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“Integration of Museums into School Education”

MAIN **OUTDOOR** INTERDISCIPLINARY LESSON PLAN

HISTORY



A- PREPARATION FOR THE MUSEUM/OUTDOOR		
1	Definition of the museum or outdoor visit (The Castle Town of Ioannina)	✓
2	Determining the date of going to the outdoor or indoor museum and making sure that it complies and relevant with the annual curriculum and with other interdisciplinary courses	✓
3	Making an appointment at the museum or the outdoor excursion to be visited or giving information in advance	✓
4	Providing museum experts from the outdoor historical site or the museum to be visited	✓
5	Obtaining official permission from the institution where the teacher works	✓
6	Receiving permission from parents for students under 18 by the teacher on behalf of school management	✓
7	Preparing the list of participants.	✓
8	Collecting data or information about the museum to be visited, searching through the literature review, learning interesting stories told about the period (by the teacher)	✓
9	Identifying and determining station points for interdisciplinary information to share; to determine activities and durations for each stations	✓
10	Identifying the students, teachers and parents (if necessary) to participate in the trip and planning task sharing among them	✓
11	Making a calculation for approximately expected expenses of the course to be held in the museum or outdoor excursion	✓

12	Knowing the general facilities of the museum in advance and preparing the excursion plan (toilet, parking, cafeteria, stopover for breaks, etc.)	✓
13	Determining and setting up the rules that the students will obey in the museum or the outdoor excursion and to remind these rules to the participants	✓
14	Giving information about the museum or outdoor excursion visit	✓
15	Preparing the museum or outdoor excursion lesson plan	✓
16	Preparing activities, worksheets, pre-test and post-test questionnaires and evaluation scales for these documents.	✓
17	Preparation and taking security measures related to the trip.	✓
18	Implementation of a knowledge test to increase students' curiosity and motivate them for expeditionary learning before the trip	✓

EXPEDITIONARY INTERDISCIPLINARY LESSON PLAN FOR MUSEUMS OR INDOOR /OUTDOOR CLASSROOMS


1	NAME OF THE SCHOOL	5 th Gymnasium of Ioannina
2	LESSON	History "Let's discover the history path of the castle of Ioannina"
3	CLASS / CLASSES	2 nd grade
4	TOTAL TIME	45'+45'+45'+45'+45'+15' 4 hours
5	MUSEUM TO VISIT	The Castle of Ioannina
6	PLACE AND TIME OF DEPARTURE	School entrance – 10.00 AM
7	PLACE AND TIME OF ARRIVAL	School entrance –14.00 AM
8	AIMS / OBJECTIVES	<p>AIMS:</p> <ol style="list-style-type: none"> 1. To discover the history of the castle town and a part of the local cultural heritage 2. To connect the important monuments of the castle of Ioannina with historical events that have already been taught 3. To understand the societies' evolutionary course 4. To bring history alive for the students and give them the chance to experience it, in the era where it took place
9	OUTDOOR EXPEDITIONARY LESSON STAFF (PARENTS / TEACHERS)	History teacher Visual Art teacher
10	TRANSPORTER & VEHICLE INFORMATION	On foot




B-DURING MUSEUM/OUTDOOR SITES EXPEDITIONARY VISITS

2ND GRADE HISTORY LESSON DAILY COURSE PLAN

CLASS	2 nd grade	SUBJECT / TOPIC	*The traces of the Ottoman Empire and the Muslim culture in the castle town of Ioannina	DATE	05.02.2020
				COURSE HOUR	45' + 45' + 45'+ 45'+45'+15' 4 hours
OBJE CTIV ES	OBJECTIVES: <ol style="list-style-type: none"> 1. To have direct / indirect connection of the museum to the course content 2. To make the visited place relevant with other school subjects 3. To learn about the impact of Ottoman rule on various aspects of Greek society (History) 4. To challenge students to explore local history during the Ottoman Empire (History) 5. To get to know the Muslim Architecture and "building art" of the Ottoman times (Art) 				

	<p>6. To make a research concerning the reasons why the specific geographical location was chosen for the castle town to be constructed (Geography)</p> <p>7. To seek information regarding the geophysical relief of the era (Geography)</p>
<p>ACHI EVEM ENTS</p>	<p>TEACHERS:</p> <ol style="list-style-type: none"> 1. Improve the skills for structuring and guiding interdisciplinary, participatory, outdoor learning activities that increase students' engagement. <p>STUDENTS:</p> <ol style="list-style-type: none"> 1. Explore the Ottoman monuments existing inside the castle. 2. Discover the historical context at the time of construction of the Ottoman buildings, connect the monuments with specific historical figures as well as with historical events that took place in the area during the Ottoman occupation 3. See the evolutionary path of monuments, many of which are currently museums. 4. Develop historical thinking and historical awareness. 5. Improve the skills of enquiry, observation, description, interpretation, comparison and creative thinking. 
<p>CONCEPTS AND TARGETS</p>	<p>* THEMATIC: Local history during the Ottoman Occupation. * SPECIFIC: The traces of the Muslim culture in the castle town of Ioannina. * RELATIONSHIP BETWEEN DISCIPLINES: Associating with Geography – Arts – History – Architecture.</p>
<p>METHODS AND TECHNIQUES</p>	<ol style="list-style-type: none"> 1. Inquiry based learning 2. Place-based learning across disciplines 3. Direct observation 4. Experiential learning 5. Cooperative learning 6. Differentiated learning

