1209-1229) Southern France. Students may be supplied with worksheets which are tailored to their abilities which the teacher may adapt from primary and secondary sources. They work in groups to extrapolate information from the sources and reach their own conclusions by answering a number of questions. Eye-witness accounts and stories of the Crusades in which they try to identify between fact and opinion and detect bias, may also be adapted for students. In pairs, students may be given a different short paragraph with a cause or effect of the Crusades and a picture matching the write-up per team. Each team discusses the write-up and writes a short summary of the cause or effect given, and then presents this summary to the rest. The summaries and pictures are then fixed to a chart according to whether they are a cause or an effect of the Crusades. In another activity students may be given the causes and effects of the crusades on a sheet and they have to distinguish between the two and separate them. Preparing for journey to the Holy Land or Saladin urging Muslims to unite against the Christians.</td>
<td>Students will be able to write coherently and critically, basing their arguments on evidence and referring to dates, events, persons, causes and effects of the Crusades. They are able to empathise with both the Christian and Muslim points of view and use evidence from different types of sources in their arguments whilst detecting reliability, bias, facts and opinions. <em>(Level 8)</em> Students will be able to write in detail about the main characters and the causes and effects of the Crusades and how these brought about a gradual change in lifestyle, mentality and the way Europeans looked at the world and other people. They understand that the Crusades took place over a relatively long period of time. Students could be given a map of Europe to identify the regions that were affected by the Crusading movement <em>(i.e. the Holy Land, Constantinople, Cyprus as a Crusader Kingdom, the Cathar region in Southern France, the Iberian Peninsula and the lands of the Teutonic Knights in the Baltic)</em>. <em>(Level 7)</em> When using sources they start questioning the reliability of the source, paying attention to the author and word used. <em>(Level 7)</em> Students will be able to write in simple terms the main events of the Crusades and place them in chronological order. They understand the change that took place in the period between the First Crusade and the loss of the Holy Land. They are able to gather evidence from sources and differentiate between primary and secondary sources. <em>(Level 6)</em></td>
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</tbody>
</table>
As an exercise in empathy, students may write a short speech as if they were Pope Urban II addressing the crowd at the Council of Clermont 1095 or a crusader describing life during a crusade or whilst on voyage to the Holy Land. Other roles can be given (see page 9 of hyperlink) such as a crusader knight.

Students should be made aware of the Crusading era from the Muslim perspective, in the sense that the *Jihad* (religious war for the Muslims) was a direct consequence of the Frankish invasions and colonization of Palestine.

Students could be supplied with a set of pictures and/or written sources showing highlights from the Crusades which they have to place in chronological order to create a timeline of the Crusades.

Students may also attempt a “Who, Where, What am I?” activity. In groups students are given clues about a person, place or object relevant to the crusades. Difficult clues are supplied first followed by the easier ones. Academically challenged students may be given a number of answers to choose from. This activity can also be done in groups in the form of a quiz. Each group answers questions on a sheet of paper in order not to waist time waiting for its turn.

Students may revise keywords through a crossword or a Word Search.

Students may also do research work on famous people of the Crusades e.g. Richard the Lion Heart and Saladin, or on weapons and siege machinery used during the Crusades by both Christians and Muslims.

An anachronism activity may also be done. Students are presented with a story, number of words, sentences or pictures on the Crusades and they have to identify the anachronism which would have been inserted beforehand.

| 2. The teacher will help students realise how and why the Order of St. John was founded in the Holy Land and how its role changed in Rhodes. (3 lessons) | On a map of the Holy Land and students are asked to identify the names of the places they are familiar with. To visualize the places being mentioned they see a power point presentation or a video clip of the Holy Land. Students see a short documentary on *the origins of the Knights* and access visual and written sources dealing with the role of the Knights as nurses, as a religious order and as defenders of the Christian religion during the Crusades. They should understand the context in which the Order of St. John was founded. In groups of pairs students identify the order’s main role through sources using evidence to sustain their arguments. | Strand 1 Students will know the main facts about the beginning of the Order of St John. They will show analysis through clearly describing the political and social conditions prevailing and will develop an argument coherently laying appropriate emphasis on significant points and presenting relevant supporting detail. (Level 8) |

