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“Integration of Museums into School Education”

MAIN **INDOOR** INTERDISCIPLINARY LESSON PLAN

GEOGRAPHY



A- PREPARATION FOR THE MUSEUM/OUTDOOR

1	<p>Definition of the museum or outdoor visit (Visiting Museo de América)</p> <ul style="list-style-type: none"> - Museo de América (The Museum of America) was built in April 1941; it was born from an idea that had been in development for a long time with different names: Overseas Museum-Library, Archaeological Museum of Indies, etc. In 1943, the plan for the existing museum was commissioned to the architects Luis Moya and Luis Martínez Feduchi, starting that same year and ending in 1954. <p>The items in the Museum of America are the antique collections of American Archaeology and Ethnography of the National Archaeological Museum, which had previously belonged to the Museum of Natural Sciences, as well as acquisitions from donations, storage, and new works. Its themes cover an extensive period from American Prehistory to the present, with special emphasis in pre-Columbian Archaeology, Ethnography, and Colonial Art.</p> <p>The collection includes more than 25,000 objects. The Museum houses pre-Columbian, ethnographic, and colonial pieces. The most antique collections belong to the Royal Cabinet of Natural History, founded in the mid-18th Century. In 1868, these collections moved to the recently-founded National Archaeological Museum. From that moment on, acquisitions and donations have contributed to the increase of these American collections. In the second half of the 20th century, the number of colonial art collections notably increased, and at the same time they acquired several pre-Columbian and other ethnographic materials.</p>	✓
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	Geography "Visiting Museo de América"
3	CLASS / CLASSES	6 th grade
4	TOTAL TIME	40' + 40' + 10' 90 min. tour
5	MUSEUM TO VISIT	Museo de América
6	PLACE AND TIME OF DEPARTURE	School entrance – 09.30 AM
7	PLACE AND TIME OF ARRIVAL	Mondoa Underground Station –13.30 AM
8	AIMS / OBJECTIVES	<p>AIMS:</p> <ol style="list-style-type: none"> 1. To become aware of the cultural development of pre-Columbian civilizations and the impact that the Spanish conquest and subsequent colonization had on them through material objects and their evolution 2. To know how to identify and analyse cultural features through the most significant pre-Columbian and colonial objects through the scientific-inductive method and know how to locate them in their spatial-temporal coordinates 3. To know how to relate various objects of the same culture with different socio-economic functions in order to obtain a global knowledge of the culture worked 4. To have a civic behaviour within the museum and of mutual respect with their classmates, the teacher and the museum staff 5. To learn to value the importance of the museum institution as a form of conservation, research and cultural space and heritage of our past 6. To value the cultural and artistic heritage of pre-Columbian and colonial cultures as a cultural heritage for humanity

		<p>7. To appreciate the American contributions to our culture and know the ones made by the Spanish.</p> <p>8. To develop a supportive and tolerant behaviour with other cultures that are not their own, valuing cultural diversity as a phenomenon of enrichment both personal and collective for society</p> <p>9. To arouse interest in direct observation of elements, facts and spatial, artistic and temporal phenomena</p> <p>10. To work and learn about autonomy and personal initiative through autonomous and group work</p>
9	OUTDOOR EXPEDITIONARY LESSON STAFF (PARENTS / TEACHERS)	2 teachers 2 assistants
10	TRANSPORTER & VEHICLE INFORMATION	Private Bus

B-DURING MUSEUM/OUTDOOR SITES EXPEDITIONARY VISITS

6TH GRADE HISTORY LESSON DAILY COURSE PLAN

CLASS	6 th grade	SUBJECT / TOPIC	* Geography (Social Sciences) in visiting Museo de América (The Museum of America) in Madrid.	DATE	Spring
				COURSE HOUR	90 min.
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 different cultures and civilizations in the ancient America 4. To learn about their environment, climates, types of landscapes in relation what we have in Madrid, Spain 5. To enable students to learn and work with objects, materials, painting as well as ceramics at school 				
ACHIEVEMENTS	<p style="text-align: center;">TEACHERS:</p> <ol style="list-style-type: none"> 1. To learn how to lead the group and increase students' motivation to make connection with outdoor sports and nature 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. Engaged in meaningful learning using their past 2. Have an opportunity to have a school trip that promote intercultural dialogue as a vehicle for generating a significant learning experience 				
CONCEPTS AND TARGETS	<p>* THEMATIC: Geography (Social Sciences) in the Museum of America</p> <p>* SPECIFIC: Continents (America vs Europe vs Spain), countries, climates, jungles, mountains</p> <p>* RELATIONSHIP BETWEEN DISCIPLINES: Associating with Geography – Arts – intercultural – tolerance – solidarity – citizenship – identity – Ancient America – European discovery – conquest – colonization – cultural diversity</p>				
METHODS AND TECHNIQUES	<ol style="list-style-type: none"> 1. Active methodology to learn through the observation of the artworks and working individually as in groups to achieve a common goal being predictable active and significant 2. Workshop 				

TOOL-MATERIAL (Products to be used in the course)	<ol style="list-style-type: none"> 1. Mobile phones 2. iPads 3. museum cards 4. Notes 5. 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		
PROCESS	OBSERVATION	<p>Before the lesson, students are informed about the importance of taking notes and pictures of each work of art as well as using the mobiles or iPads for the QR codes. In this way, they could work better when creating their ceramics, museum posters or answer our Kahoot later.</p>
	INFORMING	<ul style="list-style-type: none"> - Students are required to collect information about what the guide says to use this information in their afterwards activities such as mobile iPads QR code, Kahoot questionnaire, a museum poster and our ancient ceramic.
	DATA COLLECTION	
	SAMPLE COLLECTION (IF AVAILABLE)	
PROCEDURE		
1	<p>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 as well as using the mobiles or iPads for the QR codes. In this way, they could work better when creating their posters later.</p>	
2	<p>Teacher asks students to collect information about what the guide says to use this information in their posters.</p>	
3	<p>In order to review what has been gained so far, teacher makes a Kahoot activity.</p>	
4	<p>Students are divided into groups. They are asked to create a museum poster and create QR codes. And then via using their mobile phones, they share their posters with each other</p>	
5	<p>In Arts lesson they are asked to create an ancient ceramic with the help of their Visual Arts teacher. Then these collections are kept in order to present them in museum corners at school.</p>	
EVALUATION	1	Mobile QR code / Media Literacy
	2	Kahoot
	3	Making a museum poster
	4	Making an Ancient ceramic individually and in groups

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 with the information they collected as well as with the photos they took	✓
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> - Students create a museum poster with the information they have collected at the museum of America and their favourite artwork.	✓
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> - Sensorial Ceramic Workshop experimenting with Chroma to put into practice things we have learnt, seen with in relation with ancient pre-Columbian cultures, objects.	✓
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>	✓

