

The Inquisitor's Palace

TEACHER'S RESOURCE BOOK

Dr Yosanne Vella

Maltese National Commission for UNESCO Project.
This project was carried out in collaboration with Heritage Malta.





Dear Teacher

Malta has hundreds of historical sites one can visit with school children. Unfortunately up to quite recently there was nothing available awaiting the school parties once they actually arrive, and the full educational potential of these sites was lost.

Since the 'Inquisition' is one of the topics to be found in the history syllabus of many of our secondary schools, history teachers often include a visit to the Palace of the Inquisitor as part of their students' learning experience.

This teacher resource book involves a number of tasks which students can conduct during their visit at the Inquisitor's Palace. It is very important for teachers to read this booklet before the actual visit. Each learning objective behind the particular activity is explained and one is advised on the materials students need to bring with them to be able to carry out the task. There are also instructions for teachers and suggestions as regards actual class management on site and follow up activities that students can do once they return to school.

Whilst thanking you for your attention, we look forward to seeing you with your students at the Inquisitor's Palace soon.

Dr Yosanne Vella

Email: yosanne.vella@um.edu.mt



Class Management

On Site Activities

Model example of possible class management with a maximum of 30 students on a visit of around three hours.

The smaller the class the easier it is to manage, just subtract number of students proportionately from each group activity. If the visit is shorter than 3 hours teacher should decide which activities his/her class will be doing and which ones will be left out.



Step 1

Worksheet

Timing 45 minutes

All students are greeted in the entrance hall and given a worksheet (available in both Maltese and English, on site) which involves investigating different parts and rooms of the building. Each student should be given a worksheet, but it is better for students to go round in groups rather than alone as they get accustomed to the layout of the building. After 45 minutes all students meet again at the entrance hall and hand in their worksheet to their teacher. The student who hands in the best all filled in worksheet is rewarded with a free family ticket to the Inquisitor's Palace. The teacher chooses the winner after marking the worksheets once class returns to school.



The instructions for each step will now be explained in detail

Step 1

The Worksheet

Worksheets have today become part and parcel of most aspects of history teaching, and undeniably they can be a very useful tool for teachers to use with their students. Unfortunately one has to be careful and avoid certain mistakes associated with worksheets when being used on site.

Many worksheets are often too long, others ask for too many detailed questions which take a long time to fill in. Another very common mistake are worksheets which assume that students have come equipped with a vast amount of historical background facts and information, with the result that if this is not the case and the student does not know the information he or she is stuck and cannot fill in the worksheet. All this has the defeating purpose of making students frustrated and bored and the initial student enthusiasm and motivation for the school visit is lost. The worksheet created for the Inquisitor's Palace for Secondary school was constructed with these pitfalls in mind. It is not very detailed and in pilot visits the time for students to fill it in was around 45mins. Alternatively if one wishes to shorten this exercise further, students need not fill in

the whole worksheet but work in groups in only particular sections involving particular rooms. Then back at school students can discuss and share each others' work.

Learning Objectives: To gain historical information and understanding, as well as to study and analyse the various primary sources available on this site, students are asked to investigate and interpret historical evidence coming from artefacts, writings and not least the rooms and building itself.

Materials students need to bring with them: writing pads, pen or preferably pencil (so mistakes can be erased), rubber and measuring tape.

Location: Entrance, The Kitchen, Prison Cells First Floor, Prison Cells Upstairs, Inquisitor's Apartments, Tribunal Room.

Instructions: The Worksheet is available on site in both Maltese and English.

Step 2

Role-play

Timing 45 minutes

After the worksheet activity everybody proceeds to the student room where students who are taking part in the role play dress up in costume (costumes available on site). It is important that roles are assigned in school beforehand, that is, before coming to the Inquisitor's Palace. With script in hand the whole class then moves to the *Camera Secreta* where the court case begins. The students not taking part in the role-play stand to one side of the room and watch their classmates as the court case develops.



