

DATE



PRESENTED BY: MALTA TEAM

DE LA SALLE COLLEGE SIXTH FORM, MALTA
DE LA SALLE COLLEGE | COTTONERA ROAD | BIRGU BRG 9021 | MALTA

PREPOSITIONS, PASSIVE VOICE, WH-QUESTIONS: TREASURE HUNT AROUND THE
GRID-LIKE STREETS OF MALTA'S CAPITAL CITY, VALLETTA

LESSON PLAN

Lesson Topic

Prepositions, Passive Voice, WH-Questions: Treasure Hunt around the grid-like streets of Malta's Capital City Valletta

Subject	Class	Curriculum Links
English, History, Art	6 th Form (17-18 year old students)	English ICT History Art

Context

Project Name	Creating an Innovative Platform of Communication and Teaching in a Digital Society
Links with <i>previous</i> lesson(s)	The Building of Valletta by the Hospitalier Knights of St John Grammar: prepositions of place, Passive Voice, WH-Questions
Links with <i>future</i> lesson(s)	Creative writing Historical Timeframes Vocabulary related to the history of Malta and its capital city
Cross curricular links <i>before</i> the lesson	Digital skills Orientation skills Renaissance, Baroque and War period
Cross curricular links <i>after</i> the lesson	Vocabulary related to History and Art Ideas of collective identity

Learning Objective:

Awareness of and use of technology (google maps etc)
Developing critical, analytical and orientation skills
Vocabulary related to History and Art, Practice in passive voice statements and WH-Questions
Vocabulary related to collective identity and the European dimension

Learning Outcomes:

1. Knowledge of historical development of Valletta

2. Appreciation of national heritage
3. Learn new vocabulary related to art and history
4. Ability to use video technology, ICT tools

Pre-Lesson Preparation	ICT Resources
Video clips, visit to public museums, mobile phones, paper and pens, instructions for facilitators, Students are to view padlet page (https://padlet.com/hilary_spiteri/Malta_C1_Valletta_Treasure_Hunt) prior to the lesson	Laptop/tablet, mobile phone

Prior Learning / Assessment to inform planning
<ol style="list-style-type: none"> 1. Information about history and public monuments found in Valletta 2. Knowledge of the students from the classroom of various subjects 3. Knowledge of intercultural development 4. European Dimension: Valletta: European Capital for Culture 2018

Key Vocabulary
<p>Vocabulary related to Valletta: landmark, platform, harbour, metropolitan, Baroque, Mannerism, Neoclassical, Modern, bastions, UNESCO, <i>superbissima</i>, accommodate, sanitation, triton, remains, governor, merchant, law courts, courtyards, commemorate, majestic, preside, quarry, wharf, infirmary, Renaissance, World War II</p> <p>Prepositions of Place: in front of, behind, opposite, in, out, beside, across, at, below, after, between, from, into, over, towards, under, around, close to, near, onto</p>

Key competencies development:
<ol style="list-style-type: none"> 1. Listening: Listening and understanding teachers' instructions 2. Speaking: Expressing ideas clearly and develop orientation skills, speaking in front of an audience. 3. Reading: Understand the given tasks (look on the web for Padlet information about Valletta and its history) 4. Writing: Write a short tourist guide leaflet, homework essay

LESSON STRUCTURE & DETAILED PLAN OF ACTIVITIES

Time	Link to Learning Outcome number	Teacher Activity Objectives & Outcomes, Teaching Activities, Revisiting Outcomes & Consolidation	Learner Activity Identify the techniques used to differentiate for ALL Learners	Assessment Strategies Used to Ensure Progress of All Learners	Resources e.g. TEL, Other Adults, Materials and Equipment
3mins		Ice Breaker			*see Appendix 1
2mins	1	Lead In: One question about Valletta's importance as a European Capital for Culture 2018	Sharing answers in small groups	Reporting to the whole group what has been discussed	Teacher
10mins	3	Cloze Passage: Fill in the missing prepositions in the blanks provided (text about Valletta)	Sharing answers in small groups	Reporting to the whole group what has been discussed and project results on screen	*see Appendix 2 Teacher, writing material, laptop, projector
10mins	1, 3	Vocabulary Games: Present to Sts definitions of the Key Terms related to Valletta (i.e.: Renaissance) and the students need to name the word/term	Write words/terms related to the definitions provided	Pair work and reporting to the whole group	*see Appendix 3 Teacher, writing material, laptop, projector
3mins		Ice Breaker			*see Appendix 4
15mins	1, 2	Teamwork: Two teams are to prepare five questions each related to the landmarks found	Each group is given a chance to ask questions and each group must answer the questions of the opponents. Reward	Assessing use of vocabulary, sentence structure and teamwork skills	Teacher, laptop, projector