Students will be able to describe through examination of sources and resources what a crusade was, where it took place and the difference between the two religions involved. (Level 5)

Students will be able to explore some aspects of the crusades such as the pilgrimages, the conflict between Muslims and Christians, the power of the Church and the establishment of the Military Orders in the Holy Land (Hospitallers and Templars).
In groups students may be exposed to a cause and effect organizer and concretely see the link between one issue and another. Findings may be presented to the rest of the class thus presenting various perspectives.

To reinforce learning students should be exposed to interactive graphic organizers (charts), conclusion charts, cycle of events charts, various inferential worksheets, persuasion maps and positive negative charts.

Students should be made aware why the Knights took over Rhodes and how did they become a sea power in that island and other developments such as the collachio, the adoption of the red tunic and the Hospitaller flag.

Students will be able to talk about and explain in some detail the origins of the Order of St John showing knowledge of the political and social conditions prevailing at that time. They will describe and begin to analyse the different types of the events studied. **(Level 7)**

Students will be able to recall the names and actions of the important people studied and how the main events unfolded. They will be able to write a paragraph to describe how the Order of St John started. **(Level 6)**

Students will be able to recall some simple facts and write simple sentences about the beginning of the Order of St John. **(Level 5)**

Students will be able to develop a simple timeline about the history of the Order from its origins in the Holy Land to its period in Rhodes. **(Level 7)**

**3. The teacher will empower students to understand why certain decisions were taken in the past with reference to the granting of the Maltese Islands to the Knights of St John. (2 lessons)**

Students should be aware of the Commission’s Report on Malta and see a video clip on how Malta came under the leadership of the Knights of St. John. They may construct a timeline showing the chronology of events leading to the Order’s arrival to Malta. Students reflect on how Malta was affected by the handover to the Knights by seeing and discussing another video clip on how Malta came under the Knights. They will note their ideas on the topic in a cluster web thus having a visual image of the different reactions.

A news sheet showing the various reactions of the Maltese may be supplied to students who mark the comments which in their opinion were most likely to be passed. Students may act out or mime the different reactions people had.

Students may work on a decision making exercise to understand Charles V’s true motives in handing Malta to the Knights and what led the Knights to consider Malta as a temporary residence. They may be divided in two groups with each group having a decision-making kit to work on. One group will deal with Charles V’s motives while the other will consider the Order’s decision.

**Strand 3**

Students will be able to empathise with the reaction of the Order of St John when they had to accept Malta as their homeland. They will be able to comprehensively act out the situation. They will make an imaginative reconstruction which is not anachronistic basing this reconstruction on various pieces of evidence. They will be aware that some aspects of the past may be represented and interpreted in different ways. **(Level 8)**

Students will be able to explain how the Order of St John felt when faced with the decision over Malta. They will be able to reconstruct some of the reactions of the knights through the use of simple empathy. They can act out (role play) this historical situation. **(Level 7)**

Students will be able to comment on the reaction of the Order of St John when they had to accept Malta as their homeland in spite of the report issued. They will be able to describe in simple sentences the emotions which the Knights felt. **(Level 6)**
Resources for first group may include a map of the Mediterranean illustrating areas belonging to the Christians and Mediterranean illustrating areas belonging to the Christians and correspondence between the Knights and Charles V and the final deed signed by Charles V. Resources for the second group may include the report the commissions gave to L'Isle Adam, photographs of various countries the Knights came from and an old map of Malta showing the distribution of the villages and harbour areas. The groups will finally present their findings thus leading to a vivid discussion. Students become aware of the hidden aims behind the decisions taken and may fill in a decision making handout.

They may list the pros and cons of the situation and extended writing may be resorted to. In a class discussion or in groups students should try to identify the reasons why the Maltese reacted differently to the news that Malta was given to the Knights.

