

# Europeana Learning Scenario

(Teachers)

## Title

A CASTLE IN THE AIR

## Author(s)

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## Abstract

The present learning scenario aims at offering a pattern of collaborative learning in which CLIL and critical thinking skills are developed. It highlights the importance of castles and palaces as residencies for important figures from the past, but also for their historical value and for the economic and pioneering activities that took place there.

## Keywords

Castles, palaces, rulers, historic heritage, exotic fruit, idioms

## Table of summary

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<b>Subject</b>	English as the second language History Arts
<b>Topic</b>	Touristic Attractions in Romania: Palaces and Castles
<b>Age of students</b>	10 – 14
<b>Preparation time</b>	1 hour
<b>Teaching time</b>	3 school hours (45 minutes)
<b>Online teaching material</b>	<p><a href="#">Padlet about Historical figures that built castles and palaces</a></p> <p><a href="#">LearningApps game about castles and palaces from Romania</a></p> <p>Online journal - <a href="#">Who cultivated pineapple in Transylvania 200 years ago?</a></p> <p><a href="#">Brukenthal Palace of Sibiu</a>, Cezar Suceveanu, CC BY-SA 3.0 RO,</p> <p><a href="#">Brukenthal Palace of Avrig, Orangery</a>, Oqmioritzei, CC BY-SA 3.0 RO,</p> <p><b>Images included in LearningApps:</b></p>

	<p>Peleş Castle of Sinaia, Beldiman Diana-Maria, 2021, CC BY-SA 3.0 RO, personal photo collection;</p> <p><a href="#">Bran Castle</a>, Dobre Cezar, CC BY-SA 3.0 RO, via Wikimedia Commons;</p> <p><a href="#">Cantacuzino Castle of Buşteni</a>, Costea Stefan, 2011, CC BY-SA 3.0 RO, via Wikimedia Commons;</p> <p><a href="#">Banffy Castle of Bonţida</a>, Țetcu Mircea Rareş, 2017, CC BY-SA 3.0 RO, via Wikimedia Commons;</p> <p><a href="#">Corvin Castle of Hunedoara</a>, Carcea Daniel, CC BY-SA 3.0 RO, via Wikimedia Commons;</p> <p><a href="#">Brukenthal Palace of Sibiu</a>, Cezar Suceveanu, CC BY-SA 3.0 RO, via Wikimedia Commons;</p> <p><a href="#">Iulia Haşdeu Castle of Câmpina</a>, Alesia17, CC BY 3.0, via Wikimedia Commons.</p>
Offline teaching material	Laptop and video-projector or smartboard, flipchart paper, crayons, mobile devices for students
Europeana resources used	<p><a href="#">Pineapple pot</a></p> <p><a href="#">Samuel von Brukenthal, Baron and Governor of Transylvania</a></p> <p><a href="#">Vlad Tepes (Vlad the Impaler, ruler of Wallahia)</a></p> <p><a href="#">Carol I of Romania (The first king of Romania)</a></p> <p><a href="#">Iancu de Hunedoara (Ioan of Hunedoara, the ruler of Transylvania and governor of Hungary)</a></p> <p><a href="#">Hunedoara Castle</a></p> <p><a href="#">Peles Castle of Sinaia</a></p> <p><a href="#">Bran Castle</a></p>

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## Integration into the curriculum

According to the Romanian National Curriculum, the following learning scenario can be used in secondary schools, in English classes where students have good English skills (A2+) in order to develop the following abilities: storytelling using pictures, active reading, documentation on the Internet, providing reasons for certain choices.

History classes: documentation regarding famous figures from Romanian history, historic heritage related to the Middle Ages and Modern times.

Arts: paintings containing castles and palaces OR fruit exhibited on the Europeana platform, architectural style in castle building.

### Aim of the lesson

By the end of the lesson, students will be able to:

1. Use modal verbs in speaking and writing while making assumptions regarding the inhabitants of specific buildings.
2. Collaborate in order to imagine a sequence of a story called “A Castle in the Air” having an image of a pineapple pot as a support.
3. Develop their comprehension skill while reading an article published online related to Samuel von Brukenthal, the first person who cultivated pineapple in Transylvania.
4. Use the Internet with responsibility in order to find relevant information regarding a historic monument or a historical figure.

### Outcome of the lesson

Posters containing sequences of stories

Worksheets regarding active reading of an article (Annex 2)

[Padlet about Historical figures that built castles and palaces](#)

Optional, as homework, students may also create: Europeana collections related to other important castles and palaces from Europe OR paintings where exotic fruits appear.

### Trends

- ✓ **Content and Language Integrated Learning** as vocabulary used within this lesson involves concepts learned in History classes as well as grammar structures specific for English language classes;
- ✓ **Collaborative learning** because many activities involve pair and group work;
- ✓ **Student-centred learning** because the focus is put on what students can do with various contents (skills development);
- ✓ **Gamification of learning** when a LearningApps game is used in order to expend students’ previous knowledge and/or to check the contents learned in class;
- ✓ **Open-source learning** because most of the sources used within this didactic approach are selected from the Internet.

