

Europeana Learning Scenario

Title

Tales of the Silent City

Author

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Abstract

Malta has a rich cultural heritage. Entering a city like Mdina feels like you are surrounded by thousands of stories to be told. As an educator, I try to promote cultural heritage by using a cross-curricular approach in my teaching. This learning scenario is an example where cultural heritage is linked to Language skills, Mathematics and above all fun.

Keywords

Cultural Heritage, Fieldwork, Interview, Language Skills, Mathematics, Primary.

Table of summary

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Subject	Social/Culture Studies, English Language (Oracy and Writing), Mathematics
Topic	Social Studies: Maltese Cities English Language (Oracy): Verbal Presentation English Language (Writing): Writing an interview Mathematics: Time, 2D/3D Shapes, Length, Calendar, Symmetry, Place Value, Estimate, Area, Direction
Age of students	7-11
Preparation time	1 Hour
Teaching time	5 Hours (1 session = 60 Minutes) (Fieldwork/Trail = 4 Hours)
Online teaching material	Mentimeter Simple Mind Author Premium Youtube Video
Offline teaching material	Maths Trail/fieldwork booklet Interactive Whiteboard KWL Chart Learnpad Workbook Tablet Clip-Board

Europeana resources
used

[Image 1](#)

[Image 2](#)

[Image 3](#)

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Integration into the curriculum

English Language (Writing): - 5.3.4 Demonstrate ability to plan their writing through brainstorming, classifying and organising information prior to writing.

English Language (Oracy): - 5.1.7 Demonstrate competence in speaking confidently with accuracy, using clear diction and correct intonation in front of an audience.

Social Studies: S5.1.4 Explore an old city during fieldwork.

Mathematics: - A.5.1 read and write whole numbers in figures and words, and know what each digit represents.

- G.5.1 use, read and write standard metric units including their abbreviations.
- G.5.4 understand, measure and calculate the perimeter and area of rectangles and other simple shapes using nonstandard units, counting methods and standard units (cm, cm²).
- H.5.2 estimate and calculate times using seconds, minutes, hours.
- H.5.5 use a calendar.
- K.5.1 recognise and use the eight compass directions.

These outcomes were extracted from:

<https://curriculum.gov.mt/en/Curriculum/Year-1-to-6/Pages/default.aspx>

Aim of the lesson

The students will understand the importance of our history. They will be able to develop skills in order to grasp new knowledge and concepts about a particular topic. They will also learn about how Mathematical concepts can be related to real-life situations.

Outcome of the lesson

The students will be able to write an interview. They will learn about various important facts about the city of Mdina and the National Museum of Natural History. They will also learn and improve various Mathematical skills during the Maths Trail in Mdina.

Trends

Collaborative Learning: a strong focus on group work.

Student-centred Learning: students and their needs are at the centre of the learning process.

Peer Learning: students learn from peers and give each other feedback.

Outdoor Education: learning outside of the school building in the “real” environment.

Edutainment: playful learning. Learning while having fun.

21st-century skills

Critical thinking: the students discover facts for themselves.

Creativity and Collaboration: the students learn how to be creative to solve a problem, working constructively together to achieve a common goal.

Communication: the students need to discuss and express their thoughts in a way that others can understand.

Curiosity, wonder and questioning: the hands-on activities in this Learning Scenario give students a reason to wonder, think critically, ask questions, observe, assess information and work constructively with each other.

Activities

Name of activity	Procedure	Time
Session 1 (Class session) Introduction	Europeana Images Activity <ul style="list-style-type: none"> The students will be divided into three groups and each group will be shown a particular Europeana image from Image 1, Image 2, Image 3. Each group shall participate in a group discussion and create a mind map using Simple Mind. Each group will be given three minutes to present their mind map to the rest of the class. 	20 mins

