

MONTRGÍ: CASTLE AND MOUNTAIN

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11 de juliol de 2017



CAMP D'APRENTATGE



◆ D'EMPÚRIES ◆

DESCRIPCIÓ DE L'ACTIVITAT

- Itinerari d'ascens al Castell del Montgrí des de Torroella
- Activitat dins del marc AICLE en anglès
- Durada: 4 hores
- Nivells a qui va dirigida: 1r i 3r d'ESO
- Organització: grups classe dividits en subgrups de treball de 4-5 alumnes.
- Durant l'ascens es fan diverses aturades per comentar els aspectes proposats al quadern. Els punts on es fan les aturades poden variar segons l'època de l'any o el nombre de grups,

*What was life like in the
Montgrí Castle?*



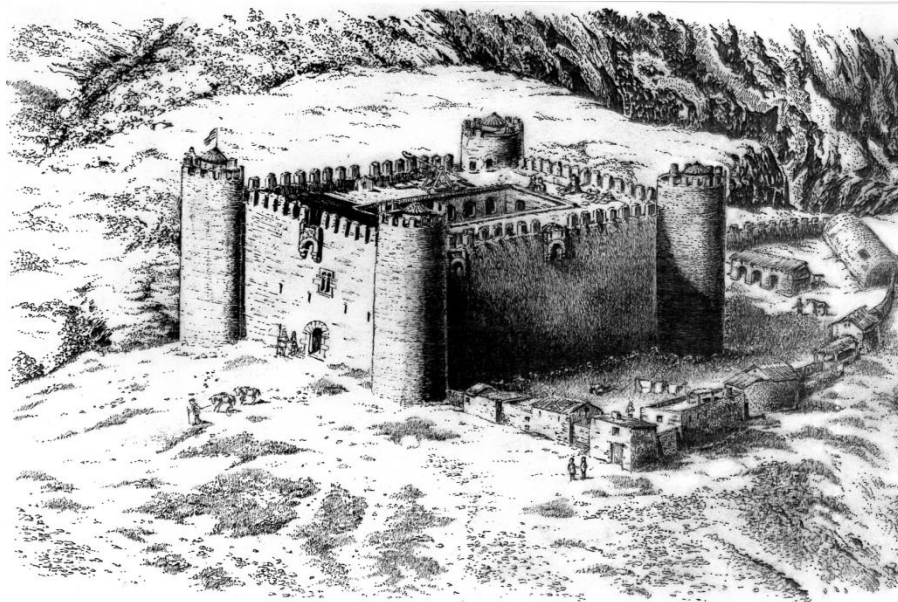
OBJECTIUS

- Reconèixer espècies vegetals a partir d'una guia/l·listat
- Descriure, per escrit i oralment, en anglès una espècie vegetal
- Descriure algunes roques sedimentàries
- Dibuixar un aflorament geològic
- Observació d'un encavalcament



OBJECTIUS

- Interpretar els diferents elements d'un castell
- Entendre la història del castell del Montgrí
- Resoldre un enigma a partir de pistes
- Adquirir vocabulari en anglès
- Reforçar el treball en grup i col·laboratiu



CONTINGUTS

- **BIOLOGIA**

- Estructura, parts i funcionament de les espècies vegetals
- Flora del Montgrí

- **GEOLOGIA**

- Breu estudi de la geomorfologia del massís

- **HISTÒRIA**

- El castell del Montgrí: història i elements

- **PAISATGE**

- El paisatge humanitzat: conreus, incendis i ermites.
- L'evolució i la gestió del paisatge