### Key competences

- **Cultural awareness and expression** as the lesson offers important insights regarding the tangible built heritage from Romania;
- **Multilingual competence** is targeted because the learning scenario is aimed to be implemented in English as the second language lessons and the exploration of Europeana would help students to improve their multilingual skills;

- **Digital competence** is developed while exploring Web 2.0 tools such as Padlet and LearningApps as well as Europeana;
- **Personal, social and learning to learn** as students are required to work in groups, to reflect upon their knowledge and their learning achievements;
- **Citizenship competence** as students learn to work together and to respect their peers' opinions.

## Activities

Name of activity	Procedure	Time
<b>Warm-up Brainstorming</b>	<p>Students are shown the <a href="#">picture</a> of the pineapple pot and are asked to write down:</p> <ul style="list-style-type: none"> <li>• for one minute what they see in the picture;</li> <li>• what is the item used for;</li> </ul> <p>Share in pairs (2 minutes) and groups of four (5 minutes). Teacher leads the final part of formative assessment: students share their ideas aloud (7 minutes).</p>	15 minutes
<b>Collaborative development of skills</b>	<p>In the same groups of four students, they are asked to imagine a sequence of a story in which the pot has magic powers and it can build "a castle in the air".</p> <p>The stories sequences are written on big pieces of paper (at least A3 format) and are illustrated accordingly. When they are finished, they are exhibited on the classroom walls.</p> <p>Each group walk around the classroom and check the posters. They can write (each group using a different colour) questions, correct grammar and vocabulary mistakes or provide solutions when the writing team have missed something.</p> <p>The rules of the activity should be established from the very beginning:</p> <ul style="list-style-type: none"> <li>• No bullying;</li> <li>• Walk as in a museum gallery, without making noise or disturbing the other visitors;</li> <li>• No remarks regarding the achievement of the task such as "Bravo!", "Well done!" etc. written on the posters.</li> </ul> <p>After all the teams have checked all the posters, each group go back to their own poster and a class reflection is carried out.</p> <p>Teacher leads the reflection, by asking students:</p> <ul style="list-style-type: none"> <li>✓ What did they enjoy most?</li> <li>✓ What observations were written on their posters?</li> <li>✓ Could they provide answers or adapt their stories according to the observations?</li> <li>✓ How have they worked?</li> <li>✓ What will they do differently some other time?</li> </ul>	30 minutes
<b>Using grammar in real contexts</b>	<p>Now is the moment when teacher asks students if they have ever heard of the expression "a castle in the air" and if they know its meaning. Most of them probably have not.</p>	15 minutes

Name of activity	Procedure	Time
<b>of communication</b>	<p>Students are shown a picture of Brukenthal Summer residence of Avrig (Sibiu County) and are asked to write down:</p> <ul style="list-style-type: none"> <li>• for one minute what they see in the picture;</li> <li>• what they are imagining regarding being special about that place (making assumptions using modal verbs);</li> </ul> <p>Share in pairs and groups of four.</p>	
<b>Achieving new knowledge using means of collaborative learning and critical thinking</b>	<p>Group work:</p> <p>Students, divided into groups of four, are asked to establish a connection between the pot, the palace and the saying “a castle in the air”. The ideas are validated by the teacher within a class reflection.</p> <p>After students present their ideas, the teacher explains that “a castle in the air” means “something that is improbable to happen, a daydream”.</p> <p>The teacher shows students a <a href="#">picture</a> of Samuel von Brukenthal (Transylvanian governor 1777 – 1787 and a visionary personality) and invites them to read the <a href="#">article</a> related to Samuel von Brukenthal’s Orangery of Avrig where he cultivated pineapple for the first time in Transylvania (Annex 1).</p> <p>Students read it using an instrument especially designed for active reading (Annex 2) and discuss about it in their groups.</p> <p>The activity is followed by a class reflection led by the teacher. Students are invited to share:</p> <ul style="list-style-type: none"> <li>✓ What was astonishing about the connection established between the shape of the pot and a palace of Transylvania?</li> <li>✓ What content of the article produces contradiction with their previous knowledge?</li> <li>✓ What other stories of successful acclimatization of fruit and vegetables they have ever heard of?</li> <li>✓ Is pineapple cultivated nowadays in Romania? Why or why not?</li> <li>✓ What other important palaces do they know in Romania and what are they famous for?</li> <li>✓ Do they have any additional questions mentioned in the last column of the table?</li> </ul>	30 minutes
<b>Development of skills by means of critical thinking and collaborative learning</b>	<p>Students are shown some images with castles and palaces and some historical figures. They are asked to establish connections between the characters and the palaces in which they might have lived, providing arguments for each selection. The activity is done individually (2 minutes), in pairs (3 minutes), in groups of four (5 minutes).</p> <p>After that, each group explore the Internet and find relevant information about the castles and palaces built by: Iancu de Hunedoara, Vlad Tepes, Samuel von Brukenthal and King Carol the 1<sup>st</sup> of Romania. They insert content into the <a href="#">Padlet</a> called “Rulers that Built Castles and Palaces”.</p>	30 minutes

