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**“Integration of Museums into School Education”**

**MAIN INDOOR INTERDISCIPLINARY LESSON PLAN**

**HISTORY**

<b>A- PREPARATION FOR THE MUSEUM/OUTDOOR</b>		
1	Definition of the museum or outdoor visit – Ethnography Museum Konya <a href="https://en.wikipedia.org/wiki/Konya_Ethnography_Museum">https://en.wikipedia.org/wiki/Konya_Ethnography_Museum</a>	✓
2	Determining the date of going to the outdoor or indoor museum and making sure that it compl00ies 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	Karatay Mevlana Girls Anatolian Imam Hatip High School
<b>2</b>	LESSON	History
<b>3</b>	CLASS / CLASSES	10 <sup>th</sup> grades
<b>4</b>	TOTAL TIME	40' + 20' 1 hour
<b>5</b>	MUSEUM TO VISIT	Ethnography Museum (Indoor)
<b>6</b>	PLACE AND TIME OF DEPARTURE	School yard – 09.00
<b>7</b>	NAME OF THE SCHOOL	School yard – 14.00
<b>8</b>	AIMS / OBJECTIVES	<p><b>AIMS:</b></p> <ol style="list-style-type: none"> <li>1. To raise awareness about museums, museology and the importance of museums</li> <li>2. To be able to establish a connection between the past and the present, to perceive the heritage of its successor, to grasp its importance</li> </ol>
<b>9</b>	OUTDOOR EXPEDITIONARY LESSON STAFF (PARENTS / TEACHERS)	Nurhan MISTANOĞLU (History Teacher) Neslihan PIRLANTA (English Teacher)
<b>10</b>	TRANSPORTER & VEHICLE INFORMATION	School bus

**B-DURING MUSEUM/OUTDOOR SITES EXPEDITIONARY VISITS****10<sup>TH</sup> CLASS HISTORY LESSON DAILY COURSE PLAN**

CLASS	10	SUBJECT / TOPIC	* Ottoman Empire culture and civilisation	DATE	
				COURSE HOUR	40' + 40' + 40' 2 hours

**OBJECTIVES****OBJECTIVES:**

- 1.** To understand the content and importance of ethnographic museums
- 2.** To be able to observe the concrete results of the artistic, aesthetic and moral aspects of the traditions settled in the historical process, which are formed by the effect of geography
- 3.** To understand the importance of the development and influence of the sciences as well as disciplines such as history, geography, visual arts, sociology, physics, chemistry, mathematics, astronomy etc. in the formation of culture and civilization

<b>ACHIEVEMENTS</b>	<p>TEACHERS:</p> <ol style="list-style-type: none"> <li>1. Find the opportunity to benefit from history, geography, visual arts and other disciplines by making use of the richness of content of ethnography museums.</li> <li>2. It creates an opportunity to do a more lively and active lesson than the classes at school.</li> <li>3. Explain by seeing and feeling the diversity, aesthetics and spiritual aspects of traditional Turkish arts that have been transferred until today.</li> </ol> <p>STUDENTS:</p> <ol style="list-style-type: none"> <li>1. Understands that ethnography museums are the museums in which traditional physical and social materials that shed light from the past to the present are exhibited.</li> <li>2. The ability to research, produce a new work develops.</li> <li>3. Understands the effects of disciplines such as history, geography, botany, physics, chemistry and mathematics in the formation of traditional Turkish arts.</li> <li>4. Understand that arts such as weaving, handwork, mining, calligraphy, and jewellery design constitute not only an item but also works that reveal the life, belief, art taste of a society.</li> <li>5. Understands the meaning and importance of the colours, motifs and shapes in the objects used.</li> <li>6. Imagination and artistic taste develop.</li> </ol>
<b>CONCEPTS AND TARGETS</b>	<ul style="list-style-type: none"> <li>* THEMATIC: Ethnography, Handicraft, Motif</li> <li>* SPECIFIC: Line, Needle lace, Mine processing, Weaving</li> <li>* RELATIONSHIP BETWEEN DISCIPLINES:</li> </ul> <ol style="list-style-type: none"> <li>1. To understand the meaning and importance of motifs and embroidery used in traditional Turkish arts</li> <li>2. To be able to see the scientific developments (physics, chemistry, mathematics, botany, biology etc.) of the period to which the works belong.</li> </ol>
<b>METHODS AND TECHNIQUES</b>	<ol style="list-style-type: none"> <li>1. Observation</li> <li>2. Speech Ring</li> <li>3. Creative Drama</li> <li>4. Narration Technique</li> <li>5. Question-answer</li> <li>6. Artwork Animation and Personalization</li> <li>7. Create a Story</li> <li>8. Station Technique</li> </ol>