ÀMBIT LINGÜÍSTIC

DIMENSIÓ COMUNICATIVA

Comprensió lectora

Comunicació oral

DIMENSIÓ ACTITUDINAL

Actitud



ÀMBIT CIENTIFICOTECNOLÒGIC

**DIMENSIÓ
INDAGACIÓ DE
FENÒMENS
NATURALS I DE LA
VIDA QUOTIDIANA**

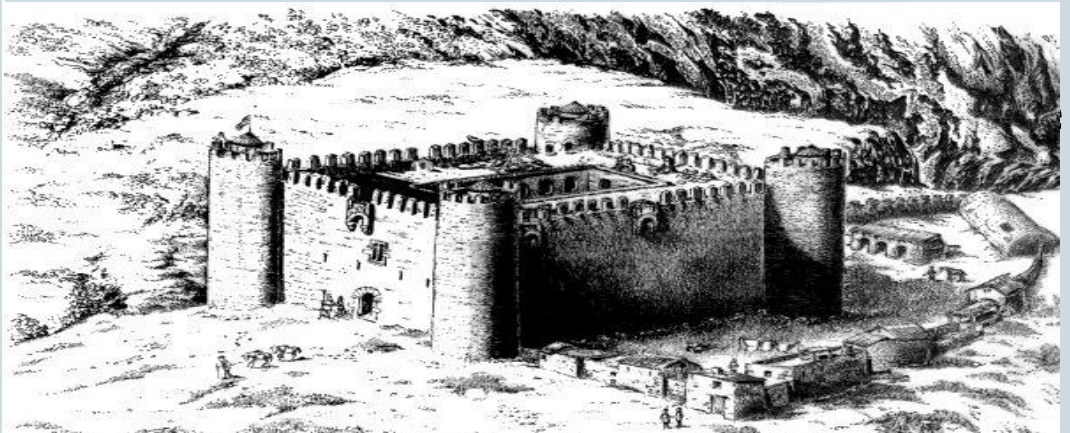


**DIMENSIÓ MEDI
AMBIENT**



ÀMBIT SOCIAL

**DIMENSIÓ
HISTÒRICA**



**DIMENSIÓ
GEOGRÀFICA**



ÀMBIT DE CULTURA I VALORS

**DIMENSIÓ
PERSONAL**

**DIMENSIÓ
INTERPERSONAL**

**DIMENSIÓ
SOCIOCULTURAL**



METODOLOGIA DE TREBALL

BEFORE THE TRIP

Trip goals

Castle Vocabulary

Plants Vocabulary

Describing skills: castles

Role playing

Checklist

MONTGRÍ: MOUNTAIN AND CASTLE. BEFORE THE TRIP

NAME: _____

School: _____

level: _____

Date: _____

ACTIVITY 1: GOALS

1. Think on your own about the aims of a field trip to Montgrí mountain and castle.
2. Then pair up to discuss and compare your ideas.
3. Write at least 3 learning objectives:

4. Finally, share your ideas in a full class discussion.



ACTIVITY 2: VOCABULARY

CASTLES

5. For this excursion you will need some specific vocabulary. Let's try to learn a few new words, related to Montgri! Use pictures and a dictionary. Do the following exercises:



