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“Integration of Museums into School Education”

MAIN **OUTDOOR** INTERDISCIPLINARY LESSON PLAN

**HISTORY**



<b>A- PREPARATION FOR THE MUSEUM/OUTDOOR</b>		
1	Definition of the museum or outdoor visit (Visiting Temple of Debod in Madrid) - Temple of Debod, Egyptian Temple dating back to the 2 <sup>nd</sup> century BC, transported to Madrid in 1968. The temple was rebuilt in one of Madrid's parks, the Parque del Oeste, near the Royal Palace of Madrid, and opened to the public in 1972. The reassembled gateways have been placed in a different order than when originally erected.	✓
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.	✓

<b>8</b>	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)	✓
<b>9</b>	Identifying and determining station points for interdisciplinary information to share; to determine activities and durations for each stations	✓
<b>10</b>	Identifying the students, teachers and parents (if necessary) to participate in the trip and planning task sharing among them	✓
<b>11</b>	Making a calculation for approximately expected expenses of the course to be held in the museum or outdoor excursion	✓
<b>12</b>	Knowing the general facilities of the museum in advance and preparing the excursion plan (toilet, parking, cafeteria, stopover for breaks, etc.)	✓
<b>13</b>	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	✓
<b>14</b>	Giving information about the museum or outdoor excursion visit	✓
<b>15</b>	Preparing the museum or outdoor excursion lesson plan	✓
<b>16</b>	Preparing activities, worksheets, pre-test and post-test questionnaires and evaluation scales for these documents.	✓
<b>17</b>	Preparation and taking security measures related to the trip.	✓
<b>18</b>	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

<b>1</b>	NAME OF THE SCHOOL	CEIP Obispo Moscoso
<b>2</b>	LESSON	History "Visiting Temple of Debod in Madrid"
<b>3</b>	CLASS / CLASSES	6 <sup>th</sup> grade
<b>4</b>	TOTAL TIME	240' 4 hours tour
<b>5</b>	MUSEUM TO VISIT	Temple of Debod in Madrid
<b>6</b>	PLACE AND TIME OF DEPARTURE	School entrance – 09.00 AM
<b>7</b>	PLACE AND TIME OF ARRIVAL	Atocha Train Station –13.30 AM
<b>8</b>	AIMS / OBJECTIVES	<p><b>AIMS:</b></p> <ol style="list-style-type: none"> <li>1. To learn to respect the cultural heritage of our city</li> <li>2. To work cooperatively in groups</li> <li>3. To create a pyramid diagram to reflect some jobs in today's culture</li> <li>4. To share information about their research</li> <li>5. To research four roles or jobs selected from a list of 12</li> </ol>
<b>9</b>	OUTDOOR EXPEDITIONARY LESSON STAFF (PARENTS / TEACHERS)	Teachers 2 assistants
<b>10</b>	TRANSPORTER & VEHICLE INFORMATION	Private Bus

## B-DURING MUSEUM/OUTDOOR SITES EXPEDITIONARY VISITS

<b>6<sup>TH</sup> GRADE HISTORY LESSON DAILY COURSE PLAN</b>					
<b>CLASS</b>	6 <sup>th</sup> grade	<b>SUBJECT / TOPIC</b>	*Temple of Debod, Egyptian temple dating back to the 2nd century BC, transported to Madrid	<b>DATE</b>	Spring/Summer
				<b>COURSE HOUR</b>	240' 4 hours
<b>OBJECTIVES</b>	<p><b>OBJECTIVES:</b></p> <ol style="list-style-type: none"> <li><b>1.</b> To have direct and indirect relation of the open-air environment with the lesson content at school</li> <li><b>2.</b> To relate the visited place with other disciplines and subjects</li> <li><b>3.</b> To learn the times of a different civilization throughout their social, political and economic facets in their life as they are learning about the Temple of Debod and the activities at school (History)</li> </ol>				
<b>ACHIEVEMENTS</b>	<p style="text-align: center;"><b>TEACHERS:</b></p> <ol style="list-style-type: none"> <li>1. To learn how to lead the group</li> <li>2. To be able to plan interdisciplinary lessons and implement them efficiently</li> </ol> <p style="text-align: center;"><b>STUDENTS:</b></p> <ol style="list-style-type: none"> <li>1. Create pyramid structures that reflect some of the jobs in today's society. Thus, this school trip promotes and encourages intercultural dialogue among times and civilizations</li> <li>2. To have opportunity to analyse the social, political and economic facets of life in Ancient Egypt</li> </ol>				
<b>CONCEPTS AND TARGETS</b>	<p>* <b>THEMATIC:</b> Ancient Egypt</p> <p>* <b>SPECIFIC:</b> Analysing the social, political and economic facets of life in Ancient Egypt using the Temple of Debod, Egyptian temple dating back to the 2<sup>nd</sup> century BC, transported to Madrid in 1968.</p> <p>* <b>RELATIONSHIP BETWEEN DISCIPLINES:</b> Associating with Geography – Arts – History – Ancient Egypt – society – pharaoh – pyramid – culture – civilization.</p>				
<b>METHODS AND TECHNIQUES</b>	<ol style="list-style-type: none"> <li>1. Active methodology to learn through the observation of the artworks and working in groups to achieve a common goal</li> <li>2. Workshop</li> </ol>				
<b>TOOL-MATERIAL (Products to be used in the course)</b>	<ol style="list-style-type: none"> <li>1. Tablets</li> <li>2. Notes</li> <li>3. Photos</li> </ol>				