Step 3

Various Activities

Timing 45 minutes

The last 45 minutes are taken up by various activities involving all or a choice (depending on time left) of the following:

- A. The boardgame
- B. Coat of Arms
- C. Ceilings
- D. Paintings of Figures
- E. Graffiti

(Materials for these tasks like the game, clay, coloured paper, watercolours, pencil colours and coat of arms sheets are available on site.)



Historical Empathy

One of the most important skills in history is that of empathy. To recreate a historic situation, a good historian needs to be capable of imagining what it was like for people living in the past as well as to share and understand their feelings, although of course not necessarily to sympathise with them. Similarly empathy is a vital skill which we should train our students in, even though it may be a demanding skill and difficult to assess.

One way of getting students to empathise with people who lived long ago is through role-play, preferably unscripted open role-play where students make up dialogue and outcomes themselves then compare with what really happened historically. However, scripted role-play can be helpful too in assisting students to imagine what it was like for the people involved. Costumes and real historic settings further create the right atmosphere for students to be transported into the past.

Role Play

These cases are simulated but based on real court cases which took place in 1672 and in 1702, during the time of Inquisitor Lazzaro Pallavicino and Inquisitor Giacomo Caracciolo respectively. These cases can be found in the records of the Cathedral Inquisition Archives at Mdina.

Most of the script and some of the characters are authentic, but parts of the text have been modified, while some characters are fictitious.

Learning Objective: To learn how the Inquisition tribunal worked by empathising with real characters who were involved in seventeenth and eighteenth century cases.

Materials students need to bring with them: scripts of individual actors and costumes available in Children's room at the Palace. However male characters need to bring long white socks and shirt (school shirts can be used). Copies of the script so they can read their roles.

Location: The Tribunal Room, known as the *Camera Secreta*

Instructions: Students are each given their script (available on site in Maltese and can be obtained beforehand by phoning the Inquisitor's Palace) which they must read out once they are called to act their part and they are to put on their character's robe. It would be very useful if choice of script and roles is prepared beforehand at school. There are two role plays to choose from. One can either do "Katarina Dimech ta' Verani" which involves both male and female characters or "Ignazio Muscat" which involves only male characters. Depending on the class involved the teacher should choose which one is the most appropriate for her/his class. Once on the premises the students/actors all proceed to the Tribunal Room and take their positions.

Student Management: A master of ceremonies (member of the Inquisitor's Palace staff) calls out names of who is to appear next and to keep record of what is happening. These three roles were created to help in the smooth running of the script being acted out. Students not taking part in the role play act as spectators.

Katarina Dimech ta' Verani

Simulated Script based on a real court case from the Inquisitorial Archives

Characters

Master of Ceremonies	Co-ordinates session, stands at the side and calls out names of who should appear and speak next.
One notary	Sits at desk and writes down what is going on.
Two priests	Assistants of Inquisitor (do not speak) and sits on each side next to him.
Lazzaro Pallavicino	The Inquisitor.



Federiku Azzopardi
Katarina Dimech ta' Verani
Betta Galea
Pawla Esposito
Pietru Attard
Ġużeppla Azzopardi
Marija Buġeja
Karlu Żammit
Ġanna Bonnici

Defence lawyer
The accused
Witness accusing Katarina
Witness defending Katarina
Witness defending Katarina

All characters except Inquisitor, Assistants and Notary enter room. Master of Ceremonies stands at the front to the side of room. Witnesses all sit on chairs at back of room together with Defence Lawyer. Katarina sits on stool in middle of room.

Master of Ceremonies: Silence and all stand

Enter the Inquisitor followed by assistants and notary and walks to the front and sits on Inquisitor's chair. Assistants sit next to him one on each side. Notary takes his place on the desk.

Master of Ceremonies: I now call the accused Katarina ta' Verani, a 45 year old woman who lives alone in Valletta, to stand up.

**Inquisitor
Lazzaro Pallavicino:** Do you know why you have been arrested and with what you are accused?

Katarina: I don't know and I can't even imagine why

Inquisitor: There are people who are saying you have been doing magic spells.

Katarina: Whoever is saying these things is a liar, I have never done these things. Those who are saying these things are my enemies.

Inquisitor: Have you ever been brought before this Tribunal before?