Name of activity	Procedure	Time
	<p>K-W-L Chart</p> <ul style="list-style-type: none"> The students will be given a K-W-L chart. They will be asked to fill in the first two columns of the chart individually. <i>‘What I know about the topic?’ ‘What I want to know?’</i> 	5 mins
Development	<p>Video and Class Discussion</p> <ul style="list-style-type: none"> The students will be shown a Youtube Video, highlighting aspects and facts about the city of Mdina. <p>Group Work: Mentimeter (Brainstorming)</p> <ul style="list-style-type: none"> The students will be asked to brainstorm several questioning ideas about what they want to know about Mdina. They will be asked to use Mentimeter on their Learnpad Workbook Tablet to write their ideas. This activity should help them create a list of questions as part of an interview with the Tourist Centre Office in Mdina. <p>Writing an interview using Author Premium</p> <ul style="list-style-type: none"> In groups, the students should write a short interview to conduct with the Tourist Centre Office in Mdina. 	10 mins 10 mins 15 mins
Session 2 (Maths Trail/ fieldwork)	<p>Maths Trail</p> <ul style="list-style-type: none"> The students will visit Mdina to participate in a Maths Trail. They will be able to observe various important sights in Mdina while solving mathematical problems. <p>Interview with the Tourist Centre Office</p> <ul style="list-style-type: none"> The students will conduct their interviews with the Tourist Centre Office. They can also get a map of the city to help us during our Maths Trail. <p>National Museum of Natural History</p> <ul style="list-style-type: none"> The students will have the opportunity to visit the National Museum of Natural History in Mdina. In this Museum, students will be given the opportunity to learn about local geology and paleontology, human evolution, exotic mammals, marine fauna, insects, shells and birds. <p>Train Ride</p> <ul style="list-style-type: none"> The students will hop on a train ride that will take them around the city of Mdina while listening to various interesting facts about the Silent City. 	4 hours

Name of activity	Procedure	Time
Conclusion	K-W-L Chart <ul style="list-style-type: none"> After the Mdina Trail/Fieldwork, the students will use their K-W-L chart to fill in the last column of the chart; 'What I learned?' 	5 mins

Assessment

The students will be assessed according to their level of participation during group work activities. They will also be assessed on their presentation about their particular Europeana image and according to their interview.

Open-ended questions will be used during this learning scenario to engage the students in higher-order thinking skills and to help the teacher in assessing their understanding. Some examples of these questions are;

- Why is Mdina so important to our cultural heritage?
- Think and write some question ideas you want to know about the city of Mdina.
- As Maltese citizens, how can we preserve and promote such heritage?

The K-W-L chart will also be used to assess their understanding of the concepts being taught during this learning scenario.

Mathematical concepts will be assessed during the Maths Trail. Some examples of these concepts are Time, 2D/3D Shapes, Length, Calendar, Symmetry, Place Value, Estimate, Area and Direction.

***** AFTER IMPLEMENTATION *****

Student feedback

A KWL Chart was used to get students' feedback. During the introduction of this learning scenario, the students were given a K-W-L chart. They were asked to fill in the first two columns of the chart individually. 'What I know about the topic?' 'What I want to know?'

During the conclusion of this learning scenario, the students used their K-W-L chart to fill in the last column of the chart; 'What I learned?'

Teacher's remarks

I was very pleased with the process of this learning scenario. Students gained knowledge about the importance of our silent city. Students enjoyed themselves especially during the fieldwork where they had the opportunity to visit the National Museum of Natural History and an exciting train ride. Students collaborated very well during the fieldwork and they were very excited to ask their questions to the tourist office.

About the Europeana DSI-4 project

[Europeana](#) is Europe's digital platform for cultural heritage, providing free online access to over 53 million digitised items drawn from Europe's museums, archives, libraries and galleries. The Europeana DSI-4 project continues the work of the previous three Europeana Digital Service Infrastructures (DSIs). It is the fourth iteration with a proven record of accomplishment in creating access, interoperability, visibility and use of European cultural heritage in the five target markets outlined: European Citizens, Education, Research, Creative Industries and Cultural Heritage Institutions.

[European Schoolnet](#) (EUN) is the network of 34 European Ministries of Education, based in Brussels. As a not-for-profit organisation, EUN aims to bring innovation in teaching and learning to its key stakeholders: Ministries of Education, schools, teachers, researchers, and industry partners. European Schoolnet's task in the Europeana DSI-4 project is to continue and expand the Europeana Education Community.

Annex

Maths Mdina Fieldwork: <https://primarymaths.skola.edu.mt/wp-content/uploads/2012/06/Year-5-Mdina-Maths-Challenge.pdf>

K-W-L Chart		
Topic: _____		
What I K now	What I W ant to Know	What I L earned

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