TOOL-MATERIAL (Products to be used in the course)	<ol style="list-style-type: none"> 1. Worksheets 2. Camera 3. The castle map 4. The descriptive signs near the monuments 	
ACTIVITIES TO BE IMPLEMENTED	“Group activity (town planners-architects, historians-geographers, researchers-guides, photographers)”	
PROCESSING AND IMPLEMENTATION OF THE LESSON		
PROCESS	OBSERVATION	Following the map given by the group of historians-geographers, the students observe the selected points of interest (POIs) on the spot and share the relevant information.
	INFORMING	<ul style="list-style-type: none"> - History teacher gives brief information about the castle town during the Byzantine period and the changes it underwent under Ottoman rule. - Visiting the interior of one of the castle’s mosques, Art teacher informs students about Muslim art and architecture, especially in religious buildings.
	DATA COLLECTION	Students take photos and keep notes that they will use to carry out post-educational tour activities.
	SAMPLE COLLECTION (IF AVAILABLE)	
PROCEDURE		
1	<ol style="list-style-type: none"> 1. <u>Pre-educational tour classroom activities:</u> <ol style="list-style-type: none"> A. Students are divided into working groups and the teacher assigns roles: town planners-architects, historians-geographers, researchers-guides, photographers. B. Students watch a short video about the castle town. https://www.youtube.com/watch?v=ccB0uOGVVMa&ab_channel=Milestones <i>The castle of Ioannina</i> C. Students answer an anonymous questionnaire (pre-test). 	

	D. Students working in groups search for online information about the castle-town, on the websites suggested by the History teacher.	
2	<p>2. <u>During the preparation phase:</u> At Computer Lab, students search for information on websites, suggested by the history teacher, following the worksheet questions:</p> <ul style="list-style-type: none"> - The 1st group of town planners-architects finds information about the walls of the castle, the castle's main gate, the two citadels existing inside the fortification walls, the features of traditional residences and streets. -The 2nd group of historians-geographers finds the castle map, prints it and pinpoints the Muslim buildings. - Each member of the 3rd group of researchers-guides, assisted by the group of photographers, "adopts" two points of interest related to Ottoman monuments and finds information about them. 	
3	<p>3. During the educational excursion:</p> <p>A. The students share the information found via digital sources and discover the history of the castle during the Ottoman occupation.</p> <p>B. The historians-geographers group distributes the maps and guides their classmates to the points of interest (POIs) of the educational tour.</p> <p>C. The group of town planners-architects informs their classmates about the walls features, the main gate of the castle, the inner citadels, the traditional residences and streets.</p> <p>D. The group of researchers-guides shares their knowledge about the Muslim historical buildings they see throughout the tour.</p> <p>E. Photographers take photos of the POIs and the monuments.</p>	
EVALUATION	1	The teacher gives the same questionnaire given to students before the castle so as to compare the answers and evaluate the action (Post-test).
	2	Creating a story
	3	Knowledge quiz
Chara NIKOLOU HISTORY TEACHER		

C - THINGS TO DO AND INFORMATION SHARING AFTER AN EXPEDITIONARY MUSEUM VISIT/ OUTDOOR LESSON		
1	Reading the answers of the worksheets used during the visit in the classroom, remembering the observations and emotions – <i>Optional</i>	✓
2	Brief interpretation of the subjects in the form of questions and answers on objects and objects seen during the museum visit – <i>Compulsory</i>	✓
3	The evaluation of the museum's history and artefacts, the period and characteristics of the museum with question & answer method – <i>Compulsory</i>	✓
4	<p>Composition, story, drama and poetry writing about the visit to the museum, imagination, two-dimensional (pattern work), three- dimensional and so on. production of designs, panel and exhibition work – <i>Optional</i></p> <ul style="list-style-type: none"> - Students create a digital photo book with short comments on the educational tour. - Students complete the following story with their own comments. This kind of creative writing allows the students to explore their imagination and structure their ideas. <p><i>It wasn't the first time that she was parted by her parents and she was only ten. For several minutes, she observed people passing the great arched gate and their figures faced behind the high castle walls. Announcing her parents that she would go to the other side of the street, she approached the entrance of the castle and staring at it, she forced her steps through...</i></p>	✓
5	Poster designing related to museum trip – <i>Optional</i>	✓
6	<p>Final test survey implementation to get feedbacks of both teachers and students – <i>Compulsory</i></p> <ul style="list-style-type: none"> - We apply it to determine whether the educational excursion has achieved its knowledge outcomes. 	✓
7	Self-assessment scale – <i>Optional</i>	✓
8	Keeping an expedition report – <i>Compulsory</i>	✓
9	Letter of thanks to the museum after the visit – <i>Compulsory</i>	✓
10	Giving certificates and gifts to visiting teachers and students – <i>Compulsory</i>	✓
11	In the school painting workshop, a cardboard or gypsum model of residential areas is made in collaboration with the painting and history teacher – <i>Optional</i>	✓
12	Contributing to the museum corner to be created with visuals, artefacts or reproductions and, if possible, old items to be brought by students to reflect the meaning of the museum and its consciousness – <i>Compulsory</i>	✓
13	Online feedback questionnaire to students and parents – <i>Optional</i>	✓
14	Conducting an online survey to collect students' impressions feelings of the lesson and feedback on future trips – <i>Compulsory</i>	✓
15	Creating postcards by the students – <i>Compulsory</i>	✓
16	Shooting videos with high resolution – <i>Compulsory</i>	✓