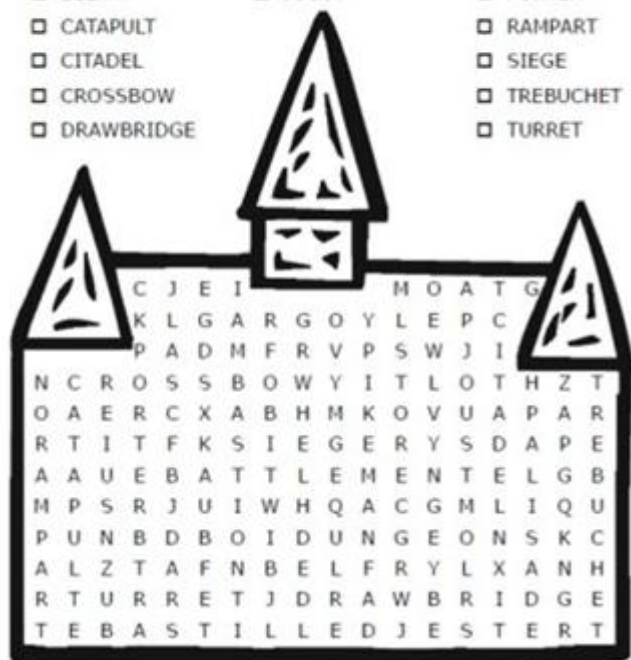
Castle Words



- ☐ BASTILLE
- ☐ BASTION
- ☐ BATTLEMENT
- ☐ BELFRY
- ☐ CATAPULT
- ☐ CITADEL
- ☐ CROSSBOW
- ☐ DRAWBRIDGE

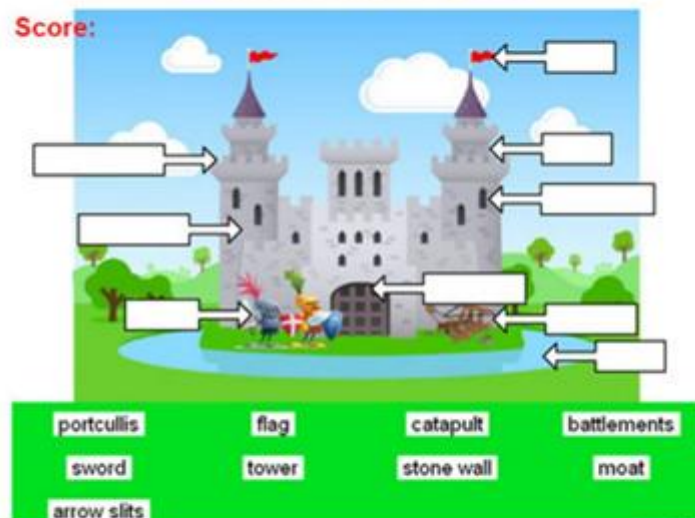
- ☐ DUNGEON
- ☐ GARGOYLE
- ☐ JESTER
- ☐ JOUST

- ☐ MOAT
- ☐ PALISADE
- ☐ PIKEMAN
- ☐ PORTER
- ☐ RAMPART
- ☐ SIEGE
- ☐ TREBUCHET
- ☐ TURRET



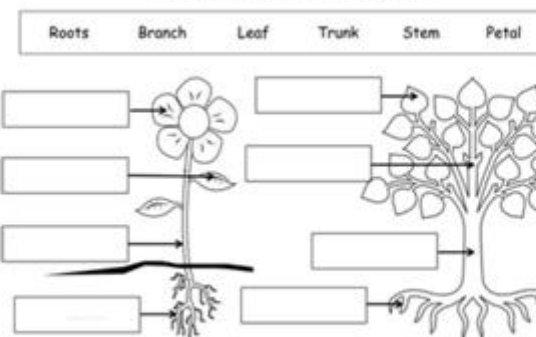
Label the Parts of a Castle

Score:



PLANTS

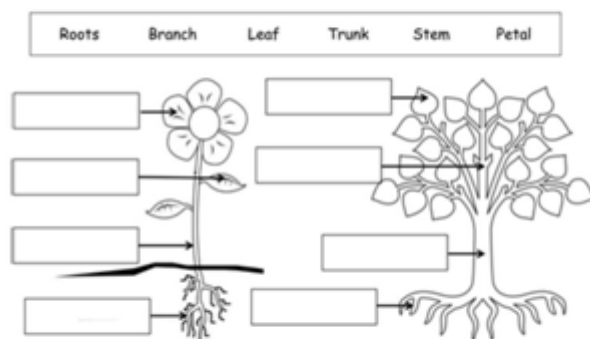
Identify the parts of plants



© 2011 Teacher's Discovery.com

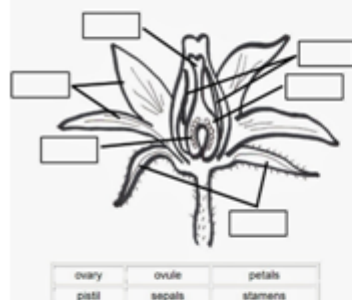
PLANTS

Identify the parts of plants



© Save Teachers (undep) com 2003

Copy the words from the bottom of the page to the correct boxes on the diagram.



