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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: “Getting to know the ancient theatre”	✓
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 station	✓
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	3 rd Gymnasium of Nikaia-Athens
2	LESSON	History "Getting to know the ancient theatre"
3	CLASS / CLASSES	3 rd grade
4	TOTAL TIME	45' + 45' + 45' + 45' 4 hours
5	SITE TO VISIT	Ancient theatre of Dionysus
6	PLACE AND TIME OF DEPARTURE	School entrance – 08.00 AM
7	PLACE AND TIME OF ARRIVAL	School entrance –14.00 AM
8	AIMS / OBJECTIVES	<p>Students will be able:</p> <ul style="list-style-type: none"> • To understand that the world in which they live is the result of an evolutionary course, with subjects of human actions • To be able, through knowledge of the past, to understand the present, to think about its problems and to plan responsibly for their future • Realize their personal responsibility for the society in which they live. • To form, through the study of individual cultures and their contribution to world culture, a spirit of moderation, tolerance and respect for the different. • To build, through the study of their own culture, their national and cultural identity. • To realize the need to select and critically evaluate historical sources.

9	OUTDOOR EXPEDITIONARY LESSON STAFF (PARENTS / TEACHERS)	History teacher Geography teacher Visual Art teacher
10	TRANSPORTER & VEHICLE INFORMATION	By school bus

B-DURING MUSEUM/OUTDOOR SITES EXPEDITIONARY VISITS


2ND GRADE HISTORY LESSON DAILY COURSE PLAN					
CLASS	3rd grade	SUBJECT / TOPIC	*The ancient theatre of Dionysus (the oldest ancient theatre in Greece)	DATE	16-10-19
				COURSE HOUR	45' + 45' + 45'+ 45'+45'+15' 4 hours

OBJECTIVES

OBJECTIVES:

- 1.** To introduce students to the historical course of the ancient theatre of Dionysus from antiquity to the present day, with references to the wider world history
- 2.** To develop analytical and synthetic ability
- 3.** To gradually familiarise students to the special vocabulary concerning the place and ancient drama
- 4.** To realize that understanding the role of the theatre for the ancient society requires the study of all aspects of it (political, economic, cultural, religious, etc.)
- 5.** To understand the meaning of time and how to measure it and fit events into historical periods
- 6.** To identify the causes and results of the ancient drama's birth
- 7.** To compare performances of different historical periods and identify similarities and differences
- 8.** To analyse the phenomenon of ancient drama's birth and identify the relationships between the historical, political and cultural elements of classical era
- 9.** To acquire the ability to distinguish, in historical testimonies about ancient theatre, facts, causes, opinions, etc
- 10.** To develop a positive attitude towards the study of the past as a factor in gaining self-awareness and understanding of society
- 11.** To realize the contribution of the Greek Drama to world culture
- 12.** To have direct / indirect connection of the ancient theatre to the course content of History and ancient drama
- 13.** To get to know the architecture, the decoration, the scenery of the ancient theatre (Art)
- 14.** To find out the reasons why the specific geographical location was chosen for the ancient theatre to be constructed as well as which is the connection between the theatre and the rest of the nearby site such as Acropolis temples etc. (Geography)

ACHIEVEMENTS	<p>FOR THE TEACHERS:</p> <ol style="list-style-type: none"> 1. Improve the skills for collaboration with teachers of different subjects. 2. Improve the skills for organising interdisciplinary outdoor lesson plans 3. Structure and implement learning activities that increase students' interest. <p>FOR THE STUDENTS:</p> <ol style="list-style-type: none"> 1. Familiarize themselves with the process of investigating and evaluating historical information. 2. Familiarize themselves with observing the place as a source of information. 3. To approach primary sources and draw necessary information from them to interpret historical elements in an archaeological site 4. Make assumptions based on primary sources and draw conclusions. 5. To understand that the action depended on specific factors of the environment in which they lived. 6. To use of new technologies 7. To ask questions by setting effective parameters and use cross-reference information.
CONCEPTS AND TARGETS	<p>* THEMATIC: history of the ancient theatre of Dionysus. * SPECIFIC: The place of the ancient theatre, history of Drama, history of Athens. * RELATIONSHIP BETWEEN DISCIPLINES: Associating with Geography – Arts (architecture, ancient music, dance)–Mythology – Politics.</p>
METHODS AND TECHNIQUES	<p>The scenary is theoretically based on Piaget, Bruner and Vygotsky's rebuilt approach (building knowledge step by step, through creative activities of students themselves, discovery and collaborative learning</p> <ol style="list-style-type: none"> 1. Inquiry based learning ((students follow specific suggestions and engage in exploratory and collaborative activities 2. Place-based learning across disciplines 3. Direct observation 4. Experiential learning using ICT 5. Collaborative 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 archaeological site's map 4. Guidelines 5. Notebooks
ACTIVITIES TO BE IMPLEMENTED	Enquiry