Katarina: Some 25 years ago I had been accused of witchcraft and I was even tortured. At other times I myself came forward or other people accused me but it's a long time now and I can't remember.

Inquisitor: In your house we found various objects belonging to witchcraft. What did you use these for?

Katarina: As far as I know I do not have any such objects at home. Any herbs and plants in my house are only there for cooking purposes and nothing else.

Master of Ceremonies: Let the case proceed. I first call to give evidence Betta Galea who lives in the City of Valletta and who is the widow of Frangisku. Tell the Inquisitor what you know.

Betta Galea: A few days ago as I was returning home after visiting my sister Tereza, I was told by my sister that Katarina Dimech, better known as ta' Verani had offered to cure Tereza from a headache that had troubled her for months. Tereza accepted and they agreed that Katarina was to go to her house. There she put her hands on Tereza's head and started to mumble something under her breath, words which my sister could not understand. After a while she started to squash some herbs and mix them with some

dust she had brought with her. She then rubbed my sister's head with the paste and told her she had to continue doing this for a week and to say five Ave Marias every day in the name of Santa Liena. For all this Katarina charged her 2 scudi. I scolded my sister for doing all this and I've come to report. I am doing this because I know that what took place is wrong and not because I have anything against Katarina.

Master of Ceremonies: I now call Pawla Esposito, wife of Anton also from Valletta. What have you to say?

Pawla Esposito: About two months ago a woman called Katarina Dimech got to know that I was very unhappy because I had quarrelled with my husband. She approached me and said that she could tell me whether I would make up with my husband or not. She told me that for me to know this I was to go to the crossroad and once there to toss some dried leaves into the air. If they fell behind me it would mean my husband would return. I did as she said and the leaves fell behind me but my husband did not change.

Master of Ceremonies: I now call Katarina Dimech ta' Verani, the accused, a 45 year old woman who lives alone in Valletta. What have you to say regarding these accusations?

Katarina Dimech: It was around two months ago that Pawla Esposito came over to my house. I could see she was unhappy because her husband had left her. So as a joke I told her to throw some leaves in the air at a crossroad, in this way she would be able to tell whether she would be making up with her husband or not. And since I do not know whether Pawla took this seriously or not I came to recount what happened. I did this after going to confession and being advised to do so by my confessor.

Master of Ceremonies: Pietru Attard came here out of his own free will. He is 40 years old and a merchant from Bormla.

Pietru Attard: Eight years ago my daughter Karla's husband was seriously ill. He had a high fever and his body was aching all over. She went to a doctor and did all he said but her husband remained ill. When she saw this Karla found a woman called Katarina ta' Verani who is well known for curing people with herbs. This Katarina told my daughter to bring her a piece of her husband's clothing, as well as a cutting from his hair and pieces of his finger nails. Besides all this she sent her to find some *bushbies* and *budebbus*. This is what Karla did and she went with everything to Katarina. Katarina boiled everything on a fire and added salt, dust from the ground and other things. Afterwards she gave everything to Karla who was to give that liquid to her husband to drink. This is what she did, but it was all in vain because her husband remained sick for a long time afterwards. I also got to know that a certain Italian Knight called Fabio Carducci went to her to ask her what must he do to stop losing in card games. She made him a small piece of cloth wrapped around a piece of paper which was painted green and told him that if he carried it with him he would surely win when playing cards. However he still kept losing and so he threw everything away.

Master of Ceremonies: I now call Ġużeppla Azzopardi, age 26 and wife of Filippu from Birgu. Ġużeppla Azzopardi is here out of her own free will.

Ġużeppla Azzopardi: Around seven years ago a woman called Katarina ta' Verani told me that for a young woman to find a husband who loves her she must find a potted plant which has basil sowed in it and she must throw in three small snails and a knife with a black handle pushed upside down into the soil. Katarina also told me to always keep on me a piece of magnet dipped in Holy Water. At this time she also taught me how to choose beans and to place them under the table cloth on the altar during mass. Besides she also told me to buy a new candle and to melt it over fire by going round the fire and throwing salt. All this for a woman to find a husband who loves her. For her advice she asked me for a hen. After eight years thinking about what I had done I felt my conscience was telling me to come over and report everything.