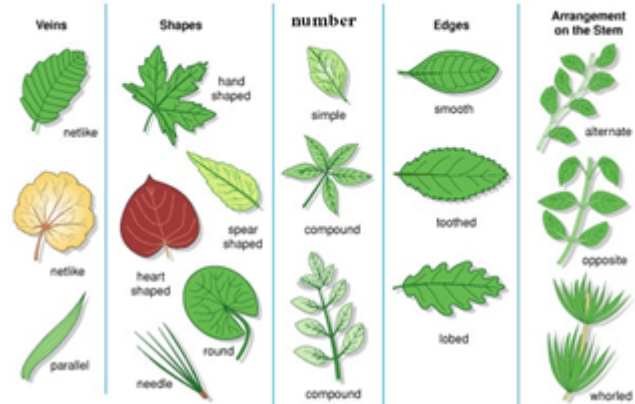
You can do this online:

<https://extension.illinois.edu/ape/case4/c4m1.html>

6. Now you need different types of leaves, from different plants. Look at the table below and try to describe them:



	VEINS	SHAPE	NUMBER	EDGES OR MARGINS	ARRANGEMENT
LEAF 1					
LEAF 2					
LEAF 3					
LEAF 4					
LEAF 5					



ACTIVITY 4: DESCRIBING SKILLS

7. Are you good at describing things? Now you are going to describe a plant to your partners and they have to guess its name.

	Tree, shrub, herb?
	SIZE
	LEAVES?
	FLOWERS?
	OTHERS. SMELL? TOUCH?



		Tree, shrub, herb?
		SIZE
		LEAVES?
		FLOWERS?
		OTHERS. SMELL? TOUCH?

8. Now try to describe Montgri Castle



ACTIVITY 5: ROLE PLAY

9. Explore the websites of the location you will be visiting:

https://en.wikipedia.org/wiki/Montgr%C3%AD_Massif

http://www.visitstartit.com/biblioteca/items/508/GB_DOSSIER_PROFESSIONAL_reduit.pdf

<https://www.youtube.com/watch?v=C8fM9G5jwFM>

<https://www.youtube.com/watch?v=qNeixdTXkZU>

10. Work in pairs. Each pair is going to become a "specialist" in one aspect of the topic that we will be studying during the field trip. The different subject areas to research, related to the field trip, could be:

- a. History
- b. Architecture
- c. Medieval life
- d. Defending a castle
- e. Vegetation
- f. Fauna
- g. Environment and natural parks
- h. Tourism
- i. Landscape
- j. Geology
- k. Olive cultivation
- l.

11. Look up information on the websites above and fill in the table with useful information about Montgrí:

STUDENTS OF THE GROUP:

SPECIALISTS IN:

INTERESTING FACTS ABOUT MONTGRÍ



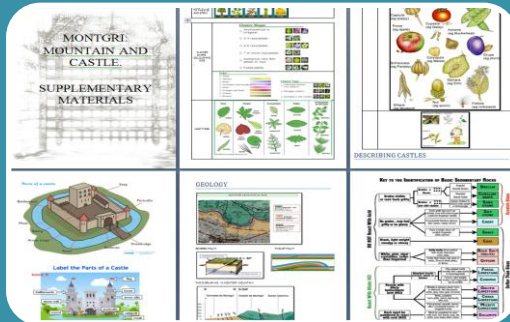
ACTIVITY 6: YOUR CHECKLIST

13. What do you need for this trip to the Montgri Mountain? Work in pairs to decide your list of items for the field trip. Write yes or no for each of these items:

PICTURE	NAME	YES	NO
			
			
			
			
			
			
			
			
			
			



Booklet



Supplementary materials

Scaffolding materials

DURING THE TRIP

Starting point: Trip goals and situation

Point 1: Vegetation and plant ID

Point 2: Geology

Point 3: Chapels

Point 4: Landscape

Point 5: The Castle

STARTING POINT

Introduction

- Situació
- Compartir els objectius de la sortida
- Presentació de professors i alumnes

INTRODUCTION

Can you remember how many questions came to your mind when you did the prep activities at school?

1. Write, at least 3 aims of this trip:

- 1) _____
- 2) _____
- 3) _____

On this excursion you are going to answer most of them: but the really BIG QU is to discover

What was life like in the Montgri Castle?



Along the walk up to the castle we'll find many trees, shrubs or herbs from which people in the medieval ages produced medicine, remedies, food and drinks, just as our grandparents used to do, not so long ago.



