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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 (Visiting Museo Reina Sofia in Madrid)

- The National Archaeological Museum (Spanish: Museo Arqueológico Nacional) is a museum in Madrid, Spain. It is a public institution, Its mission is to offer the general public an accurate, attractive, interesting and critical interpretation of the objects that belonged to the different cultures which populated the Iberian Peninsula and the Mediterranean region, ranging from Antiquity to more recent periods, in the firm belief that a knowledge of this history can shed light on society as we know it today.

Its collection is based on pieces from the Iberian Peninsula, from Prehistory to Early-Modern Age. However, it also has different collections coming from outside of Spain, especially from Ancient Greece, both from the metropolitan and, above all, from Magna Graccia, and, to a lesser



	extent, from Ancient Egypt, in addition to "a small number of pieces" from Near East.	
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 Obispo Moscoso
2	LESSON	History "Visiting Temple of Debod in Madrid"
3	CLASS / CLASSES	6 th grade
4	TOTAL TIME	40' + 40' + 10' 90 min. tour
5	MUSEUM TO VISIT	Museo Reina Sofia in Madrid
6	PLACE AND TIME OF DEPARTURE	School entrance – 09.00 AM
7	PLACE AND TIME OF ARRIVAL	Atocha Train Station –13.30 AM
8	AIMS / OBJECTIVES	<p>AIMS:</p> <ol style="list-style-type: none"> 1. To learn to respect the cultural heritage of our city 2. To reflect on and use of different perspectives in interpretations of the past 3. To learn materials for the subject of history through work with a specific coupling of a "historical figure's history" 4. To work with historical awareness in practice 5. To develop a critical eye in regard to the analysis of sources and historical interpretations 6. To work with local history 7. To learn basic behaviour rules in a museum
9	OUTDOOR EXPEDITIONARY LESSON STAFF (PARENTS / TEACHERS)	2 teachers 2 assistants
10	TRANSPORTER & VEHICLE INFORMATION	Private Bus

B-DURING MUSEUM/OUTDOOR SITES EXPEDITIONARY VISITS

6 TH GRADE HISTORY LESSON DAILY COURSE PLAN					
CLASS	6 th grade	SUBJECT / TOPIC	*	DATE	Spring
				COURSE HOUR	40' + 40' + 10' 90 min.
OBJECTIVES	<p>OBJECTIVES:</p> <ol style="list-style-type: none"> 1. To have direct and indirect relation of the museum with the lesson content at school 2. To relate the visited place with other disciplines and subjects 3. To learn about how Picasso did prepare his Guernica's painting as students learn about Picasso's life and work at school 				
ACHIEVEMENTS	<p style="text-align: center;">TEACHERS:</p> <ol style="list-style-type: none"> 1. To learn how to lead the group 2. To be able to plan interdisciplinary lessons and implement them efficiently <p style="text-align: center;">STUDENTS:</p> <ol style="list-style-type: none"> 1. Engage in meaning learning process using the past 2. Have an opportunity to have a school trip that promotes dialogue as a vehicle for generating a significant learning experience 				
CONCEPTS AND TARGETS	<ul style="list-style-type: none"> * THEMATIC: History * SPECIFIC: Ancient Rome * RELATIONSHIP BETWEEN DISCIPLINES: Associating with Geography – Arts – History 				
METHODS AND TECHNIQUES	<ol style="list-style-type: none"> 1. Active methodology to learn through the observation of the artworks and working in groups to achieve a common goal 2. Workshop 				
TOOL-MATERIAL (Products to be used in the course)	<ol style="list-style-type: none"> 1. Tablets 2. Notes 3. Photos 				
ACTIVITIES TO BE IMPLEMENTED	<p>“Follow the instructions of the teachers, listen carefully to the guide, workshop & activities at the end of the visit at school”</p>				
PROCESSING AND IMPLEMENTATION OF THE LESSON					
PROCES	OBSERVATION	<p>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 posters later.</p>			

	INFORMING	- Students are required to collect information about what the guide says to use this information when creating posters
	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	The lesson is implemented via using active methodology of learning by discovery through the observation of the artworks. Before the lesson implementation, 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 posters later.	
2	Teacher asks students to collect information about what the guide says to use this information in their posters.	
3	At school each group shares their collections and reviews in a brainstorming activity.	
4	Teacher creates an activity in order to review what was observed and remind information, skills, and experience gained through the visit via using Plickers in the classroom.	
5	Teacher gives task for the students to make a poster about the gaining during the visit.	
EVALUATION	1	Plickers
	2	Making a poster
Sonsoles GOMEZ JIMENEZ 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> - Students used PowerPoint to make a tour of historical sites and cities in Egypt as well as in Madrid by using iPads.	✓
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> - Students created a cartoon strip showing the steps involve in building a pyramid	✓
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> - Students built a model of the step pyramid out of sugar cubes	✓
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> - Students have workshop experimenting with Chroma to put into practice things they have learnt, emotions, music, sounds, etc.	✓
15	Creating postcards by the students – <i>Compulsory</i> - Students create a poster with the information they have collected and their favourite artwork	✓
16	Shooting videos with high resolution – <i>Compulsory</i>	✓