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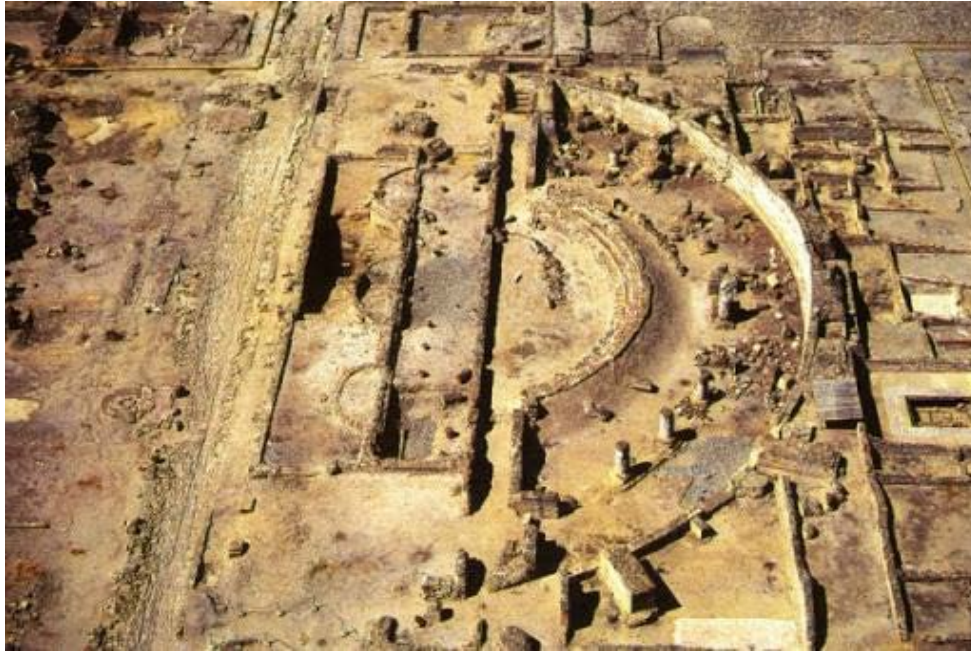


2018-1-TR01-KA201-059698

“Integration of Museums into School Education”

MAIN **OUTDOOR** INTERDISCIPLINARY LESSON PLAN

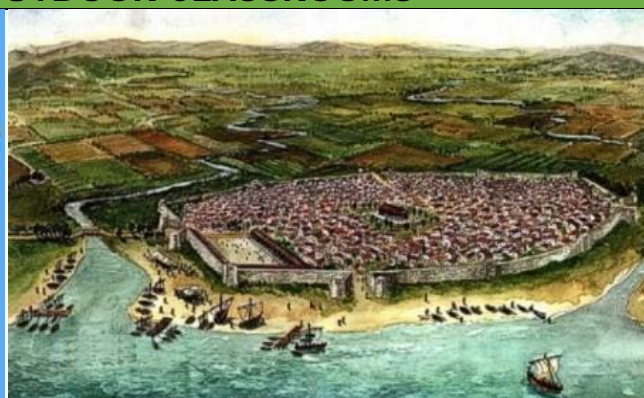
**HISTORY**



A- PREPARATION FOR THE MUSEUM/OUTDOOR		
1	Definition of the museum or outdoor visit (Archaeological Park of Sybaris)	✓
2	Determining the date of going to the outdoor or indoor museum and making sure that it compl00ies 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	Secondary School "Carlo Levi"
2	LESSON	History "Living like a Sybarite". Rise and fall of Sybaris, a powerful colony of Magna Graecia.
3	CLASS / CLASSES	11 – 13 years old students
4	TOTAL TIME	240' 4 hours

5	MUSEUM TO VISIT	Archaeological Park of Sybaris. National Archaeological Museum of Sibaritide.
6	PLACE AND TIME OF DEPARTURE	School yard – 08.30 AM
7	PLACE AND TIME OF ARRIVAL	School yard –12.30 AM
8	AIMS / OBJECTIVES	<p><b>AIMS:</b></p> <ol style="list-style-type: none"> <li>1. To help students discover the origin of one of the most important cities in their region along with its historical and geographical evolution over time and show them the works of arts that speak about our past.</li> </ol>
9	OUTDOOR EXPEDITIONARY LESSON STAFF (PARENTS / TEACHERS)	2 teachers
10	TRANSPORTER & VEHICLE INFORMATION	School bus