		in Valletta. One group is to prepare questions related to the architectural monuments in Valletta and the second is to prepare questions related to the history attached to the monuments found in Valletta.	points might be given to winning team.		
2mins	1	Explanation of Homework			

Home Learning/Homework

A choice of two tasks is given to the students: Either 1. Prepare a tourist guide leaflet highlights Valletta's major spots or 2. Write an essay about Valletta's dimension as a European Capital for Culture.

LESSON EVALUATION

What was successful / not so successful? What was the impact of this on student progress?

Lesson Topic	Subject
Prepositions, Passive Voice, WH-Questions: Treasure Hunt around the gird-like street of Malta's Capital City Valletta	English, History, Art

Evaluator
English and Art and History Departments

Evaluation
<p>Pupil Learning & Progression</p> <p>Most of the students achieved the learning outcomes. The teacher knows this through the correction of essays and leaflets.</p> <p>Progress was observed in students' work especially in terms of vocabulary and art historical information provided.</p>
<p>Teaching & Classroom Management</p> <p>The teacher created an environment where everyone is relaxed, encouraging and non-judgmental. Teacher provides corrects certain misconceptions about art history related facts. Peer evaluation was encouraged and supported.</p>
<p>Planning & Subject Knowledge</p> <p>The students were asked to go through the Padlet portfolio but some of them did not. In group work, division of tasks was not evenly distributed.</p> <p>As a result of the above, students will read through the Padlet portfolio as a group during school hours and the working groups will be smaller to ensure that the work is shared equally.</p> <p>Imaginative and creative approaches could include script writing and article writing.</p>

Next Steps in Learning
Collective Identity: Malta as a hub for cultural connectivity in Europe.

APPENDIX 1

Ice-Breaker

Ice-breakers are useful as they can dramatically transform the dynamics of a classroom. Ice-breakers encourage bonding, participation, motivation, and allow students to relax both mentally and physically.

1. Beginning of the lesson before the Lead-in (3 mins).

The Observation Game.

Line up the students in two lines facing each other. If there is an odd number of students, you can play the game, too. Give students 30 seconds to look each other over really good, paying attention to all details about their partner. The students in one line now turn facing the other way while the other line of students changes something about themselves. For example, a girl might take off a hair bow, or a boy might un-tuck his shirt. When the kids in the first line turn back around, they have to guess what their partner changed. Now switch and let the first line make the change and the second line guess the difference.

APPENDIX 2

Section: *Lesson Structure and detailed plan of Activities, Cloze Passage, Fill in the missing prepositions*

Teacher's Copy:

Take a walk that explores some of Valletta's backstreets. Begin at City Gate. Just beyond it is the Renzo Piano–designed Parliament Building and Royal Opera House. Walk past the Opera House and turn right into Triq Nofs in-Nhar. You'll pass through the new Pjazza de Valette, dedicated to Grand Master Jean Parisot de la Valette. Next turn left at Triq il-Merkanti. You'll see the Palazzo Parisio on your right, where Napoleon stayed during his six days on Malta, and the Auberge d'Italie (1574) on your left. The latter building now houses MUŻA, Malta's new National Community Art Museum. Walk another few blocks and you'll see Palazzo Castellania, which used to house Valletta's law courts. The figures above the 1st-floor balcony represent Justice and Truth. Look for the pillory stone at the building's corner.