POINT I

Vegetation and plant identification

Identificació i reconeixement de la flora del Montgrí.
Observació i descripció en anglès d'algunes plantes.

VEGETATION

In groups of 4, describe and identify the plants that you find in the walk up, using the information from the worksheet "Describing plants". Try to speak in English with the help of the "scaffolding tables"

2. Fill in the table below with the features of each plant:

PLANT	FEATURES	NAME	DRAWING	USES
1.	TYPE: LEAVES: FLOWERS: FRUITS: OTHERS:			FOOD REMEDY OTHERS
2.	TYPE: LEAVES: FLOWERS: FRUITS: OTHERS:			FOOD REMEDY OTHERS



If you don't know the answer



- I am sorry but I have no idea what plant this is.
- I need more information about the plant. Can you help me please?

If you doubt about the answer



- I guess this plant is a ...
- I think this plant could be a ...

If you are sure about the answer



- With all the information I can assure this plant is a ...
- I am sure this plant is a ...
- I think this plant must be a ...
- In my opinion this plant has to be a ...

LANGUAGE FOR...

1. TYPE: ACCORDING TO THE SIZE AND STEM

Is this plant a

tree?
shrub?
herb?
climber?

Yes, it is a

tree.
shrub.
herb.
climber.

No, it's not a

tree.
shrub.
herb.
climber.

I think it is a

tree.
shrub.
herb.
climber.

THE STEM

What color is the stem?

The stem is

Light
Dark

Green
Brown
Yellow

Is the stem hairy?

The stem is hairy.
The stem isn't hairy.

Does the stem have thorns?

Yes, the stem has thorns.
No, the stem doesn't have any thorns.

DESCRIBING PLANTS

ACCORDING TO THE SIZE AND STEM



FLOWER SHAPE, COLOUR AND SIZE

Flower Shape

- Asymmetrical or irregular
- 2-3 rays/petals
- 4-6 rays/petals
- 7 or more rays/petals
- Numerous very thin petals or rays
- Fused petals



Color

- White
- Yellows
- Blues
- Lavenders and Purples
- Pinks
- Oranges and Reds
- Greens
- Browns

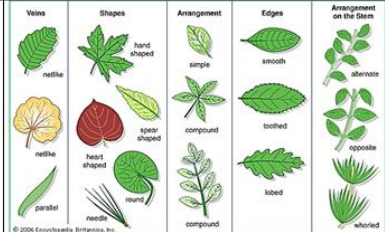


Cluster Type

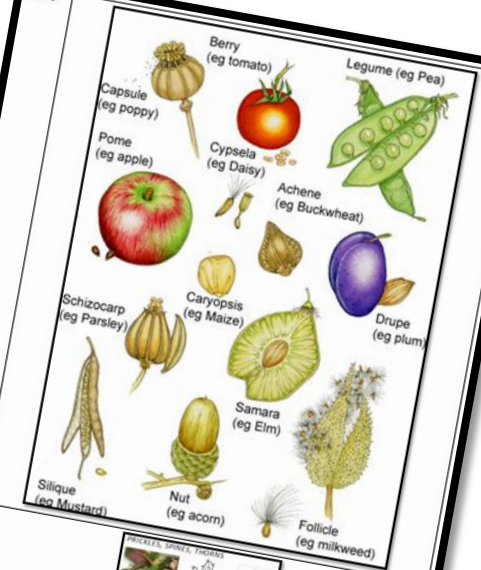
- Individual Flowers (no clusters)
- Elongate clusters
- Rounded or flat clusters



LEAF TYPES



FRUITS



POINT 2

Geology

Reconeixement de la geomorfologia del massís
Diferenciació entre el conglomerat i la roca calcària
Observació d'un encavalcament i una falla inversa

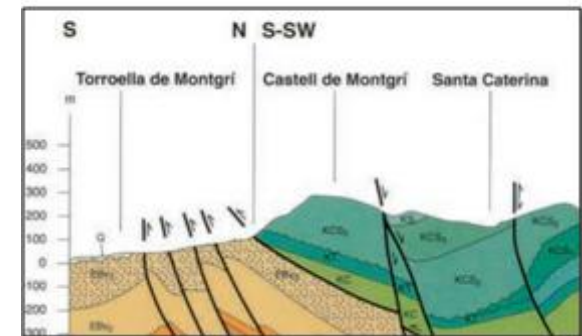
GEOLOGY

In this spot we'll observe the rocks.