## B-DURING MUSEUM/OUTDOOR SITES EXPEDITIONARY VISITS

### HISTORY LESSON DAILY COURSE PLAN

CLASS	11 – 13 years old	SUBJECT / TOPIC		DATE	
			<p>*Definition of “Magna Grecia”: the area of southern Italy colonized by the Greeks and where they founded new cities. Chronological contextualization (from the VII century BC), geographical identification of the Italian regions involved (Calabria, Puglia, Lucania and Campania) and delimitation of the geographical area of Sibaritide (northern Calabria) where Sybaris, the most distinguished city of the Magna Grecia was founded.</p> <p>*Historical information on the foundation of the Achaean colony of Sybaris in 720 BC.</p> <p>*The geographic location on the Ionian Cost of Calabria and its proximity to the sea; examination of its geographic and topographic features.</p> <p>*Expansion of Sybaris into the surrounding territories.</p> <p>*The agricultural prosperity given by fertile farming land that allowed the cultivation of oil, wheat and fruit; and a thriving trade activity especially with Minor Asia.</p> <p>*The city of Sybaris became a symbol of opulence, luxury and pleasure-seeking lifestyle that led to the expression “live like a Sybarite”. Analysis of everyday life in the city of Sybaris.</p> <p>*The coin of Sybaris. It was the first colony to have its own mint and to mint a coin in the mid-sixth century BC.</p> <p>*Destruction of the colony of Sybaris by the Krotoniates in 510 BC and the later foundation of the city of Thurii</p>	COURSE HOUR	240’ 4 hours

			<p>above the ruins of Sybaris (444 BC), based on the project by the architect Hippodamus of Miletus.</p> <p>*In 194 BC Thurii was selected for the establishment of a Latin colony called Copia, active until the sixth century AC.</p> <p>*History of the archaeological excavations that led to the discovery of the ancient city of Sybaris (XIX – XX centuries).</p> <p>*Examination of the Archaeological Park and the several excavation areas. "Parco del Cavallo", "Stombi", "Casa Bianca" e "Prolungamento Strada"; and description of the stratification of the three cities.</p> <p>*Analysis of the most relevant findings from the excavation kept nowadays on the Archaeological Museum: a sculpture of a warrior head, a breastplate in gold and silver, an archaic "arula" (small altar for domestic use) in terracotta and the clashing bull sculpture.</p>		
OBJECTIVES	<p><b>OBJECTIVES:</b></p> <ol style="list-style-type: none"> <li>1. To have a direct and indirect relation of the museum or open-air environment with the lesson content at school</li> <li>2. To relate the visited place with other disciplines and subjects</li> <li>3. To make historical and geographical analysis of the <i>Magna Graetia</i></li> <li>4. To learn about the geographic and topographic features of northern Calabria (known as <i>Sibaritide</i>) where the city of Sybaris is born</li> <li>5. To study and examine the three stratified cities (Sybaris, Thurii and Copia) through the direct observation of the archaeological premises and several excavation areas.</li> <li>6. To make students acquainted with the excavation findings preserved in the Archeological Museum</li> </ol>				

ACHIEVEMENTS

TEACHERS:

1. Are able to plan and organise interactive interdisciplinary lessons.
2. Research the fundamental historical information about the evolution and development of Sybaris and become aware of its importance in southern Italian history.
3. Develop interdisciplinary skills.

STUDENTS:

1. Differentiate the historical period took in exam (Magna Graetia).
2. Identify the historical causes that led to the rise and fall of the city of Sybaris.
3. Understand the historic evolution and the multiple stratifications of the city.
4. Are aware of the geographic features that comprise the area named *Sibaritide*.
5. Comprehend and understand the meaning of the expression “vita dei Sibariti” (a Sybarite life, a hedonist life) as well as common usages, customs and habits of this wealthy and refine population.
6. Recognise the most relevant works of art from this period preserved in the Archaeological Museum.
7. Enjoy the process of learning about Sybaris colony by telling stories anecdotes or curious facts.
8. Use the incentive to discover.
9. Improve research skills.
10. Learn through curiosity and explore.
11. Gain the ability to express their ideas.
12. Develop the ability to make a connection between history, archaeology, nature and real life.