Master of Ceremonies: I call Maria Bugeja, 29 years old and wife of Marco from Naples. She has also come out of her own free will.

Marija Bu ġeja: About seven years ago my husband went on one of the Order of St. John's ships to fight against the Turks. But he was afraid he might be hurt or hit by a shot from a fire arm. So we went together to Katarina ta' Verani. When she got to know about my husband's problem she told him he had nothing to worry about. She took some leaves from a pot she had, placed them in a piece of paper, wrapped them in a cloth and said some prayers over them. After a while she gave them to my husband and told him that if he always kept them in the cap he had on his head he will never be hurt even if he was hit by a shot.

Master of Ceremonies: I now call the defence lawyer Federiku Azzopardi.

The defence lawyer Federiku Azzopardi: I have brought the following witnesses to tell us what they know about Katarina. My first witness is Karlu Zammit a 40 year old cloth merchant from Valletta. Do you know why you are here?

Karlu Zammit: I have no idea.

Federiku Azzopardi: Do you know Katarina ta' Verani?

Karlu Zammit: I know Katarina because she lives in the same street where I live. I know her as a poor woman who lives alone who is always on the look out to earn some money to buy food to eat. I have also seen her receive Holy Communion and confess at the Franciscan Church and as far as I know she is a good woman.

Federiku Azzopardi: I call my next witness Ġanna Bonnici, a fishmonger, 35 years old also from Valletta. Do you know why you are here?

Ġanna Bonnici: I have no idea.

Federiku Azzopardi: Do you know Katarina ta' Verani?

Ġanna Bonnici: I think Katarina lives some doors away from the corner where I sell fish. I think she is poor because she always waits till the end when all the other people have bought their fish and buys the very cheapest. In fact I have sometimes given her fish for free so that she will have something to eat. I have also seen her sell some pieces of cloth made of cotton which she had woven herself. I don't know if she hears mass or not but I've never seen her behave in a bad way. I've known Katarina for a long time. She lives alone in one room and earns her living by doing errands for people. She lives a poor life and has no children. As far as I know she lives a good life and tries to help people.

Sentence after a few minutes talking with the two priests next to him.

Inquisitor: Katarina Dimech, known as ta' Verani, a woman of 49 years of age from the city of Valletta, according to the evidence brought against you, you have been found guilty of having gone against the teaching of the Catholic faith by using magic. After thinking about your case we have come to this conclusion. As penance for your mistakes and wrong doing you must go on a pilgrimage to the Sanctuary of our Lady of Grace of Haż-Żabbar, as well as to confess, receive Holy Communion and say the Rosary every Saturday for four years. You are dismissed and can go home.



Ignazio Muscat

Simulated Script based on a real court case from the Inquisitorial Archives

Characters

Master of Ceremonies	Co-ordinates session, stands at the side and calls out names of who should appear and speak next.
One notary	Sits at desk and writes down what is going on.
Two priests	Assistants of Inquisitor (do not speak) and sits on each side next to him.
Giacomo Caracciolo	The Inquisitor
Andrea Schembri	Defence lawyer
Ignazio Muscat	The accused
Guseppi Seychell	Witness accusing Ignazio
Gregorio Briffa	Witness accusing Ignazio
Ġanni Briffa	Witness accusing Ignazio
Laurenzo Tonna	Witness accusing Ignazio
Paolo Zerafa	Witness accusing Ignazio
Angelo Bonnici	Witness defending Ignazio
Armaldi Caruana	Witness defending Ignazio
Domenico Zammit	Witness defending Ignazio



All characters except Inquisitor, Assistants and Notary enter room. Master of Ceremonies stands at the front to the side of room. Witnesses all sit on chairs at back of room together with Defence Lawyer. Ignazio sits on stool in middle of room.

Master of Ceremonies: Silence and all stand.

Enter the Inquisitor followed by assistants and notary and walks to the front and sits on Inquisitor's chair. Assistants sit next to him one on each side. Notary takes his place on the desk.