Name of activity	Procedure	Time
<b>Extension of learning</b>  <b>Assigning homework</b>	Depending on their goals and taught subject, teachers can choose from the following activities to be assigned as homework: <ol style="list-style-type: none"> <li>1. Students are invited to expand their knowledge on monuments such as castles and palaces from Romania while playing a <a href="#">game</a> on the LearningApps platform.</li> <li>2. Students are invited to <a href="#">Europeana</a> to discover other important castles and palaces built by European rulers and to organize them in collections.</li> <li>3. Students are invited to explore <a href="#">Europeana</a> in order to discover paintings where exotic fruit are illustrated and to organize them in collections.</li> </ol>	10 minutes
<b>Reflection</b>	Students are asked to fill in the 3-2-1 Exit ticket (Annex 4).	5 minutes

### Assessment

The assessment of collaborative learning and critical thinking skills is very difficult if there is no instrument designed for this purpose. Thus, I have created Annex 3 – A check list that should be used while observing students working in small groups. It targets the way in which students manage their tasks within the group, communication, the achievement of the task and time management.

\*\*\*\*\* AFTER IMPLEMENTATION \*\*\*\*\*

### Student feedback

Students can provide feedback within all formative assessments and reflection moments included in the lesson.

The 3-2-1 Exit ticket also enables students to provide feedback to their teacher.

### Teacher's remarks

Collaborative learning is a time-consuming approach and consequently this lesson could be held during two or three lessons and follow-up methods should be used after each of them.

The activity can be carried out as CLIL within English language lesson, as an interdisciplinary approach involving English language, History and Arts skills or it can become a non-formal activity to be implemented as an extra-curricular project.

Another aspect is related to adaptation of these activities to classes' needs. For example, the time assigned for group working could be shorter if students are very good at teamwork and are familiar with the tasks that teacher proposes for this activity.

A tool that teachers could use for this activity was included in the Annex 3 – Check-list for the process of group work (assessment of the process of collaborative learning). This is useful for assessing the lesson

and for taking further decisions regarding the implementation of similar activities in the future. The tool is particularly useful for teachers who have a new class that they work with or for teachers who are at the beginning of their career.

### About the Europeana DS project

[Europeana](#) is Europe's digital platform for cultural heritage, providing free online access to over millions of digitised items drawn from Europe's museums, archives, libraries, and galleries. The Deployment of a common European data space (DS) for cultural heritage project builds on and expands the existing functionalities and services of the Europeana Digital Service Infrastructure (Europeana DSI). This initiative works towards the development and operation of the data space infrastructure, the integration and of high-quality data in the data space, the capacity building of professionals, the reuse of existing resources and the improvement of the digital services for the public. .

[European Schoolnet](#) (EUN) is the network of more than 30 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 DS project is to facilitate the reuse of high-quality data and expand the community of users of Europeana for education.

**Annex**

**ANNEX 1:**

*Who Cultivated Pineapple In Transylvania 200 Years Ago?* Article available on: <https://www.romaniajournal.ro/society-people/who-cultivated-pineapple-in-transylvania-200-years-ago/>

**Annex 2: The worksheet used for active reading and note taking**

√  (information that I have already known)	+  (new information)	-  (information that contradicts my previous knowledge)	?  (questions regarding the information from the article)

**Annex 3:**

**CHECK LIST FOR GROUP WORK**

**(ASSESSMENT OF THE PROCESS OF COLLABORATIVE LEARNING)**

Observed behaviour	Yes	No	Observations
1. Students communicate in order to solve the task.			
2. Students share tasks according to their personal skills.			
3. Students prove acquisition of cognitive achievements, attitudes and abilities during teamwork.			
4. Students demonstrate easiness in communication when the teacher assists in their teamwork.			
5. Students demonstrate critical thinking abilities while organizing their work.			
6. All students are involved in group work.			
7. Students pay attention to the scientific, vocabulary and grammar correctness when preparing the outcomes of the group work.			
8. Students ask for teacher's help when they face difficulties within groups.			



9. Students achieve the task established by the teacher within the amount of time indicated at the beginning of the activity.			
10. Students demonstrate interest in the design of final outcomes when they present /upload them on Padlet.			

Annex 4:

## 3-2-1 Exit ticket

<b>3</b>	<p style="text-align: center;"><b>Ideas that I understood today are:</b></p> <p>1. ....</p> <p>2. ....</p> <p>3. ....</p>
<b>2</b>	<p style="text-align: center;"><b>Ideas that I would surely share are:</b></p> <p>1. ....</p> <p>2. ....</p>
<b>1</b>	<p style="text-align: center;"><b>Aspect that I did not understand is:</b></p>