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“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 (Fundación Uxío Novoneyra)	✓
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

1	NAME OF THE SCHOOL	CEIP Manuel Respino
2	LESSON	History "The history of a family"
3	CLASS / CLASSES	4 th grade ESO (16 years old)
4	TOTAL TIME	240' 4 hours
5	MUSEUM TO VISIT	Fundación Uxío Novoneyra
6	PLACE AND TIME OF DEPARTURE	School entrance – 09.00 AM
7	PLACE AND TIME OF ARRIVAL	Main door–18.00 AM
8	AIMS / OBJECTIVES	<p>AIMS:</p> <ol style="list-style-type: none"> 1. To know the history behind the house of Uxío Novoneyra 2. To know the history behind the family of Uxío Novoneyra 3. To approach the events during the Spanish Civil War (1936-1939) through the events occurred in the house
9	OUTDOOR EXPEDITIONARY LESSON STAFF (PARENTS / TEACHERS)	History Teacher Museum guides
10	TRANSPORTER & VEHICLE INFORMATION	Bus with valid licence and plate that is convenient to regulations

B-DURING MUSEUM/OUTDOOR SITES EXPEDITIONARY VISITS

4TH GRADE HISTORY LESSON DAILY COURSE PLAN

CLASS	4 th grade ESO	SUBJECT / TOPIC	<p>*General information about the origins of the house through the objects and instruments we can find in the house</p> <p>*bishop's objects and chest</p> <p>*General information about the family and especially about Ulisses Novo</p> <p>*Ulisses saddle, furniture for mounting in a horse and modifications in the wall</p> <p>*General information about the events during the Spanish Civil War and the people that hide in the house</p> <p>*Cart made by the refugees and their hideout in the house</p>	DATE	Spring/Summer
				COURSE HOUR	240' 4 hours
OBJECTIVES	<p>OBJECTIVES:</p> <ol style="list-style-type: none"> 1. To have direct and indirect relation of the open-air environment with the lesson content at school 2. To relate the visited place with other disciplines and subjects 3. To learn about Carlism and its wars in 18th and 19th century 4. To learn about feudalism and low development of the rural economy 5. To have information about Civil War and its consequences in the 20th century in Galicia 				

ACHIEVEMENTS	<p>TEACHERS:</p> <ol style="list-style-type: none"> 1. Create an environment of knowledge and learning out of class. 2. Introduce the events and aspects of the lesson plan in a dynamic way. <p>STUDENTS:</p> <ol style="list-style-type: none"> 1. Relate events occurred in this three centuries with the objects in the house. 2. Recognize general aspects of the history through the stories lived in the house. 3. Respect our cultural heritage. 	
CONCEPTS AND TARGETS	<ul style="list-style-type: none"> * THEMATIC: The society of the 18th and 19th century: caciquism. * SPECIFIC: Carlists wars: main events in Galicia Spanish Civil War: consequences behind the war lines. * RELATIONSHIP BETWEEN DISCIPLINES: Associating with Geography – Arts – History 	
METHODS AND TECHNIQUES	<ol style="list-style-type: none"> 1. Treasure hunting and investigation 2. Brainstorming 	
TOOL-MATERIAL (Products to be used in the course)	<ol style="list-style-type: none"> 1. Bishop's furniture 2. Ulisses Saddle 3. Rooms and spaces built in the house 4. Materials to work with students such as clues for treasure hunting 5. Materials to work with students such as costumes and dresses 6. Photos 	
ACTIVITIES TO BE IMPLEMENTED	<p>“Brainstorming about objects and their usage.” “Treasure hunting through the house. Students have to find where the Spanish civil war refugees hid from fascists prosecutors.”</p>	
PROCESSING AND IMPLEMENTATION OF THE LESSON		
PROCESS	OBSERVATION	The house and its environment. High walls, strong doors and spaces for animals.
	INFORMING	<ul style="list-style-type: none"> - Teachers make groups and inform about the general aspects of the house and the activity they are about to do. Each group is given the information to perform the treasure hunting and they start collecting the information about the places they visit.
	DATA COLLECTION	Each group collect the information from the activity and they share their conclusions in a general brain storming.

	SAMPLE COLLECTION (IF AVAILABLE)	Each group record a video with their mobile phones explaining one of the three general stories we learnt.								
PROCEDURE										
1	<p><u>Activity 1: Treasure hunting</u> Methods and techniques: In groups of four and five students each, they start with a clue. Throughout these clues they try to recompose the story behind the family of Uxío Novoneyra and house and also about the events during the Spanish Civil War.</p> <p>Achievements: Recomposing the story and learning about the history. Finding the places using the clues.</p> <p>Tools and equipment Museum objects Treasure hunting clues</p> <p>Process: Each group must contain four of five students attending to their development and skills</p>									
2	<p><u>Activity 2: Brainstorming and video recording</u> Methods and techniques: To assure students get to know and learn the main aspects of the visit, we perform a brain storming where they share their conclusions and thereafter each group record a video explaining the visit and the story they recompose.</p> <p>Achievements: They share in a correct style the story of the family, house and the events during the war.</p> <p>Tools and equipment Mobile phones</p> <p>Process: First of all, a brainstorming is done to share the conclusions and then they record video of it.</p>									
EVALUATION		<table border="1"> <tr> <td style="text-align: center;">1</td> <td>Observation of their conclusions. Comparing their observations and evaluation.</td> </tr> <tr> <td style="text-align: center;">2</td> <td>Observing their own videos and their content in scope of vocabulary, concepts learnt, explanations etc. Comparing their observations and evaluation.</td> </tr> <tr> <td style="text-align: center;">3</td> <td>Plickers for the evaluation of their achievements</td> </tr> <tr> <td style="text-align: center;">4</td> <td>Co-evaluation for the assessment of their group work and behaviour</td> </tr> </table>	1	Observation of their conclusions. Comparing their observations and evaluation.	2	Observing their own videos and their content in scope of vocabulary, concepts learnt, explanations etc. Comparing their observations and evaluation.	3	Plickers for the evaluation of their achievements	4	Co-evaluation for the assessment of their group work and behaviour
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NELSON 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 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>	✓