3. Fill in the table below to describe the two different rocks visible in this specific place

	ROCK 1: AT THE BOTTOM	ROCK 2: AT THE TOP
NAME		
GROUP OF ROCKS		
AGE		
COLOUR		
CHARACTERISTICS		
ClH reaction		
SKETCH - DRAWING		

THE OVERLAPING IN MONTGRÍ MOUNTAIN

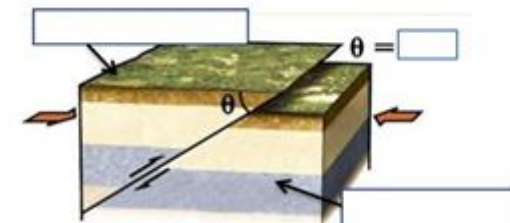


Now look at the disposition of these 2 rocks.

4. Are these two rocks lying in accordance with the law of superposition: "the rock at the bottom is older than the rock on top"? What can have happened?



5. Label the reverse fault diagram:



POINT 3

Chapels

Origen de les ermites

Camí empedrat per als peregrins que anaven a Santa Caterina

Zona de repòs i refugi

CHAPELS

6. Complete the text with the words provided below:

The road up to the..... has three....., two on the..... and one to the..... Here devotees to Catherine can and they serve as a refuge for..... too. The chapels are made of withceilings.



	vaulted	rest	left	castle	
Saint	chapels	shepherds	right	stone	

7. Do you know what the chapels are made of (choose from one of the 2 sedimentary rocks we saw before)?

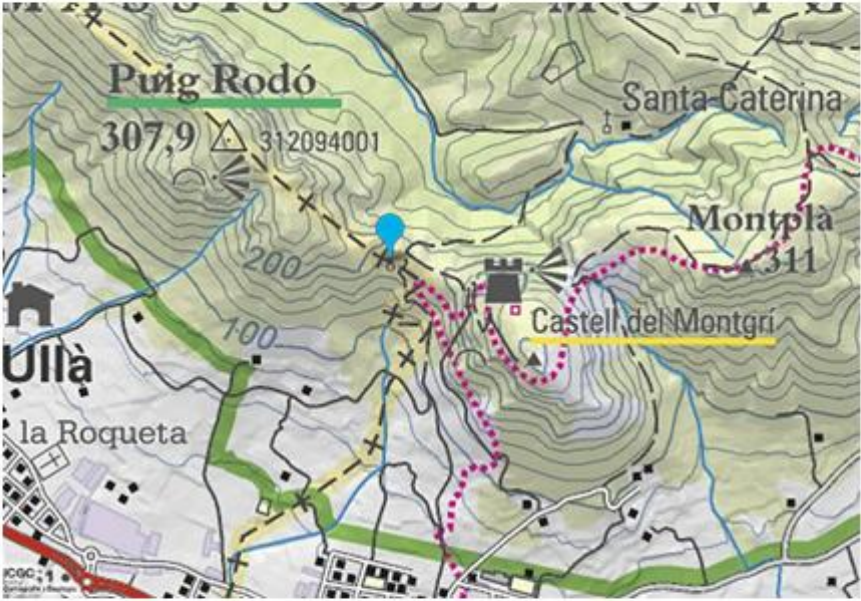
POINT 4

El paisatge humanitzat

Tipus de conreus: recuperació dels olivars

Incendis: gestió forestal, “taupes”

Une crossroad, 4 paths:

<i>To the North-west</i>	N	<i>To the North-east:</i>
W		E
<i>To South-west:</i>	S <i>To the South: direction Torroella (our way)</i>	<i>To South-east:</i>



POINT 4

El Castell del Montgrí

Estructura i parts més importants del Castell

Conflictes associats a la construcció del Castell

THE CASTLE

We have reached the top! Congratulations!