Turn right into Triq San Ġwann, then left into Triq San Pawl, passing the 16th-century Church of St Paul's Shipwreck. Turn left along Triq it-Teatru l-Antik, where you'll see the Manoel Theatre on the right, and the domed Carmelite Basilica beyond. Double back and then turn left down Triq id-Dejqa (Strait St); note the faded old bar signs dating from its years as the city's red-light district. Next turn right along Triq San Kristofru, passing the 16th-century **Palazzo Messina** and **Palazzo Marina**, which once formed part of one palace. Follow Triq San Kristofru, then turn left onto Triq San Pawl, right on Triq San Duminiku then left again down Triq Sant'Orsla. Walk around the Knights' 16th-century hospital, Sacra Infermeria.

Heading southwards, you'll see the Siege Bell Memorial, commemorating those who lost their lives in the convoys of 1940 to 1943. Follow Triq il-Mediterran past the Lower Barrakka Gardens, which contain a little Doric temple commemorating Sir Alexander Ball, the naval captain who took Malta from the French in 1800. Continue along Triq Santa Barbara, a tree-lined street with fabulous harbour views. Cross the bridge above Victoria Gate and turn left to climb steep Triq il-Batterija to the Upper Barrakka Gardens.

Student's Copy:

Take a walk that explores some of Valletta's backstreets. Begin at City Gate. Just _____ it is the Renzo Piano–designed Parliament Building and Royal Opera House. Walk _____ the Opera House and turn right _____ Triq Nofs in-Nhar. You'll pass _____ the new Pjazza de Valette, dedicated to Grand Master Jean Parisot de la Valette. Next turn left _____ Triq il-Merkanti. You'll see the Palazzo Parisio _____ your right, where Napoleon stayed during his six days on Malta, and the Auberge d'Italie (1574) on your left. The latter building now houses MUŻA, Malta's new National Community Art Museum. Walk another

few blocks and you'll see Palazzo Castellania, which used to house Valletta's law courts. The figures above the 1st-floor balcony represent Justice and Truth. Look for the pillory stone _____ the building's corner.

Turn right _____ Triq San Ġwann, then left into Triq San Pawl, passing the 16th-century Church of St Paul's Shipwreck. Turn left _____ Triq it-Teatru l-Antik, where you'll see the Manoel Theatre _____ the right, and the domed Carmelite Basilica _____. Double back and then turn left _____ Triq id-Dejqa (Strait St); note the faded old bar signs dating from its years as the city's red-light district. Next turn right _____ Triq San Kristofru, passing the 16th-century **Palazzo Messina** and **Palazzo Marina**, which once formed part of one palace. Follow Triq San Kristofru, then turn left _____ Triq San Pawl, right on Triq San Duminiku then left again _____ Triq Sant'Orsla. Walk _____ the Knights' 16th-century hospital, Sacra Infermeria.

Heading southwards, you'll see the Siege Bell Memorial, commemorating those who lost their lives in the convoys of 1940 to 1943. Follow Triq il-Mediterran _____ the Lower Barrakka Gardens, which contain a little Doric temple commemorating Sir Alexander Ball, the naval captain who took Malta from the French in 1800. Continue along Triq Santa Barbara, a tree-lined street with fabulous harbour views. Cross the bridge above Victoria Gate and turn left to climb steep Triq il-Batterija to the Upper Barrakka Gardens.

APPENDIX 3

Section: *Lesson Structure and detailed plan of Activities, Vocabulary Games, Provide the terms:*

Teacher's Copy:

1. Metropolitan – relating to or denoting a large city.
2. Baroque – relating to or denoting a style of European architecture, music, and art of the 17th and 18th centuries that is characterized by ornate detail. In architecture the period is exemplified by the palace of Versailles and by the work of Wren in England. Major composers include Vivaldi, Bach, and Handel; major artists are Caravaggio and Rubens.
3. Mannerism – excessive use of a distinctive style in art, literature, or music.
4. Neoclassicism – Western movements in the decorative and visual arts, literature, theatre, music, and architecture that draw inspiration from the "classical" art and culture of classical and culture of classical antiquity.
5. Governor – an official appointed to rule a town or region.
6. Wharf – a level quayside area to which a ship may be moored to load and unload.
7. Infirmary – a place in a large institution for the care of those who are ill.
8. Renaissance - the revival of European art and literature under the influence of classical models in the 14th–16th centuries.

