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“Integration of Museums into School Education”

MAIN INDOOR INTERDISCIPLINARY LESSON PLAN

GEOGRAPHY

A- PREPARATION FOR THE MUSEUM/OUTDOOR		
1	Definition of the museum or outdoor visit	✓
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**

1	NAME OF THE SCHOOL	Yıldız Girls Anatolian Imam Hatip High School – Konya / Turkey
2	LESSON	Geography
3	CLASS / CLASSES	9 th class
4	TOTAL TIME	40' + 40' + 40' + 30' 150 min.
5	MUSEUM TO VISIT	Koyunođlu Museum
6	PLACE AND TIME OF DEPARTURE	School Yard – 09.00
7	NAME OF THE SCHOOL	School Yard – 12.30
8	AIMS / OBJECTIVES / ACHIEVEMENTS OF THE MUSEUM VISIT	AIMS: 1. To determine the types of dwellings in the Museum, which is an expression of culture, and the building materials used in dwellings. 2. To examine rock types
9	MÜZE GEZİSİNDE GÖREVLİLER (AİLELER / ÖĞRETMENLER)	Havva ERDOĐAN (Geography Teacher)
10	MÜZE GÖREVLİ TAŞIYICI & ARAÇ BİLGİSİ	No vehicle

B-DURING MUSEUM/OUTDOOR SITES EXPEDITIONARY VISITS

9TH CLASS GEOGRAPHY LESSON DAILY COURSE PLAN

SINIF	9 – A	SUBJECT / TOPIC	* House Types and Building Materials Used in Dwellings	DATE	
				COURSE HOUR	40'+40'+40'+30' 150 min.
OBJECTIVES	<p>OBJECTIVES:</p> <ol style="list-style-type: none"> 1. To explain the interaction of nature and human with examples. 2. To illustrates the ways people use the natural environment. 3. To explain the effects of natural environment on human activities. 4. To evaluate the changes in the natural environment caused by human effects in terms of their results. 5. To e0plain the factors that determine the emergence, spread and distribution of the first cultural centres. 6. To explain the factors affecting the spread of different cultural regions on earth. 7. To analyse the spreading areas of Turkish culture in terms of regional characteristics. 8. To consider that Turkey's position in terms of civilizations throughout history centre. 9. To evaluate Turkey that is known as the cradle of civilization throughout history in terms of its geographical location 				
ACHIEVEMENTS	<p style="text-align: center;">TEACHERS:</p> <ol style="list-style-type: none"> 1. Teacher: Have knowledge about the natural and human factors that affect the construction of dwellings, which are our concrete cultural heritage. <p style="text-align: center;">STUDENTS:</p> <ol style="list-style-type: none"> 1. Gains knowledge of building materials and the effects of natural elements, dwellings that are the basic cultural element, adobe, stone etc. used in their construction on human activities. 				
CONCEPTS AND TARGETS	<p>* THEMATIC: comprehending the natural factors affecting dwelling types, which are the basic cultural elements.</p> <p>* SPECIFIC: Being aware of the factors that affect the shaping of traditional dwellings</p>				

	* RELATIONSHIP BETWEEN DISCIPLINES: Cooperation with History, Literature, Chemistry courses	
METHODS AND TECHNIQUES	<ol style="list-style-type: none"> 1. Creative Drama (Improvisation, Role Playing) 2. Group work 3. Brainstorming 4. Question-answer 	
TOOL-MATERIAL (Products to be used in the course)	<ol style="list-style-type: none"> 1. Written sources describing the history of the city 2. Photos 3. Residence photos 4. Traditional improvised theatre 0 	
ACTIVITIES TO BE IMPLEMENTED	"Once Upon a Time in Anatolia"	
PROCESSING AND IMPLEMENTATION OF THE LESSON		
PROCESS	OBSERVATION	They examine and observe the Konya House located in the garden of the museum.
	INFORMING	The museum guide provides information about the period and the building.
	DATA COLLECTION	Koyunoğlu Museum promotional brochure is distributed.
	SAMPLE COLLECTION (IF AVAILABLE)	Photographs of artefacts made of different stones in the house in the museum garden are taken.
PROCEDURE		
1	They meet with the museum guide at the museum.	
2	The guide gives brief information about the museum and museology.	
3	Koyunoğlu museum is introduced by the guide.	
4	After the introduction, a short tour of the museum is accompanied by the guide.	
5	Information is given about Ahmet Rasih İzzet Koyunoğlu, who established the museum.	
6	After the introduction, the house and building material in the museum garden are examined in company with a guide.	
7	The artefacts and building blocks exhibited in the garden are examined one by one.	
8	The period features of the dwelling are learned by visiting and the representation of the traditional improvised theatre is watched.	
9	Short questions about the museum are asked and discussed by the teacher using brainstorming and question-answer method.	
10	<p>"Once Upon a Time Anatolia- (Hacivat-Karagöz)" activity is held in company with a museum guide.</p> <p>A- The Koyunoğlu Museum is introduced to the students.</p> <p>B- The development of dwellings according to the periods is introduced.</p>	

C- Rock shelters, cave houses, first settlements, fairy chimney houses, Sumerian houses, Roman houses, Byzantine houses, Seljuk houses, Ottoman houses and contemporary houses are introduced.
D- While introducing dwellings, houses and settlements belonging to each period are introduced with pictures printed on cardboard.
E- Then, the wooden mansion in the Koyunođlu Museum is visited and information is obtained from the museum guide.
F- Information about Hacivat and Karagöz figures is obtained from the museum guide.
G- The daily life of the period is introduced with sample lines in Hacivat Karagöz curtain.
H- Students are asked to act the shadow puppetry themselves.
I- They discuss the question of what kind of house would they like to live in and they seek answers.
J- The question how can be the place they want to live in the future be discussed.
K- The effects of development on human life are discussed.

11 They thank to the museum guide and finish the activity.

EVALUATION

1	Defining the museum visited by looking at museum photographs
2	Vocabulary Knowledge Test (Puzzle)
3	Defining font types activity is made for the houses and periods
4	An evaluation test is applied for the Koyunođlu Museum

Havva ERDOĐAN
GEOGRAPHY 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>	✓