The Inquisitor Giacomo Caracciolo asks

Ignazio Muscat: Do you know why you have been arrested?

Ignazio Muscat: No I have no idea.

The Inquisitor: Do you know with what you are charged?

Ignazio: Some people are saying that I am selling magical spells. They are liars because I have never done anything like this in my life. Those who have made up these stories have done so because they are my enemies.

Inquisitor: Have you ever been brought before the Tribunal before?

Ignazio: No, never.

Master of Ceremonies: Let the case proceed. I first call to give evidence Guseppi Seychell, a merchant who lives in the City of Valletta. Tell the Inquisitor what you know.

Guseppi Seychell: A few days ago I was in a wine tavern which belongs to Karmela Dimech, where I met my friends Gregorio Briffa, a blacksmith, and his brother Ġanni Briffa, also a blacksmith. We ordered some wine and as we were talking we were joined by Lorenzo Tonna and Paolo Zerafa from Casal Qormi. They were very excited and told us that in one corner of the tavern there was a man Ignazio Muscat who had a magic book in his possession and if you paid him he would give you the right magic spell for any problem you might have. I am here today because I know that this is wrong and not because I have anything against Ignazio.

Master of Ceremonies: I now call Gregorio Briffa, a blacksmith from Valletta. What have you to say?

Gregorio Briffa: A couple of months ago while in Karmela's wine tavern I heard Ignazio Muscat from Valletta say that he had a booklet of magic spells. That is all I heard.

Master of Ceremonies: I now call Ġanni Briffa, brother of Gregorio who also lives in Valletta.

Ġanni Briffa: While we were in Karmela's wine tavern we heard a man say that he had a booklet which contained dozens of spells. I did not know who he was but later somebody told me his name was Ignazio Muscat. I overheard a man asking Ignazio Muscat if there was a spell which would make him invisible. I heard Ignazio reply that yes his book contained such a spell but it was expensive. The man gave Ignazio 5 scudi and I saw Ignazio turn the pages of his book and read something from it. The man then left the tavern.

Master of Ceremonies: I now call Lorenzo Tonna, a baker from Qormi.

Laurenzo Tonna: I also saw Ignazio Muscat take 5 scudi from a man and I heard him say that his book contained various other spells. He said he could help anyone who wanted to become more attractive or have children and he boasted that his book had a spell which could turn people mad.

Master of Ceremonies: I now call Paolo Zerafa who came here out of his own free will. He is 45 years old and comes from Senglea.

Paolo Zerafa: About a year ago I met Ignazio Muscat from Valletta in Cospicua and he told me he had a magic book. He said he had obtained this book from a Genoese Captain some eight or nine years before.

Master of Ceremonies: I now call the accused Ignazio Muscat, a 45 year old man who lives alone in Valletta. What have you to say regarding these accusations?

Ignazio Muscat: It is true that I have a book in my possession, given to me by a Genoese Captain and in it there are a dozen spells. However it is not true that I gave these spells to anyone or that I ever tried to sell any. I went to my confessor and he told me that the contents were just superstition and to hand it over to the Inquisitorial Tribunal, which I have now done.

Master of Ceremonies: I now call the defence lawyer, Andrea Schembri.

Andrea Schembri: I have brought the following witnesses to tell us what they know about Ignazio Muscat. I now call Angelo Bonnici, age 60 from Valletta. Angelo Bonnici is here out of his own free will.

Angelo Bonnici: I have known Ignazio Muscat since he was a little boy and I know him as an honest and good man. I have never seen him with any magic books and I have never seen him trying to sell magic spells.

Andrea Schembri: I now call my other witness Armaldi Caruana. A 40 year old shoemaker from Valletta. Do you know Ignazio Muscat?

Armaldi Caruana: Yes I do.

Andrea Schembri: Have you ever seen Ignazio Muscat in Karmela's tavern trying to sell magic spells?

Armaldi Caruana: I often frequent Karmela's tavern but I have never seen Ignazio Muscat or anyone else with a magic book of spells there.

Andrea Schembri: I now call Domenico Zammit, a fishmonger and a neighbour of Ignazio Muscat.