We have learnt about the geology, the vegetation and the landscape of the Montgrí Mountain. But we still have to find the answer to the big question.

What was life like in the Montgrí castle?

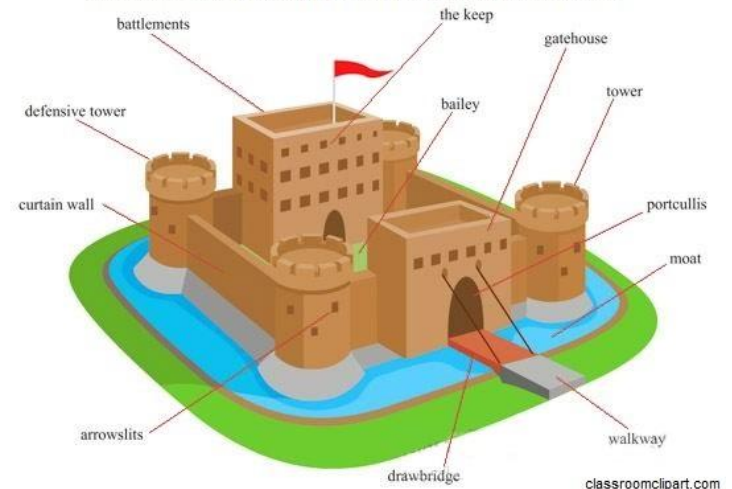
9. Listen to the speech and fill in the gaps:

Montgrí

Built 1294-1301 by order of James II, against the Count of, the castle, which only had the and towers built in a detached shaped, stands as a strong identity to the local municipality. From this viewpoint, which is one of the in Empordà, it offers a panoramic 360 view. North-west you can see the of Roses and Empúries, Canigou, the, Montseny, Gavarres and Baix Ter, the bay of, with the Medes Islands in the background. It can be reached on from Torroella de Montgrí.

symbol degree Pyrenees Estarlit bay
Castle between foot King Empúries
walls highest square

DESCRIBING CASTLES - PARTS OF A CASTLE



CASTLE GAME

PARTS OF A MEDIEVAL CASTLE

CdA Empúries
Montgrí castle



1

4. MEDIEVAL CASTLES. WHAT FOR

- A castle allowed a lord to control the surrounding land. It also kept his family and riches safe from rivals while he was away at war. It acted as a fortress for the lord.



5

1. A MEDIEVAL CASTLE. WHAT

- A medieval castle was the fortified home of an important person, such as a lord or king.



2

5. WALLS

- Thick stone walls kept the castle's inhabitants safe from attack.



6

9. DRAWBRIDGE

A wooden bridge that can be pulled up to stop people from entering a castle.



10

13. THE KEEP

The tallest and strongest structure in the castle. It was used as the last line of defense during sieges or attacks.



AFTER THE TRIP

SELF EVALUATION

Field Trip Self-Evaluation

Name: _____

Field Trip Evaluation

Date: _____

Place visited: _____

Favorite activity & Why:

Least favorite activity & Why :

Personal Evaluation

Think about your behavior on the trip:

How well did you listen?

0 1 2 3

How well did you follow directions?

0 1 2 3

How well did you behave on the bus?

0 1 2 3

How polite were you to the chaperons/guides?

0 1 2 3

Teacher comments:



AFTER THE TRIP

THE TRIVIAL

VALORACIÓ

- Aquesta activitat s'ha dissenyat durant aquest curs 16/17, només l'hem provat amb un institut amb un resultat satisfactori; per això, ho considerem una **prova pilot**.
- Aquesta és una activitat ideal per a fer una **sortida de camp** senzilla en anglès.
- Els alumnes llegiran, escoltaran i parlaran en anglès sense ni adonar-se'n, ja que ho faran per a resoldre **la gran pregunta** que se'ls planteja al principi.
- Es recomana fer-la al 1r o 2n trimestre per qüestions **meteorològiques**.
- És imprescindible haver treballat els **materials previs** abans de fer la sortida.

**GRÀCIES PER LA
VOSTRA ATENCIÓ!**

