



Co-funded by the  
Erasmus+ Programme  
of the European Union



2018-1-TR01-KA201-059698

## “Integration of Museums into School Education”


### MAIN INDOOR INTERDISCIPLINARY LESSON PLAN

#### HISTORY



A- PREPARATION FOR THE MUSEUM/OUTDOOR		
1	Definition of the museum or outdoor visit (Silversmithing Museum in 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

<b>1</b>	NAME OF THE SCHOOL	5 <sup>th</sup> Gymnasium of Ioannina
<b>2</b>	LESSON	History "A short journey into the Silversmithing history of Epirus"
<b>3</b>	CLASS / CLASSES	2 <sup>nd</sup> grade
<b>4</b>	TOTAL TIME	45' + 45' + 45' + 45' 3 hours
<b>5</b>	MUSEUM TO VISIT	Silversmithing Museum in Ioannina
<b>6</b>	PLACE AND TIME OF DEPARTURE	School entrance – 10.00 AM
<b>7</b>	PLACE AND TIME OF ARRIVAL	School entrance –13.00 AM
<b>8</b>	AIMS / OBJECTIVES  <div style="background-color: #add8e6; padding: 5px; text-align: center;">Belt buckle of the bridal costume – 19<sup>th</sup> century</div> 	<b>AIMS:</b> <ol style="list-style-type: none"> <li>1. To familiarize students with a thematic technological museum and its exhibits</li> <li>2. To turn the museum's visit into a pleasant and participatory experience for the students</li> <li>3. To encourage pupils to develop their visual literacy, critical thinking, and creativity and explore historical, cultural and social facts connected with the museum exhibits</li> <li>4. To understand the importance and the value of our cultural heritage</li> <li>5. To learn about the regional folk art, get to know local craftsmen and in general local art and history</li> </ol>
<b>9</b>	OUTDOOR EXPEDITIONARY LESSON STAFF (PARENTS / TEACHERS)	History teacher Art teacher
<b>10</b>	TRANSPORTER & VEHICLE INFORMATION	On foot

## B-DURING MUSEUM/OUTDOOR SITES EXPEDITIONARY VISITS

### 2<sup>ND</sup> GRADE HISTORY LESSON DAILY COURSE PLAN

CLASS	2 <sup>nd</sup> grade	SUBJECT / TOPIC	*Local history * The history of the Epirote silverwork	DATE	17.12.2019
				COURSE HOUR	45' + 45' + 45'+ 45'+ 3 hours
OBJECTIVES	<p><b>OBJECTIVES:</b></p> <ol style="list-style-type: none"> <li><b>1.</b> To have direct / indirect connection of the museum to the course content</li> <li><b>2.</b> To make the visited place relevant with other school subjects</li> <li><b>3.</b> To make students understand the wider historical, social and economic environment by studying the silversmithing and its evolution over the centuries (History)</li> <li><b>4.</b> To discover traditional techniques of shaping and decorating silver objects (Art)</li> <li><b>5.</b> To learn about each technique's different stages necessary to the creation of the end product (Art)</li> <li><b>6.</b> To enable students locate the silver mines of Europe and Balkans, the centres of artistic silverwork production, and the points of sale and purchase of silver objects inside and outside Greece on the interactive map existing in the museum (Geography)</li> </ol>				

ACHIEVEMENTS	<p>TEACHERS:</p> <ol style="list-style-type: none"> <li>Will be able to implement informal educational activities and strategies to encourage and support students' active learning.</li> </ol> <p>STUDENTS:</p> <ol style="list-style-type: none"> <li>Will be able to talk about the regional folk art, get to know local craftsmen and in general local art and history.</li> <li>Will be aware of the role of silversmithing in shaping the region's cultural identity.</li> <li>Discover the nature of Epirote silversmithing, the techniques for processing silver in the pre-industrial period, the society interested in acquiring silverwork and the creators of these precious objects.</li> <li>Develop students' creativity, communication, team-working and critical thinking skills through the experiential learning</li> </ol>
CONCEPTS AND TARGETS	<ul style="list-style-type: none"> <li>* THEMATIC: Local history from 18th to 20th century.</li> <li>* SPECIFIC: History of the silverwork in the region of Epirus.</li> <li>* RELATIONSHIP BETWEEN DISCIPLINES: Associating with Geography – Arts – History – New technologies.</li> </ul>
METHODS AND TECHNIQUES	<ol style="list-style-type: none"> <li>Self-motivated learning</li> <li>Direct observation</li> <li>Experiential learning</li> <li>Cooperative learning</li> <li>Differentiated learning</li> <li>Photographing exhibits</li> </ol>
TOOL-MATERIAL (Products to be used in the course)	<ol style="list-style-type: none"> <li>Worksheets</li> <li>Camera</li> <li>Short documentaries</li> <li>Interactive map</li> <li>Interactive discovery game</li> <li>Digital applications (observation, memory and creativity games)</li> </ol>
ACTIVITIES TO BE IMPLEMENTED	<p><b>“Group activity (historians group, craftsmen group, merchants group, clientele group)”</b></p> <p><b>“Distributing worksheets”</b></p> <p><b>“Watching exhibits, documentaries, silversmith's workbenches and reading wall didactic panels and exhibits labels”</b></p> <p><b>“Filling in the worksheets”</b></p> <p><b>“Group discussion to share new knowledge”</b></p> <p><b>“Creating and printing their own silver object, digitally, using a game of creativity provided by the museum”</b></p>