Domenico Zammit: I know Ignazio Muscat because he lives in the same street where I live. I know that he had been a sailor many years ago. Some years ago he was widowed when his wife died suddenly. He has no children and lives alone in one room. I have seen him receive Holy Communion and confess at the Franciscan Church and as far as I know he is a good man.

Sentence after Inquisitor spends a few minutes talking with the two priests next to him.

Inquisitor: Ignazio Muscat, a man of 45 years of age from the city of Valletta, according to the evidence brought against you, you have been found guilty of having gone against the teaching of the Catholic faith by keeping and using this magic book. After thinking about your case we have come to this conclusion. As penance for your mistakes and wrong doing you must go on a pilgrimage to the Sanctuary of our Lady in Mellieha, as well as to confess, receive Holy Communion and say the Rosary every Saturday for four years. You are dismissed and can go home.

Various Activities



Activity A: Board Game

Journey round the Inquisitor's Palace

Learning Objective: To get a mental picture of where they are and to visualise layout of Inquisitor's Palace.

Location: To be played in children's room on site.

Student Management: Requires work in groups preferably in a group not larger than three students.

Instructions: This is a simple board game similar to popular children's board

games and it is played similarly to games children are familiar with for example 'Ludo' and 'Snakes and Ladders'.

To start students move around the palace by throwing the dice. When one enters particular rooms one has to take a card and is required to answer a question. If the answer is correct you are rewarded by being allowed to move extra steps. The winner is the one who leaves the Inquisitor's Palace first.



Art and Craft activities provide an important opportunity for history learning. While the activity itself is enjoyable and highly motivating, their teaching objectives go way beyond the immediate task. A lot of history learning can occur through Art and Craft Work in a historic environment. In this case our historic environment is provided for by the Inquisitor's Palace.

As a building the Inquisitor's Palace offers various exciting and different shapes and patterns. Some patterns in historic buildings were purposely created by the builders, others occur unintentionally; either way students enjoy discovering and recognising these patterns and shapes in the architecture.

Activity B: Coat of Arms

Learning Objective: To get an understanding and become familiar with what a coat of arms consisted of, by looking closely at individual ones. To explore its symbolism and decorative aims.

Location: Piano Nobile.

Instructions: Copy and fill in with colour the particular coats of arms you have chosen. Copy writing at bottom part of diagram. Return to children's room and find pieces of coloured paper



and superimpose on your painted image of the coat of arms. Stick with glue.

Student Management: Requires work in groups preferably in groups not larger than three students.

Activity C: Ceilings of the Inquisitor's Palace

Finding Patterns and Shapes

Learning Objective: Primarily to develop students' powers of observation.

Location:

1. Gothic ribbed vault in main court yard
2. Main staircase
3. Timber panelling of Piano Nobile
4. The cupola of the Chapel

Instructions: Place mirror on the floor underneath ceiling and copy out design of ceiling. Alternatively copy design by simply looking up.

Student Management: Can be done in groups, couples or individually.



Activity D: Painting of Figures

Learning Objective: To integrate with worksheet activity and support their thinking in order to find solutions as to why the figures were drawn.

Location: Wall of prison cell.

Instructions: Copy using only red and black pencils then return to children's room and paint in background in white, figures in black and patterns in red and fill in with water colour.



Student Management:
Can be done in couples.

Activity E: Graffiti on Walls

Learning Objective: Activity to be linked with exercise in worksheet, so students will be in a position to recognise graffiti better.

Location:
-In prison cells

Instructions: Find one of the several graffiti writings or drawings on the walls and engrave a similar diagram on your modelling clay.

Student Management:
Individual work.



Follow-up activities after visit

Unfortunately the potential of many history on-site school visits is lost when the visit is merely rendered as an outing to be forgotten once class returns to school.

It is very important that the visit becomes an integral part of planned history lessons. Follow-up exercises should be prepared by the history teacher to be done as class work. These exercises should target learning objectives found in the curriculum regarding the Inquisition in Malta.