Students will be able to explain in simple sentences how the Order of St John may have felt when faced with the prospect of having to accept Malta as their homeland. (Level 5)

Strand 3
Students will investigate the first years of the Order of St John using a wide range of sources and distinguish between fact and opinion. They can ask and answer significant questions to evaluate sources in their historical context and use these critically to reach and support conclusions. (Level 8)

Students will be familiar with a variety of historical evidence. They will begin to be aware that written sources may be biased and will make simple inferences from various sources of evidence. Through their comments students will show that they are aware that some aspects of the past may be represented and interpreted in different ways. (Level 7)
Subject: History
Unit 8.5: The Crusading Movement and the Origins of the Order of St John to 1530
Strand 1: Learning about events, people and regions of the past
Strand 2: Mastering historical concepts
Strand 3: Nurturing historical skills.

Objectives at Attainment Levels: 1, 2, 3, 4,
The teacher will:
1.1 explain some facts about the Crusades and how people involved may have felt at the time from a Frankish and Muslim perspective.
2.1 improve students’ awareness about the Knights of St John and their origins in the Holy Land and how its role changed in Rhodes.
3.1 give a brief description of how the Maltese came under the Knights and what was the reaction of the Maltese to their coming.

<table>
<thead>
<tr>
<th>Key words</th>
<th>Points to note</th>
<th>Resources</th>
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<tr>
<td>Holy Land, Palestine, pilgrims, the Pope, Christians, Muslims, Turks, Franks, Saracens, Saladin, Richard the Lionheart, Crusaders, Jihad, Crusades, Jerusalem, Hospitallers, Knights, Grand Master, castles, forts, Cyprus, Siege of Rhodes, Ottoman Empire, Fall of Constantinople, Charles V, L’Isle Adam, Pope Clement VII</td>
<td>Objectives in this unit may be cross-curricular and may be linked to other subjects. The teacher may focus on one aspect or on a number of aspects in the unit that are appropriate to the level of the student. Teaching and learning approaches may include individual, paired, group work, teacher/LSA supported activities. When students are attaining at level one, it is very important for the teacher to allow time for the students to respond. This response can take the form of unaided and/or aided means of communication and the teacher needs to provide adequate scaffolding techniques to enable the students to respond affectively or intentionally, where teacher support is indicated, the same term also indicates support given by LSAs.</td>
<td>Various websites and Hyperlinks included in the Unit History Department Website Board Maker Plus Software Digital Photography Laptop Books, brochures or pictures relevant to the topic: <em>Malta 870-1054: Al Himjari’s Account</em>, Joseph M. Brincat, Foundation for International Studies, UOM. <em>Hospitallers: The History of the Order of St John</em>, Jonathan Riley-Smith, UK, 1999, illustrated. <em>Langues and Auberges of the Order of St John</em>, Michael Galea, Middle Sea Bank Offprint, 1990</td>
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<tr>
<td>Teaching objective</td>
<td>Example of teaching activities / experiences</td>
<td>Indicators of Learning outcomes</td>
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<td>1.1 The teacher will explain some facts about the Crusades and how people involved may have felt at the time from a Frankish and Muslim perspective. (4 lessons)</td>
<td>Students watch a PPP or video of the Crusades and observe the type of clothing and armour worn by the Crusaders. They name the different parts of clothing and weapons that were used, such words as helmet, tunic, horses, shield and sword need to be stressed. In paired or group work students discuss differences between warfare of the past (during the Crusades) and present day methods of war. Through support students access internet links and view related pictures. Large clear pictures may be used so that the differences can be more easily identifiable. They may be guided with questions like: Did the soldiers ride on horses or on trucks during the Crusades? Or did the Crusaders use a gun or a sword to fight with? Students should record information about the topic in pictures or in writing. Students may empathise with the feelings of people of the past (mainly Crusaders and Muslim fighters) who were involved in such warfare and to understand some consequences of these wars. In an individual discussion, students should identify the emotions of soldiers and people involved by observing facial expressions in pictures. Students may be made aware that the word Jihad (first used at the time of the Crusades) was the Muslim counterpart to the Frankish Crusade. They may be guided with such questions as: What happens when a person fights with someone else? Would they be happy or sad? Are people happy or sad when a relative dies? Do you think people are sad when many people die during wars? Students can use Board maker Visual symbols or other means of communication to identify these emotions.</td>
<td>understand that their own lives as well as the lives of other members in their family are different from those of people in the past, and can describe some differences between wars in the past and present day warfare. (Level 4) be able to recognise items, photos or pictures related to the past and can tell whether an item, photo or picture belongs to a familiar group. They can notice the difference a modern gun and other weapons used during the Crusades. (Level 3) be able to answer simple questions with Yes/No answers to describe things they are actually observing in pictures, such as pictures of facial expressions. (Level 2) communicate consistent preferences and affective responses. Show they would like to communicate and express themselves by using vocalisations and AAC devices. (Level 1)</td>
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<td>2.1 The teacher will improve students’ awareness about the Knights of St John and their origins in the Holy Land and how its role changed in Rhodes. (4 Lessons)</td>
<td>Together with peers students can watch the documentary about the origins of the Knights. They should be included with peers, to speak about the role of the knights prior to their arrival in Malta. Students need to understand that initially the knights used to protect pilgrims who travelled to the Holy land. They built hospitals and their role was one of caring for the sick. During the Crusades their role was to defend the Holy Lands and the Christian faith. Students with communication difficulties should be aided with visual communication symbols (Board Maker) to access the above points. Additionally students should be shown</td>
<td>Strand 1 Students will: recount episodes and some historical details from historical events with prompts such as that during the wars (Crusades) the knights used to care for the sick. (Level 4) speak in simple words/signs/symbols and repeat vocabulary related to the roles of the knights. (Level 3)</td>
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3.1 The teacher will give a brief description of how the Maltese came under the Knights and what was the reaction of the Maltese to their coming. *(2 Lessons)*