Student's Copy:

1. _____ – relating to or denoting a large city.
2. _____ – relating to or denoting a style of European architecture, music, and art of the 17th and 18th centuries that is characterized by ornate detail. In architecture the period is exemplified by the palace of Versailles and by the work of Wren in England. Major composers include Vivaldi, Bach, and Handel; major artists are Caravaggio and Rubens.
3. _____ – excessive use of a distinctive style in art, literature, or music.
4. _____ – Western movements in the decorative and visual arts, literature, theatre, music, and architecture that draw inspiration from the "classical" art and culture of classical and culture of classical antiquity.

5. _____ – an official appointed to rule a town or region.
6. _____ – a level quayside area to which a ship may be moored to load and unload.
7. _____ – a place in a large institution for the care of those who are ill.
8. _____ - the revival of European art and literature under the influence of classical models in the 14th–16th centuries.

APPENDIX 4

Ice-Breaker

Ice-breakers are useful as they can dramatically transform the dynamics of a classroom. Ice-breakers encourage bonding, participation, motivation, and allow students to relax both mentally and physically.

2. Before the “Team Work” (4 mins)

Blobs and lines

This activity is easy, quick, keeps students moving and talking, plus helps them discover what they have in common. The idea is for students to listen to their teacher’s prompts and organize themselves in a *line* (for example, in alphabetical order of last name) or in *blobs* according to something they have in common (birth month).

Try these prompts:

- Line up in chronological order of your birthdays
- Line up in order of how many siblings you have
- Find those who are allergic to the same things as you
- Gather with those who have the same coloured clothing as you
- Line up in alphabetical order of your fathers’ names
- Gather in four blobs: those who travelled by car to class, those who travelled by bus, and those who travelled another way

Valletta Treasure Hunt

PREPOSITIONS Treasure Hunt around the grid-like street of Malta's Capital City Valletta

HILARY SPITERI JUN 24, 2019 08:27AM

Valletta - Our Platform

VALLETTA, Malta's Capital City will be our playground for the task. We will be touring the city from one landmark to another and discover its 500 years history.



The Treasure Hunt

A **treasure hunt** is one of many different types of games for players who try to find hidden objects or places by following a series of clues. Treasure hunt games may be an indoor or outdoor activity. Outdoors it can be played in a garden, indoors it can be played in a specific room, which would make the work of hiding the clues harder.



The Grid

In its day, Valletta was a fine example of **modern city planning**. Designed on a grid system, now common in the United States, the city was carefully planned to accommodate water and sanitation and to allow for the circulation of air. Most towns and cities evolved over centuries, but Valletta, in contrast, was one of the first European cities to be **constructed on an entirely new site**.



The Clues

A. Starting point Triton's Fountain. Face the entrance to Valletta. Walk across the bridge and start walking into the city. On your right is a big building. Name it (?). This building was designed by (?).

B. Opposite the Parliament building on your left there are stairs. Walk up the stairs. At the top of the stairs you are now outside (?) Gardens. Walk into the Gardens. Here lie the remains of one of the governors of Malta. His name is (?).

C. Walk back down the stairs and continue walking in the main street. On your right is a café named after the place that used to stand on this location. Name the building (?).

D. Take a turn on your right, walk straight up and you find a statue of a man. Who is he (?).

E. Keep on walking straight up and you will reach a big building in a main square. What is the name of the building (?). What purpose does it serve today (?). (a) In the middle of the square there is a monument of particular symbol. What symbol is it (?). (b) There are (?) statues of men in the square. Name at least two of the men: (?) and (?).

F. If you stand in front of the building and facing it, walk towards the right of the square and you will find a garden. Name the garden (?). When you enter on the left you will see a monument of one man and how many children (?). Name the monument (?).

G. You can now look at the lovely view. Opposite you may see a fort. Name the fort (?).

H. Walk down Merchant Street and take the second turning on your right into St John Street. You are now standing in front of what building (?). Enter this building. How many languages are represented in the cathedral (?). In the same building there is a famous painting by an Italian artist. Who is this painter (?). What is the girl in the painting holding (?).