1. Sample of lesson plan as a follow-up activity after visit

- Subject:** The Inquisition in Malta.
Time: 45 minutes.
Remote preparation: Worksheet collected and assessed by teacher and given back at start of lesson.
Objective: Now that students have been to the Inquisitor's Palace, the main objective of lesson is for class to answer: What was the Inquisition like in Malta during the time of the Order?
Teaching Resources: The materials produced on site and all the other activities carried out, like for example the role-play. Secondary sources, that is, history books and textbook. Writing frame.
Class set up: Whole class teaching/individual work.
Introduction: Each group briefly displays work they did, while worksheets are in front of each individual student or couple.
Development: Now we must use these materials produced on site as well as our books to try to answer together "What was the Inquisition like in Malta during the time of the Order?" This is done by teacher producing the following writing frame as a chart or as an overhead. This is to be used as a support for the discussion.

What was the Inquisition like in Malta during the time of the Order?

- Definition - use secondary sources to gain factual information as well as timeline on worksheet...
- Who was the Inquisitor?...
- What part did the Palace of the Inquisitor play in the whole process? Who took care of the daily running of the place?
- What type of torture was used? For which crimes?
- Mention different types of people who were imprisoned there.
- Was it a just system of punishment? What does it tell you about the society that produced it?
- Other explanations and descriptions...
- Conclusion. It would seem that...

Conclusion: The students should then be asked to answer “What was the Inquisition like during the time of the Order in Malta?” The same above framework used during the lesson should then be given to students on a handout so they can use it to build their writing on. In the end they should produce an answer in essay form (of around 500 words) not necessarily based on or just on the points in the framework.

2. Citizenship through history skills

Another follow-up activity could take the form of a thematic approach involving history and citizenship. History is a wonderful subject to theme up with other subjects and the following are examples of activities based on a history visit to the Inquisitor's Palace which can in turn promote and support the teaching of citizenship.

A. Citizenship and the historic environment

Learning objectives of activities:

- The concept of restoration
- The concept of regenerating a building
- Chronology and sequence of events
- The concept of change in history
- The skill of reference

In turn these history learning objectives can target citizenship learning objects and produce outcomes where:

- Students interact and work together to make and take decisions
- Students vote on decisions
- Students are introduced to legislation that controls the way our buildings are protected

Damage to historic buildings

Probably the Palace was one of the first building erected in Birgu by the Knights and today traces of the original building still remain but much has changed. According to Kenneth Gambin “Surviving plans from these periods are barely comparable to each other and to the present building.” Using Kenneth Gambin's book *The Inquisitor's Palace* pg 24 - pg28 and page 32 - 33 create a time line showing all the damage that occurred to the building in the past 400 years, and why did this damage take place.

Restoration

Museums Department in 1921

What did Vincenzo Bonello and Antonio Sciortino curators of the Fine Arts Section do?

What restoration went on in the late 1990s and 21st century?
Using Kenneth Gambin's book The Inquisitor's Palace pg 28 - 33.

Further investigation

1. Who is in charge of old buildings today?
2. Take photos of old buildings in students' local villages.
3. Find out what they were.
4. Write letter to local councils and Malta Environment and Planning Authority why you think buildings should be protected further and how.

B. Critical Citizenship - Torture: The end justifies the means?

Sample Lesson Plan

Subject:	Torture in the past and today.
Time:	45 minutes.
Remote preparation:	Visit to Inquisitor's Palace and role-play activity on site.
Objective:	To understand that values and attitudes change through time. To try and think about the dilemma of “the end justifies the means” situation in a democratic society.
Teaching Resources:	The materials produced on site and all the other activities carried out.
Class set up:	Whole class discussion and group work.
Introduction:	Teacher explains the different tasks to be given to the four groups.
Development:	Each group starts its task and after 10 minutes each group reports back to the whole class.

The role plays can be acted out during history lessons back at school. The following section is a guideline for the creation of simple 17th century costumes.