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| Students need to understand aspects that were involved in the decision making of handing Malta over to the knights. The aspects of the decision making process can be presented in a role play where the persons who were involved will be represented e.g. King Charles V, the Knights representing the Order, the persons commissioned to write the report about the Maltese islands and the Maltese (were silent observers). Each person in the role will then speak in simple words about his role and give a reason for his/their decision. They can also wear an identifying feature (e.g. King wears a crown). Their statements should be written on a flashcard and need to be accompanied with visual communication symbols to support students with communication difficulties. The role-play can be recorded with digital photography and afterwards, each scene can be re-played and projected on the IWB for students to discuss. Each viewpoint will also help students to identify whether the persons involved were happy or sad about this decision. Students should be prompted to observe the facial expressions during the role play and look at the statement with visual symbols on flashcards and then express their comments. | **Strands 1 & 3**

Speak about how Malta came under the knights and how the knights felt about this. *(Level 4)*

Be able to identify emotions like whether a person is happy, sad from pictures, visual symbols or facial expressions such as when watching role play or looking at a statement with visual symbols on cards. *(Level 3)*

Listen to familiar stories or find pictures in a book related to the discussion or for example, role-play presented during the lesson. *(Level 2)*

Communicate intentionally, attend through eye contact and give a basic response when asked to participate in role-play, such as being one of the Maltese (observers). *(Level 1)*

Listen and respond to familiar stories or find a picture in a non-fiction book dealing with the Knights of Malta. *(Level 2)*

Begin to react to new experiences, such as looking to the source of unfamiliar sights or sound during video clips on the knights. *(Level 1)*

A documentary/illustrations related to the roles and then they will be encouraged to make up sentences about the pictures, they can record the activity by writing/copying it and then fixing it in their history file together with the picture. They should also be given an opportunity to share their work with the class.
Digital Technology Enhanced Learning – History eLearning Entitlement

The following are suggestions which can be utilised to expand the range of teaching approaches used in the teaching of various topics.