I. Law Courts. You are now facing the Law Courts. Whose statue stands right in front (?). Clue: he was a politician who died a few years ago.

J. Now turn round and give your back to the Law Courts. In front of you on the other side of the square stands a statue with three bronze figures. What do the three figures commemorate (?). Clue: a key event in Maltese history.

K. Find a majestic building, go into the courtyard where the ruler of the waves presides. What is the name of this building (?). Clue: two soldiers are guarding it.

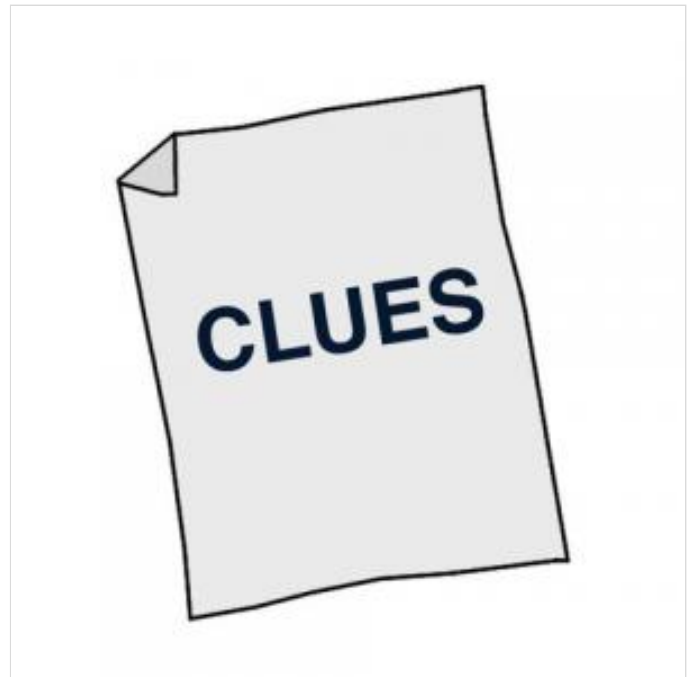
L. Walk down the Old Theatre Street, where would you watch a play (?). What is the name of this place (?). Clue: the oldest theatre house.

M. Now you walk down to the bottom of the city. This building is the only one in Valletta where one can enjoy watching ballet (?). The clue: this building was an infirmary during the rule of The Knights of St. John.

N. Once out of the Infirmary walk straight through Mediterranean Street and turn left to Quarry Wharf Street and take a picture under the big bell that hangs in the circular stone structure overlooking the entrance of the

harbour.

O. Walk up through Quarry Wharf Street, take a sharp turn to the left on to East Street and approach Lower Barrakka Gardens. Take a picture next to Alexander Ball's Funerary Monument. Ball was Malta's: (?)



The Map (view in new window)

We are using Scribble Maps. **Scribble Maps** is the quick and easy way to rapidly make and share **maps!** With **Scribble Maps** you can: - Draw shapes and **Scribble!** ... The boxes on this page contain video tutorials on Creating a **map**, Saving an image and Creating a widget in **Scribble Maps**.

**PREPOSITIONS Treasure Hunt -
Valletta, Malta**
Erasmus +
SCRIBBLE MAPS



Your image is being prepared.

The City

Valletta is the capital city of Malta. Located in the south east of the island, between Marsamxett Harbour to the west and the Grand Harbour to the east, its population in 2014 was 6,444, while the metropolitan area around it has a population of 393,938. Valletta is the southernmost capital of Europe.

Valletta's 16th-century buildings were constructed by the Knights Hospitaller. The city is Baroque in character, with elements of Mannerist, Neo-Classical and Modern architecture, though the Second World War left major scars on the city, particularly the destruction of the Royal Opera House. The city was officially recognised as a World Heritage Site by UNESCO in 1980.

The city's fortifications, consisting of bastions, curtains and cavaliers, along with the beauty of its Baroque palaces, gardens and churches, led the ruling houses of Europe to give the city its nickname Superbissima – Italian for "Most Proud".



Starting from left:
John R Portelli
Josette Galea
Caroline Rodo
Olga Cachia
Hilary Spiteri
Louis Debono



The Team (Malta)