PROCESSING AND IMPLEMENTATION OF THE LESSON		
PROCESS	OBSERVATION	The students observe and categorize the exhibits according to the way of crafting, the time of construction and their use.
	INFORMING	<ul style="list-style-type: none"> <li>- History teacher gives information about the function and the role of a thematic museum. He/she also provides information about the most important historical events in the area during the Silversmithing flourishing.</li> <li>- Art teacher gives information about the artistic value of the museum exhibits and the techniques used to create them.</li> </ul>
	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	<p>1. <u>Pre-educational tour classroom activities:</u></p> <p>A. Discussion in class about the function and the role of a thematic museum.</p> <p>B. Students watch a short video about the Silversmithing Museum of Ioannina. <a href="https://www.youtube.com/watch?v=ZR6jt56vGrY">https://www.youtube.com/watch?v=ZR6jt56vGrY</a> <i>Silversmithing Museum, Ioannina – PPs' portfolio</i></p> <p>C. Students answer a short questionnaire about the Silversmithing Museum and the local folk art (Pre-test).</p> <p>D. Students form working groups and the teacher assign roles (historians group, craftsmen group, merchants group, clientele group).</p>	
2	<p>2. During the preparation phase:</p> <p>A. Worksheets are distributed.</p>	
3	<p>3. During the museum visit, students explore the museum and:</p> <p>A. They watch exhibits, documentaries, silversmith's workbenches and read wall didactic panels and exhibits labels.</p> <p>B. Historians (1<sup>st</sup> group) keep notes on the principal stages of Epirote Silversmithing and the socio-political situation in the wider region.</p> <p>C. Craftsmen (2<sup>nd</sup> group) discover the different techniques used to make silver objects.</p> <p>D. Merchants (3<sup>rd</sup> group) research the state of trade and the most important centres of Epirote Silversmithing.</p> <p>E. Clientele (4<sup>th</sup> group) look for the customers and their social status. They also find the four principal categories of silver creations: decorative weapons, silver ornaments for bridal and traditional costumes, utilitarian and decorative bourgeois silverware items, and liturgical vessels.</p>	
4	Students complete the worksheets and share the acquired knowledge.	
5	They create and print a silver object using a digital app existing in the museum.	

<b>EVALUATION</b>	<b>1</b>	The teacher gives the same questionnaire given to students before visiting the museum in order to compare the answers and evaluate the action. (Post-test).
	<b>2</b>	Students make a story about the visit.
	<b>3</b>	Each group photographs an artefact from which they were impressed and present it to others who comment on it.
	<b>4</b>	Students play an interactive discovery game to check out the just acquired knowledge.

**Chara NIKOLOU**  
**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>	✓
<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> - Students write a story. Creative writing allowed students to explore their imagination and structure their ideas.	✓
<b>5</b>	Poster designing related to museum trip – <i>Optional</i> - Students create a photo puzzle, using "picassa", converted it to a printed poster and put it in the school's museum corner.	✓
<b>6</b>	Final test survey implementation to get feedbacks of both teachers and students – <i>Compulsory</i> - We apply it to determine whether the museum excursion has achieved its knowledge outcomes.	✓
<b>7</b>	Self-assessment scale – <i>Optional</i>	✓
<b>8</b>	Keeping an expedition report – <i>Compulsory</i> - Students create a timeline and marked the most important events related to the history of the Epirote silversmithing. This provided us to report the historical events related to the exhibits seen in the museum.	✓
<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> - Students who are inspired by the museum exhibits create postcards under the guidance of the Art teacher in Art class.	✓
<b>16</b>	Shooting videos with high resolution – <i>Compulsory</i> - Students choose photos and made a video about the museum visit in collaboration with the History teacher. The video was uploaded to the school website.	✓