Malta under the Arabs and the Normans:

Teacher can test the student’s significance of the Arab period in Maltese history by:
2. Various Melitensia articles about Malta under the Arabs: [http://melitensiawth.com/The%20Arabs%20in%20Malta.html](http://melitensiawth.com/The%20Arabs%20in%20Malta.html)

Teacher can test the student’s knowledge of the Viking Civilisation by:
1. Having students in groups set up an interactive online presentation using Microsoft PowerPoint
2. Next, they upload them via Web Quests.
3. Students can then read each other’s work via the quests.
4. As a follow up, the teacher aids the students in gaining knowledge with software able to create online quizzes e.g. [http://hotpot.uvic.ca/](http://hotpot.uvic.ca/)
5. Students prepare a set of questions and answers in the form of an online quiz which later will be used to question other student’s knowledge. An example of a layout of the quiz can be similar to the below: [http://members.ziggo.nl/bezver/quiz.html](http://members.ziggo.nl/bezver/quiz.html)

To develop a good picture of the Norman period:
2. Alternatively, students can reconstruct some aspects from Norman life themselves via puzzles using a similar software to this: [http://www.classtools.net/education-games-php/jigsaw](http://www.classtools.net/education-games-php/jigsaw)

Europe in the Middle Ages

In exploring Europe in the Middle Ages, students can:
1. Play different roles in learning about events, people and regions in the past.
2. After uploading these videos online, through video conferencing means, they discuss the videos and highlight important points.
In exploring Medieval European architecture, with an emphasis on castle and cathedral building, students can:

1. Visit Maltese architecture which falls under this category
2. Using a digital camera, they take shots of different buildings
3. This could be done using an online software http://www.clevr.com/, or
4. Download a software similar to this one: http://file.downloadatoz.com/pgt-file-extension.html
5. Students upload pictures to this software (either online or not) where the end result depicts the pictures uploaded, as one panoramic view

Understand Black Death which swept throughout Europe in the 14th century was.

1. Through the available online material, students are divided into groups and highlight the main points.
2. These main points are then converted into a question and answer exercise
3. Through video conferencing means using a software similar to ooVoo¹: http://www.oovoo.com/home.aspx, students question each other's knowledge.

**Life in Medieval Malta and its Legacy**

1. The teacher creates a webquest (www.zunal.com) highlighting the economic and social aspects of Malta as a Mediterranean island in late Medieval times
2. Students work out the activities of the webquest online
3. Students research Medieval places through Google Maps (https://maps.google.com/)
4. Following that, students take pictures of such Medieval places and compare and contrast the change during the progress of the years
5. As a follow-up, students create an online poster through the http://edu.glogster.com/¹ link

**The Renaissance and the Age of Discovery**

1. Students create an online wiki (http://www.wikispaces.com/content/student) where they can create the knowledge regarding the origins of the Renaissance together
2. Students search for YouTube videos in relation to the Renaissance period
The Crusading Movement and the Origins of the Order of St John to 1530

To explore the causes and consequences of the Crusades.

1. Teacher creates a webquest using the following available link: [www.zunal.com](http://www.zunal.com)
2. Students gather information from the webquest available
3. In groups they work out the classwork made available by the teacher
4. Students create an online blog ([http://www.blogger.com/home?pli=1](http://www.blogger.com/home?pli=1)) regarding the Order of St. John to discuss their ideas on why certain decisions were taken in the past

To explore the beginnings of the Order of St John up to 1530.

1. Students create an online blog ([http://www.blogger.com/home?pli=1](http://www.blogger.com/home?pli=1)) regarding the Order of St. John to discuss their ideas on why certain decisions were taken in the past
2. Students develop an online venn diagram ([http://www.classtools.net/education-games-php/venn_intro](http://www.classtools.net/education-games-php/venn_intro)), which will help students learn about the first years of the Order in Malta
3. In order to better understand the Great Siege, students develop an online timeline game highlighting the events that took place. [http://www.classtools.net/education-games-php/timeline](http://www.classtools.net/education-games-php/timeline)