CONCEPTS AND TARGETS

- \* THEMATIC: “Living like a Sybarite”. Rise and fall of Sybaris, a powerful colony of Magna Graecia.
- \* SPECIFIC: History, common usages, customs and art forms from the city of Sybaris
- \* RELATIONSHIP BETWEEN DISCIPLINES: Associating with Geography – Arts – History



METHODS AND TECHNIQUES	<ol style="list-style-type: none"> <li>1. Classroom lessons</li> <li>2. Visits</li> <li>3. Role playing</li> <li>4. Practical activities</li> <li>5. Discussion</li> <li>6. Developing Opinions</li> <li>7. Demonstration</li> <li>8. Organising games</li> <li>9. Working with groups</li> <li>10. To boost and deepen students' knowledge of the subject with the help of videos showing a virtual reconstruction of the city of Sybaris:  <a href="https://www.youtube.com/watch?v=qYah3YsxCfU">https://www.youtube.com/watch?v=qYah3YsxCfU</a>  <a href="https://www.youtube.com/watch?v=8f4k0_M2cGE">https://www.youtube.com/watch?v=8f4k0_M2cGE</a> </li> </ol> 	
TOOL-MATERIAL (Products to be used in the course)	<ol style="list-style-type: none"> <li>1. PC</li> <li>2. LIM</li> <li>3. Books</li> <li>4. Colours</li> <li>5. Paper</li> <li>6. Internet</li> <li>7. Notepad</li> <li>8. Pen</li> <li>9. Paper</li> <li>10. Painting pens</li> <li>11. Postcards, photos and pictures</li> </ol>	
ACTIVITIES TO BE IMPLEMENTED	<p><b>“Examining the student’s impressions while visiting the Archaeological Park” as well as visits, role playing, explanation</b></p>	
<b>PROCESSING AND IMPLEMENTATION OF THE LESSON</b>		
<b>PROCESS</b>	<b>OBSERVATION</b>	Observing and marking the main historical, geographical and artistic characteristics of the city of Sybaris
	<b>INFORMING</b>	1. The history teacher provides historical information on the causes that led to the formation of the <i>Magna Graetia</i> , the foundation of Sybaris and its evolution from its rise to its decline.

2. The teacher helps the students discover not only the historic stratification of the three cities in the premises of the Archaeological Park, but also the way in which the National Museum of the *Sibaritide* was originated and the findings preserved in it.

**DATA COLLECTION**

Noting the historic evaluation of the city, the common usages, customs and traditions upheld that turned it into the most important colony in the *Magna Graetia*.



**SAMPLE COLLECTION (IF AVAILABLE)**







## PROCEDURE

- 1** Preparing lesson or activity  
 In the course of interdisciplinary learning students are encouraged to appreciate the characteristics of ancient cities through the direct vision and approach to the archaeological remains of the park.  
 The students should:
- Differentiate between the respective areas in the excavations
  - Get to know the history behind the foundation of the three stratified cities: Sybaris, Thurii and Copia.
  - Be able to remember the common usages, customs and lifestyle upheld by the ancient inhabitants of the city of Sybaris.
  - Become acquainted with the history of the most relevant pieces of art preserved in the Archaeological Museum of the *Sibaritide*.
  - Draw or illustrate a coin from Sybaris and make up a story about a fictional character that would have lived in ancient Sybaris.



- 2** Explaining topic  
**3** Inviting the discussion  
**4** Visiting the Archaeological Park and The Museum  
**5** Producing works and artefacts  
**6** Drawing conclusion

## EVALUATION

- |          |                                 |
|----------|---------------------------------|
| <b>1</b> | Visual Complementary Test -...  |
| <b>2</b> | Vocabulary Knowledge Test – ... |
| <b>3</b> | Making a story about the visit  |

**Cecilia PERRI  
 HISTORY TEACHER**

<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> - We used worksheets	✓
<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>	✓
<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> - We organised panel and exhibition work - Story, poetry works are done	✓
<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> - Travel report was prepared	✓
<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>	✓
<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>	✓