	<p>Observation</p> <p>Description</p> <p>Interpretation</p> <p>Comparison</p> <p>Creative thinking.</p>
PROCESSING AND IMPLEMENTATION OF THE LESSON	
PROCESS	<p>OBSERVATION</p> <p>The students will observe the ancient theatre and identify the parts of the place</p>
	<p>INFORMING</p> <p>History teacher supply the students with information about the ancient theatre and the students will use all their knowledge to fill in the questions and activities in their worksheets</p>
	<p>DATA COLLECTION</p> <p>Students take photos and keep notes that they will use to carry out post-educational tour activities.</p>
	<p>SAMPLE COLLECTION (IF AVAILABLE)</p> 
PROCEDURE	
1	<p>1. <u>Pre-educational tour classroom activities:</u> To make a first contact with the topic the teacher is asking questions in the class followed by a debate in order to search for the Pre-existing knowledge of students. Suggested questions:</p> <ul style="list-style-type: none"> - Have you ever attended a performance of ancient Greek theatre? - What project did you see? - What struck you? - What are the differences between these works and contemporary theatre? - How were the actors? - In which theatre did you watch it?

	<p>Then we visit the map of the ancient Greek theatres and discuss the following topics:</p> <ul style="list-style-type: none"> – Which of them belong to Greece? – What was the Greek territory then? – Which of the theatres of the Greek space are best preserved? <p>We visit virtually as many theatres as possible with the program Google Earth browsing.</p>		
2	<p>2. <u>During the preparation phase:</u> At Computer Lab, we project a presentation with the floor plan of an ancient theatre and we get information about the Stands, the Scales, the seat row</p> <p>Then we watch a tour of the ancient theatre of Dionysus in game form from the British Museum (the tour can be found in the Internet) and fill in the list with the parts of the theatre (Scene) as well as other words related to the theatre (machine or suspension, dancing).</p> <p>For this reason, this is the first words of Antigone to Ismeni, from the Sophocles tragedy of the same name, twice. The first of a performance in translation of N. Panagiotopoulos and the second from performance to translation by M. Volanakis. At the same time we compare the two texts and discuss the similarities and differences. We are also discussing the other differences between the two performances (directing, sets, costumes, music, etc.). Finally, after discussing the appropriate behaviour for our archaeological site's visit we write down the behaviour rules and we agree on following them. We can find helpful advice on the Festival Epidaurus website as well as by the ideas of some of the students.</p>		
3	<p>3. <u>During the educational excursion:</u> We visit the ancient theatre of Dionysus and we find out where we are going to sit, we recognize the parts of the theatre, and we discuss whether the words we wrote down are used today with the same or different meaning.</p> <p>The last step in our set is to dramatize the procedural theatrical games. First we have to find out what the roles are going to be. So we visit the website of Greek culture. From the "Dramatic competition" sub-chapter, we'll get the information we need.</p> <p>If the games are going to be a comedy, we can get information here. After deciding the matches in which we will participate, the students record the steps of the procedure. So students find out about the roles all necessary information in order to perform them we'll find about the roles. The questions we can ask to facilitate are:</p> <ul style="list-style-type: none"> – Who chooses the poets who will participate? – How many poets will compete, from which city and with which works? – How many sponsors will there be and from which city? – How many will the judges be? <p>The roles we may end up with will be:</p> <ul style="list-style-type: none"> – A lord who will choose poets from applicants – Three poets (poets can also be groups of students) – Three sponsors – Ten judges – Audience (the rest of the students) 		
EVALUATION	<table border="1" style="width: 100%;"> <tr> <td style="width: 10%; text-align: center;">1</td> <td>Self-evaluation test about the visit</td> </tr> </table>	1	Self-evaluation test about the visit
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	2	Making a story about the visit
	3	Kahoot knowledge quiz

Magdalini VLAMI
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	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>	✓
5	Poster designing related to museum trip – <i>Optional</i>	✓
6	Final test survey implementation to get feedbacks of students – <i>Compulsory</i>	✓
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	✓
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	Creating ppt/video/movie about the visited place using visual information that they collected – <i>Compulsory</i>	✓
17	Manufacturing masks that refer to the masks of the ancient theatre	✓
18	Creating a brief vocabulary based on theatre terms	✓
19	"Adopt an ancient theatre"- participating in an educational programme about ancient theatres	✓