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“Integration of Museums into School Education”

MAIN **OUTDOOR** INTERDISCIPLINARY LESSON PLAN

HISTORY

| A- PREPARATION FOR THE MUSEUM/OUTDOOR | | |
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| 1 | Definition of the museum or outdoor visit (Central Museum of Textiles in Łódź) | ✓ |
| 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

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|-----------|---|---|
| 1 | NAME OF THE SCHOOL | International Primary School of Innovative Training |
| 2 | LESSON | Coats of arms of Polish cities |
| 3 | CLASS / CLASSES | IV |
| 4 | TOTAL TIME | 4 hours |
| 5 | MUSEUM TO VISIT | Central Museum of Textiles in Łódź |
| 6 | PLACE AND TIME OF DEPARTURE | School yard 9:30 |
| 7 | PLACE AND TIME OF ARRIVAL | School yard 13:30 |
| 8 | AIMS / OBJECTIVES | <p>AIMS:</p> <ol style="list-style-type: none"> 1. Getting to know the coats of arms of our city and other Polish cities 2. To check symbols on city coats of arms 3. Consolidation of the geography of Polish cities and their coats of arms 4. Perfecting the drawing 5. Ability to distinguish between the coats of arms of cities. 6. History of the polish coats of arms especially our local legend about the name of our city and its symbol. 7. To read the legends 8. To observe the maps and graphics of coats of arms |
| 9 | OUTDOOR EXPEDITIONARY LESSON STAFF (PARENTS / TEACHERS) | Szymon (History teacher) Agnieszka (English language teacher) |
| 10 | TRANSPORTER & VEHICLE INFORMATION | Tram |

B-DURING MUSEUM/OUTDOOR SITES EXPEDITIONARY VISITS

| 4 TH CLASS HISTORY LESSON DAILY COURSE PLAN | | | | | |
|--|----|-----------------|---|-------------|---------|
| CLASS | IV | SUBJECT / TOPIC | <ul style="list-style-type: none"> General information about polish coats of arms. | DATE | |
| | | | | COURSE HOUR | 3 hours |

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| OBJECTIVES | <p>OBJECTIVES:</p> <ol style="list-style-type: none"> 1. To prepare information on city coats of arms, appearance and symbols. 2. To discuss on the history of the cities coats of arm, appearance and symbols. 3. To show cities and their coats of arm on a map. 4. To repeat the most important information. 5. To have art and technical workshops on the subject 6. To discuss the work and summarizing activities. |
| ACHIEVEMENTS | <p>TEACHERS:</p> <ol style="list-style-type: none"> 1. improve connections different ideas of teaching 2. develop different ideas of knowledge 3. know the field of museums background <p>STUDENTS:</p> <ol style="list-style-type: none"> 1. recognize the history of coat of arms and make connections with the local culture 2. know interdisciplinary context of geographical and historical position of coat of arms 3. learn through curiosity |
| CONCEPTS AND TARGETS | <ul style="list-style-type: none"> * THEMATIC: Cultural heritage of coat of arms * SPECIFIC: What was the historical background of coat of arms in legends and real history? Comparison. * RELATIONSHIP BETWEEN DISCIPLINES: History, geography and visual arts. |
| METHODS AND TECHNIQUES | <ol style="list-style-type: none"> 1. Question-answer 2. Making observation 3. Brainstorming 4. Doing puzzles 5. Demonstration 6. Listening and discussion 7. Working with groups |
| TOOL-MATERIAL (Products to be used in the course) | <ol style="list-style-type: none"> 1. Pictures and photos 2. History books 3. Visual presentation 4. Hand-made puzzles |

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| ACTIVITIES TO BE IMPLEMENTED | Coat of arms – puzzles making | |
| PROCESSING AND IMPLEMENTATION OF THE LESSON | | |
| PROCESS | OBSERVATION | <ol style="list-style-type: none"> Literature activities in Central Museum of Textiles. Reading and listening the legends of coat of arms. |
| | INFORMING | <ol style="list-style-type: none"> The museum guide showing the presentation of the geographical and history facts the coat of arms. The museum guide explains the connection between historical and geographical context of coat of arms. |
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| | DATA COLLECTION | Making puzzles of coat of arms as an evaluation. |
| SAMPLE COLLECTION (IF AVAILABLE) | Observing photos and pictures in the museum. | |
| PROCEDURE | | |
| 1 | Presentations of coat of arms and our region. | |
| 2 | Reading the legends of coat of arms background. | |
| 3 | Doing a puzzles of coat of arms. | |
| 4 | Developing literature skills – putting the information of legends in the right order. | |
| 5 | Visiting the Central Museum of Textiles – extend the information of historical background of coat of arms. The visit is ended by thanking museum staff. | |





EVALUATION

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| 1 | Working in groups of students – showing results of the gain the knowledge of historical facts to themselves. |
| 2 | Present the results of lesson and museum trip to the rest of the classes. |
| 3 | Questions and answers – “Do I know coat of arm of my city”. |
| 4 | True or false – legend or historical fact about coat of arms – word game. |

Teachers name and surname
History teacher: SZYMON
English language teacher: AGNIESZKA

| 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 both teachers and 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 – <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> | ✓ |