TOOL-MATERIAL (Products to be used in the course)		<ol style="list-style-type: none"> <li>1. Pen, paper</li> <li>2. Worksheets</li> <li>3. Presentation papers</li> <li>4. Activity charts</li> <li>5. Local clothes (Students will provide from their own regions)</li> </ol>
ACTIVITIES TO BE IMPLEMENTED		<p><b>"I remember Museum Rules"</b></p> <p><b>"Artwork Animation and Personalization"</b></p> <p><b>"From the Past to the Future"</b></p> <p><b>"Word Hunt"</b></p>
<b>PROCESSING AND IMPLEMENTATION OF THE LESSON</b>		
<b>PROCESS</b>	<b>OBSERVATION</b>	The works in the museum are seen in their original form and usage.
	<b>INFORMING</b>	Information is given about the period and conditions of the works. A general explanation is given on the characteristics of traditional Turkish arts, the formation of patterns and patterns, and the purpose of using the objects, the reflections of the needs, emotions and aesthetics in the works.
	<b>DATA COLLECTION</b>	Before the trip, the students are asked to do research and gather information about the motifs in needle lace and other fabrics and local clothing.
	<b>SAMPLE COLLECTION (IF AVAILABLE)</b>	Students find pictures and photographs related to the motifs and patterns used in the works. They bring samples from local women's clothing.
<b>PROCEDURE</b>		
<b>1</b>	In the closed entrance part of the museum, "I Remember Museum Rules" activity is held.	
<b>2</b>	In the needlework section of the museum, students who were previously tasked with doing research make a short presentation to their friends. Students are asked to compare the artworks they see with the needle lace used today. It is deduced that "those who made needle lace have explained hope, love and pain with motifs, in other words, they shared their feelings and got troubled".	
<b>3</b>	Students working in the women's clothing department inform their friends. "Artwork Animation and Personalization" activity is held with the clothes they find from their own regions.	
<b>4</b>	In the Towel (Peshkir) section, the theme "Using such different types of napkins shows how much importance our ancestors attached to cleanliness, order and order" is emphasized.	
<b>5</b>	In the carpet and rug department, students who are responsible for research on motifs make their presentations. It is emphasized that these motifs reflect people's beliefs, values, expectations and needs.	
<b>6</b>	In the kitchen equipment section, "the types of food in Turkish culture and the relationship between tableware and items used; The effect of cleanliness and etiquette on kitchen order is emphasized.	

<b>7</b>	After seeing the other artefacts in the museum, "From the Past to the Future" activity is held.
<b>8</b>	The relation of the materials used in the works of art to the geographic features (climate, soil structure, animal husbandry, plant diversity, mineral wealth, etc.) In the making of these works, the effects of science branches such as chemistry, physics, mathematics, biology, zoology etc. are emphasized.
<b>EVALUATION</b>	<b>1</b> With the "Word Hunt" activity, they are asked to find the words and concepts they learned in the museum.
	<b>2</b> Students are asked to write an article (or poem) on the subject "If you want to make a needlework or weave a carpet, why do you embroider which motifs?"
<b>Nurhan MISTANOĞLU HISTORY TEACHER</b>	

<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>	✓
<b>5</b>	Poster designing related to museum trip – <i>Optional</i>	✓
<b>6</b>	Final test survey implementation to get feedbacks of both teachers and students – <i>Compulsory</i>	✓
<b>7</b>	Self-assessment scale – <i>Optional</i>	✓
<b>8</b>	Keeping an expedition report – <i>Compulsory</i>	✓
<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>	✓
<b>16</b>	Shooting videos with high resolution – <i>Compulsory</i>	✓