

**Book:** *Malta*

## **Chapter One: The Landscape**

**Subject area(s):** Social Studies, Geography

**Amount of time needed:** Two 40-minute periods

**Objectives:** At the end of this lesson, students will be able to:

- 1) Recognize and re-create the political boundaries and physical features of the nation of Malta.

**Materials needed:**

- ✓ Play-Doh, clay, or salt dough (3:1:1 ratio of flour, salt, & water)
- ✓ Cardboard
- ✓ Markers
- ✓ Toothpicks
- ✓ Paper
- ✓ Tape

**Activities:**

- 1) The teacher will briefly review the information in the text concerning the major aspects of Malta's landscape.
- 2) Students will break into groups of two or three and create topographic maps of Malta. The maps should include labeled line drawings of the nearest countries and should label the major body of water surrounding Malta in order to show where Malta is situated. Malta should be three dimensional, showing the three main islands. The students should indicate the regions that use traditional farming methods, the areas where there are mostly resorts and cities, and the areas that are barren farmland, either by using different colors or by making flags with toothpicks, paper, and tape. Students should also label the capital city and include the information from the Quick Facts on page 12, either using flags or by writing it somewhere on the maps' surface.

**Assessment:**

- ✓ Do the maps show the three main islands of Malta?
- ✓ Do the maps show and label the nearby countries and body of water?
- ✓ Did the students label the capital city and indicate regional differences with color or flags?
- ✓ Is the information from the Quick Facts included in the project?

**Book: *Malta***

**Chapter Two: Malta's History and Government**

**Subject area(s): Social Studies**

**Amount of time needed: One 40-minute period**

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

- 1) Order major events in Malta's history.
- 2) Briefly describe major events in Malta's history.

**Materials needed:**

- ✓ Paper or poster board
- ✓ Tape
- ✓ Markers

**Activities:**

- 1) The teacher will divide the students into groups of three or four and ask the students to create a time line of the major events in Malta history. Ideally, each group should create a large time line and have a wall space to display the time line. If that is not possible, the groups can create smaller time lines on pieces of poster board. The time lines should include the major events in Malta's history with dates in appropriate order and a brief explanation of each event, either using text or a combination of pictures and text if time permits.

**Assessment:**

- ✓ Do the time lines include the major events in Malta's history with dates in appropriate order?
- ✓ Are the events adequately described, using either text or text and pictures?

**Book: *Malta***

**Chapter Three: The Economy**

**Subject area(s): Social Studies, Art**

**Amount of time needed: One 40-minute period**

**Objectives: At the end of this lesson, students will be able to:**

- 1) Construct a poster describing the economy of Malta.
- 2) Name major industries, agricultural products, import and export commodities, and the special challenges faced by Malta.

**Materials needed:**

- ✓ Poster board or large pieces of paper
- ✓ Markers
- ✓ Old magazines or computers with Internet access
- ✓ Scissors
- ✓ Glue

**Activities:**

- 1) The teacher will divide students into groups of three or four and ask each group to create a poster describing the economy of Malta. The students should include both text and pictures, which should be hand drawn, clipped from old magazines, or taken from the Internet, to create an informational and attractive poster. The posters should show which industries and agricultural products are important to the Maltese economy, which products Malta exports and imports, and what special challenges Malta faces (lack of freshwater, lack of energy production, and limited food production).

**Assessment:**

- ✓ Does the poster adequately explain the Maltese economy, including both text and pictures to show the major industries, agricultural products, import and export commodities, and special challenges?
- ✓ Is the poster attractive and neat?

**Book:** *Malta*

**Chapter Four: Malta's People and Culture**

**Subject area(s):** Social Studies, English Language Arts

**Amount of time needed:** One 40-minute period

**Objectives:** At the end of this lesson, students will be able to:

- 1) Identify characteristics of Malta's historical architecture, the role of religion and religious festivals, traditional celebrations, food, sports, language, education system, and the Ghana or folk singing of Malta.
- 2) Write letters as if from a Maltese pen pal that describes the cultural characteristics.