ACTIVITIES TO BE IMPLEMENTED	<b>“Follow the instructions of the teachers, listen carefully to the guide, workshop &amp; activities at the end of the visit at school”</b>	
<b>PROCESSING AND IMPLEMENTATION OF THE LESSON</b>		
<b>PROCESS</b>	<b>OBSERVATION</b>	Before the lesson, students are informed about the importance of taking notes and pictures of each work of art. In this way, they could work better when creating their pyramid-temple later.
	<b>INFORMING</b>	- Students are required to collect information about what the guide says to use this information in their activity at school.
	<b>DATA COLLECTION</b>	Students take photos and keep notes that they will use to carry out post-educational tour activities.
	<b>SAMPLE COLLECTION (IF AVAILABLE)</b>	
<b>PROCEDURE</b>		
<b>1</b>	Students make observations via using active methodology of learning by discovery through the observation of the artworks.	
<b>2</b>	Before the lesson, students are informed about the importance of taking notes and pictures of each work of art. In this way they could work better when creating their pyramid template later.	
<b>3</b>	Teacher asks students to collect information about what the guide says to use this information in their activity at school	
<b>4</b>	At school, each group makes presentations and share their collections and reviews in a brainstorming activity.	
<b>EVALUATION</b>	<b>1</b>	Plickers
	<b>2</b>	Vocabulary Knowledge Test
	<b>3</b>	Making a pyramid in groups
<b>Sonsoles GOMEZ JIMENEZ HISTORY TEACHER</b>		

<b>C - THINGS TO DO AND INFORMATION SHARING AFTER AN EXPEDITIONARY MUSEUM VISIT/ OUTDOOR LESSON</b>		
<b>1</b>	Reading the answers of the worksheets used during the visit in the classroom, remembering the observations and emotions – <i>Optional</i>	✓
<b>2</b>	Brief interpretation of the subjects in the form of questions and answers on objects and objects seen during the museum visit – <i>Compulsory</i>	✓
<b>3</b>	The evaluation of the museum's history and artefacts, the period and characteristics of the museum with question & answer method – <i>Compulsory</i> - Students used PowerPoint to make a tour of historical sites and cities in Egypt as well as in Madrid by using iPads.	✓
<b>4</b>	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> - Students created a cartoon strip showing the steps involve in building a pyramid	✓
<b>5</b>	Poster designing related to museum trip – <i>Optional</i>	✓
<b>6</b>	Final test survey implementation to get feedbacks of both teachers and students – <i>Compulsory</i>	✓
<b>7</b>	Self-assessment scale – <i>Optional</i>	✓
<b>8</b>	Keeping an expedition report – <i>Compulsory</i>	✓
<b>9</b>	Letter of thanks to the museum after the visit – <i>Compulsory</i>	✓
<b>10</b>	Giving certificates and gifts to visiting teachers and students – <i>Compulsory</i>	✓
<b>11</b>	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> - Students built a model of the step pyramid out of sugar cubes	✓
<b>12</b>	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>	✓
<b>13</b>	Online feedback questionnaire to students and parents – <i>Optional</i>	✓
<b>14</b>	Conducting an online survey to collect students' impressions feelings of the lesson and feedback on future trips – <i>Compulsory</i>	✓
<b>15</b>	Creating postcards by the students – <i>Compulsory</i>	✓
<b>16</b>	Shooting videos with high resolution – <i>Compulsory</i>	✓