VLAD THE IMPALER - LESSON PLAN

1. LESSON FRAMEWORK

Class	5th Grade A
School	Secondary School No. 169, Bucharest, Sector 6
Teacher / author	Prof. Crăciun Angelica Mihaela
Subject	History
Lesson	Vlad the Impaler: Between Myth and Historical Reality
Lesson type	Mixed

Lesson aim: acquiring new knowledge related to national history.

2. OPERATIONAL OBJECTIVES

Obj.	Description
O1	To identify the geographical area of Wallachia using a map.
O2	To compare the ruler's historical image with the one presented by Western media.
O3	To correctly use the terms "authoritarian rule", "Dracula", and "boyars" in different sentences.

3. TEACHING STRATEGY

Methods and techniques	explanation, lecture, brainstorming, case study, discovery learning, debate, guided observation, project work
Teaching aids	Map of the Romanian Principalities, PowerPoint presentation, posters, worksheets, quiz, afostodata.ro/europeanicons/acasa/
Forms of organization	whole-class, individual, pairs

4. REFERENCES

- www.afostodata.ro
- Methodology for Teaching History in Lower Secondary Education
- MECTS - Curriculum for History

Lesson focus: Vlad the Impaler's image in literature and cinema; historical truth and authoritarian rule; reading and text comprehension; consolidation through projects and quizzes.

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5. LESSON DEVELOPMENT

1. ORGANIZATIONAL MOMENT

Objective: Preparing the class and the required materials.
Methods/Materials: conversation
Organization: whole-class

2. WARM-UP / CAPTURING ATTENTION - O2

Objective: A brainstorming activity starts from the name of the ruler Vlad the Impaler in order to capture students' attention. The “Enigma” activity - identifying the historical figure based on the quotation: “I would rather die than abandon my country and my people.” afostodata.ro/europeanicons/vlad-tepes/.

Methods/Materials: Enigma, brainstorming, conversation

Organization: whole-class

3. LESSON DEVELOPMENT - O1, O2, O3

a. The ruler's image in literature and cinema - The origins of Vlad the Impaler’s image as a “bloody ruler” are presented: the conflicts with the merchants of Brașov and the imposition of customs duties favorable to Wallachia. Vlad the Impaler has been the subject of many literary and historical works. Bram Stoker’s novel Dracula does not follow historical truth and portrays Vlad as a negative character. The ruler was chosen as the hero of the novel published in 1897; since then, Dracula and Transylvania have become subjects for more than 750 films, documentaries, and short stories.

b. **Historical truth** - Using the map of the Romanian Principalities, students identify the geographical area of Wallachia (Appendix). The objectives of Vlad the Impaler’s authoritarian rule are presented based on the letter addressed to the merchants of Brașov: “...if a ruler is strong in his own country, then he can do what he wants for the good of the country.” His image as an authoritarian ruler is complemented by his efforts against thieves, illustrated through the story of the golden cup.

c. **Reading and text comprehension** - Students read the “Vlad the Impaler” text on afostodata.ro/europeanicons/vlad-tepes/, then work in teams on the following tasks: completing the character profile, identifying the years of his reign and character traits, solving “True or False?” exercises.

Methods/Materials: lecture, case study, worksheet, map, PPT

Organization: individual, whole-class

4. CONSOLIDATION OF KNOWLEDGE - O2, O3

Some students present posters individually or in pairs, addressing the following topics:
• The House of Drăculești - Vlad's ancestry;
• The Night Attack at Târgoviște (1462);
• Spectacular elements from the life and reign of Vlad the Impaler;
• Vlad the Impaler (Dracula) - a character in novels and films;
• Vlad the Impaler - portrait;
• Radu the Handsome - portrait;
• Mehmed II the Conqueror - portrait.

After the presentations, the “Vlad the Impaler” Quiz (10 questions) is administered to assess and consolidate knowledge about his life, reign, and the Dracula legend.
afostodata.ro/europeanicons/vlad-tepes/.

Methods/Materials: project work, conversation, quiz

Organization: individual, pairs, whole-class

7. APPENDIX 2 - MAP OF THE ROMANIAN PRINCIPALITIES



Digital resources used in the project: afostodata.ro/europeanicons/acasa/
· afostodata.ro/europeanicons/vlad-tepes/.