**Materials needed:**

- ✓ Writing paper
- ✓ Pens or pencils

**Activities:**

- 1) The teacher will review the information in the text concerning the major aspects of Malta's people and culture and will also refer to the recipes on pages 75–78.
- 2) The teacher will use this starter: "Imagine you have a pen pal in Malta. Write a letter as if from the pen pal describing the culture of the area. Include a description of the historical architecture, the role of religion and religious festivals, other celebrations, and a description of the Ghana. The letter should include information about food, traditional recipes, sports, education, and language. Also include other imagined details of your life to make the entries seem realistic. When you have completed that letter, write one back to the pen pal, providing the same information about the part of the world where you really do live."

**Assessment:**

- ✓ Do the letters contain information about historical architecture, religion and religious festivals, other celebrations, food, recipes, sports, education, and language in Malta?
- ✓ Does the letter about the student's own home area contain information that corresponds to the information in the letter from Malta?
- ✓ Do the entries contain other fictional information to promote a realistic "feel"?

**Book: *Malta***

**Chapter Five: The Cities**

**Subject area(s): Social Studies, Art**

**Amount of time needed: Two 40-minute periods**

**Objectives: At the end of this lesson, students will be able to:**

- 1) List the three major cities of Malta.
- 2) Identify one distinguishing fact about each city.
- 3) Develop a travel brochure about the cities.

**Materials needed:**

- ✓ Paper
- ✓ Pen, pencil
- ✓ Computers, printers
- ✓ Markers, crayons

**Activities:**

- 1) The teacher should have the students read chapter 5.
- 2) The teacher will review the information with the students, asking students to list the three cities and identify important information about each.
- 3) Working with a partner, the students will develop a travel brochure that contains pictures and information about the cities. The students should use artwork or computer pictures to illustrate it. The brochures should be designed to invite people to visit these cities.

**Assessment:**

- ✓ Does the poster contain accurate information about the cities?
- ✓ Does the poster contain pictures and text presented in an attractive format?

**Book: *Malta***

**Chapter Six: Formation of the European Union**

**Subject area(s): Social Studies**

**Amount of time needed: One 40-minute period**

**Objectives: At the end of this lesson, students will be able to:**

- 1) Identify the important features of the EU, including the Three Pillars.
- 2) List the 25 members of the EU.
- 3) Define the term autonomous.

**Materials needed:**

- ✓ Copies of attached worksheet
- ✓ Pens

**Activities:**

- 1) The teacher will review the information contained in chapter 6 with the class.
- 2) The teacher will ask the students to complete the attached worksheet, using the information in the text.

**Assessment:**

- ✓ Are all areas of the worksheet filled in correctly?

Using the information in Chapter 6,  
fill in the information in  
the space given.

## The European Union

Name the 25 Member Nations:

**Pillar One**

**Pillar Two**

**Pillar Three**

What is the EU? Include the term **autonomous** and its definition in your explanation.

**Book: *Malta***

**Chapter Seven: Malta in the European Union**

**Subject area(s): Social Studies, English Language Arts**

**Amount of time needed: One 40-minute period**

**Objectives: At the end of this lesson, students will be able to:**

- 1) Briefly describe the history of Malta's involvement in the European Union.
- 2) Identify the four qualities a country has to demonstrate to be considered for inclusion in the EU.
- 3) Identify one way that membership in the EU will be beneficial to Malta.

**Materials needed:**

- ✓ Paper
- ✓ Pens

**Activities:**

- 1) The teacher will review the information on pages 67–73 of the text.
- 2) The teacher will give the class the following starter: “You live in Malta in 2002. You feel strongly that Malta should join the EU. Write a letter to the editor of a Maltese newspaper in which you try to convince the public to vote for the membership. Include supporting information as to why Malta meets the qualities required for membership in the EU and how this membership will be helpful to the people of Malta.”

**Assessment:**

- ✓ Can the students list the four qualities countries must demonstrate to be considered for membership in the EU?
- ✓ Does the article contain supporting facts and rationale, and were they presented in a convincing manner?
- ✓ Were the mechanics of good writing utilized?