Costumes

Girls' Costume : Dress/ Belt/ Veil

Girls' Measurement

Chest:	68cm
Waist:	61cm
Hips:	74cm
Sleeve Length:	51cm
Back Length:	20cm
Full Length:	



Dress:



Cut out pieces as follows:

Top:	Front once on a fold Back twice Sleeve twice
Skirt:	Front once on a fold Back once on a fold

Veil:



Cut out pieces as follows:

1 piece once on a fold

- Group 1/task 1:** This group is given a set of 5 key words that challenge injustice today, for example, human rights, discrimination, racism, abuse and a set of definitions of these words and asked to match. This group reports back by reading out their answer of the matching task. Teacher asks whole students whether these values are old or new. To which century would they say they belonged. Teacher emphasises fact that these are fairly modern concepts.
- Group 2/task 2:** This group is given a similar task as group 1 but with a set of 5 other keywords, for example pluralism, offensive, disability, gender, affirmative action.
- Group 3/ task 3:** Using materials from our visit write what you think were the one or more main objectives of the Inquisition during the time of the Order. Report back to class by producing flashcards with these objectives.
- Group 4/task 4:** Using newspaper cuttings from our time reporting of torture in our world today, write one or more objectives of the people who commit these acts. Report back to class by producing flashcards with these objectives. The reporting back will be the discussion on whether torture should ever be allowed. Class discussion progresses with teacher's direction considering that some motives behind the use of torture during the time of the Inquisition as well as today seem to make sense!

Conclusion: Teacher should prepare worksheet which incorporates tasks 1 to 4 (of this lesson plan) as a recall exercise to be done at home.



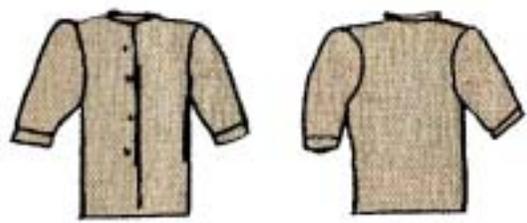
Boys' Costume : Blouse/ Waistcoat/ Trousers/ Jacket/ Scarf

Boys' Measurement

- Chest:** 72cm
- Waist:** 64cm
- Hips:** 75cm
- Sleeve Length:** 51cm
- Full Length:**



Blouse:



Cut out pieces as follows:

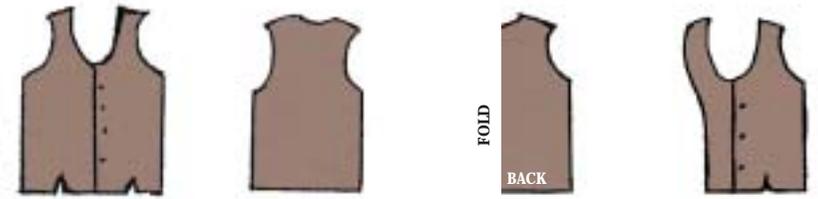
- Front twice
- Back once on fold
- Sleeve twice
- Cuffs twice
- Collar twice on fold

Scarf:

Cut out pieces as follows:
85cm by 20cm on a fold



Waistcoat:



Cut out pieces as follows:

- Front twice
- Back once on fold

Jacket:



Cut out pieces as follows:

- Front twice
- Back twice
- Sleeve twice (front & back)
- Collar twice on a fold
- Pocket flaps twice (material)
- Pocket flaps twice (lining)

Trousers:

Cut out pieces as follows:

- Front twice
- Back twice





First published in January 2005

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General Editor of Series: Prof. Charles Farrugia

Author and Compiler: Dr Ysanne Vella

Design by Outlook Coop

This project was carried by the Maltese National Commission for UNESCO in collaboration with Heritage Malta.

ISBN: 99932-689-0-9

Thanks is due to:

Antoinette Caruana, CEO Heritage Malta, Pierre Cassar, Heritage Malta, and in particular to the curator of the Inquisitor's Palace Kenneth Gambin for his unfailing enthusiasm and support for this project. Maria Curmi for the costume patterns. The students and teachers from Kan P. Pullicino, Rabat Girls Secondary and St Martin's College who participated in the pilot.



The Inquisitor's Palace

Main Gate Street

Vittoriosa CSP 02

Telephone: 21663731, 2182 7006

Email: info@heritagemalta.org