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

**MAIN OUTDOOR INTERDISCIPLINARY LESSON PLAN**

**HISTORY**

<b>A- PREPARATION FOR THE MUSEUM/OUTDOOR</b>		
1	Definition of the museum or outdoor visit – Catalhoyuk Open Air Museum/Excavation Zone (Neolithic Age) KONYA <a href="https://theculturetrip.com/europe/turkey/articles/why-the-whole-city-and-province-of-konya-is-an-open-air-museum/">https://theculturetrip.com/europe/turkey/articles/why-the-whole-city-and-province-of-konya-is-an-open-air-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>	<b>NAME OF THE SCHOOL</b>	Erbil Kuru Anatolian High School
<b>2</b>	<b>LESSON</b>	History
<b>3</b>	<b>CLASS / CLASSES</b>	9 <sup>th</sup> Class
<b>4</b>	<b>TOTAL TIME</b>	3 Hours
<b>5</b>	<b>MUSEUM TO VISIT</b>	Catalhoyuk Open Air Museum/Excavation Zone (Neolithic Age)
<b>6</b>	<b>PLACE AND TIME OF DEPARTURE</b>	School Yard – 12.00
<b>7</b>	<b>RETURN PLACE AND TIME</b>	School Yard – 15.00
<b>8</b>	<b>AIMS / OBJECTIVES / ACHIEVEMENTS OF THE MUSEUM VISIT</b>	<p><b>AMAÇLAR:</b></p> <ol style="list-style-type: none"><li>1. To make direct / indirect connection of the museum to the course content</li><li>2. To relate the place visited with other disciplines and subjects</li><li>3. To comprehend geographical, historical features of the region to be visited</li><li>4. To establish the connection between nature and human life</li><li>5. To have information about the Neolithic period</li><li>6. To understand the importance of Çatalhöyük and its surroundings for local, regional and world history</li><li>7. To comprehend the artistic, crucial effects for human life and residential types; characteristics of Çatalhöyük and its surroundings</li><li>8. To comprehend the Neolithic settlement characteristics of Çatalhöyük and its surroundings</li></ol>

		<p>9. To teach the types of dwelling, and the factors affecting the dwelling structure</p> <p>10. To create an awareness on students about chronological features of the Neolithic age in history and geography</p> <p>11. To distinguish the types of settlements in Turkey</p> <p>12. To learn the diversity of historical settlements</p>
<b>9</b>	OUTDOOR EXPEDITIONARY LESSON STAFF (PARENTS / TEACHERS)	HALİL İBRAHİM KINALI
<b>10</b>	TRANSPORTER & VEHICLE INFORMATION	PUBLIC BUS

**B-DURING MUSEUM/OUTDOOR SITES EXPEDITIONARY VISITS**



9 <sup>TH</sup> CLASS FINE ART LESSON DAILY COURSE PLAN					
CLASS	9 – A	SUBJECT / TOPIC	<p>* General information about the Neolithic period (chronological, geographical, historical, ethnological and socio cultural.)</p> <ul style="list-style-type: none"> <li>▪ Relation between pre and post Neolithic period</li> <li>▪ Distinguishing information about the Neolithic period</li> <li>▪ Geographical, historical and artistic features of Çatalhöyük and its surroundings</li> <li>▪ Neolithic residential structure in Çatalhöyük</li> <li>▪ Neolithic social life structure in Çatalhöyük</li> <li>▪ Local, regional and national characteristics of Çatalhöyük and its surroundings</li> <li>▪ Importance of Çatalhöyük and Çatalhöyük in terms of world history</li> </ul>	DATE	
				COURSE HOURS	40' + 40' + 40'+ 40'+ 20' 3 Hour


## OBJECTIVES

### GOALS:


- 1.** To make direct / indirect connection of the museum to the course content
- 2.** To relate the place visited with other disciplines and subjects
- 3.** To comprehend geographical, historical features of the region to be visited
- 4.** To establish the connection between nature and human life
- 5.** To have information about the Neolithic period
- 6.** To understand the importance of Çatalhöyük and its surroundings for local, regional and world history
- 7.** To comprehend the artistic, crucial effects for human life and residential types; characteristics of Çatalhöyük and its surroundings
- 8.** To comprehend the Neolithic settlement characteristics of Çatalhöyük and its surroundings
- 9.** To teach the types of dwelling, and the factors affecting the dwelling structure
- 10.** To create an awareness on students about chronological features of the Neolithic age in history and geography
- 11.** To distinguish the types of settlements in Turkey
- 12.** To learn the diversity of historical settlements

<b>ACHIEVEMENTS</b>	<p>TEACHERS:</p> <ol style="list-style-type: none"> <li>1. Be able to make interactive lesson planning and organization for out-of-school environments and in open space</li> <li>2. Gains knowledge for the geographical and historical texture of the close neighbourhood and regional climate</li> <li>3. Have self-development at interdisciplinary course acquisition skills</li> </ol> <p>STUDENTS:</p> <ol style="list-style-type: none"> <li>1. Distinguishes the types of dwellings and lifestyles</li> <li>2. Distinguishes the factors affecting the materials and properties used in dwellings and lifestyles</li> <li>3. Have knowledge about the history of the first settlements in the vicinity</li> <li>4. Makes herself/himself sure that the plan to work at an art work about what is seen / observed in the museum or open-air museum.</li> <li>5. Enjoys being in the museum and uses the incentive to discover.</li> <li>6. Improves research skills.</li> <li>7. Learns through curiosity and exploration.</li> <li>8. Gains the ability to express their ideas.</li> <li>9. Develops the ability to make a connection between nature and real life.</li> <li>10. Recognize the artistic objects of the museum and period through play.</li> </ol>
<b>CONCEPTS AND TARGETS</b>	<p>* THEMATIC: To comprehend the nature and human factors affecting the choice of settlement  * SPECIFIC: why was Çatalhöyük chosen as a settlement? Starting from the question to introduce the settlement in Çatalhöyük  * INTERDISCIPLINARY RELATIONS: History, Visual Arts, collaboration with Literature Courses.</p>
<b>METHODS AND TECHNIQUES</b>	<ol style="list-style-type: none"> <li>1. Question-answer</li> <li>2. Observation</li> <li>3. Brainstorming</li> </ol>

	<ol style="list-style-type: none"> <li>4. Use of Evidence</li> <li>5. Time Perception</li> <li>6. Discussion</li> <li>7. Developing Opinions</li> <li>8. Demonstration</li> <li>9. Organizing exhibitions</li> <li>10. Working with group</li> </ol>	
<b>TOOL-MATERIAL</b> (Products to be used in the course)	<ol style="list-style-type: none"> <li>1. Textbooks</li> <li>2. Supplementary books</li> <li>3. Wall map</li> <li>4. Picture and photos</li> <li>5. Newspapers and magazines</li> <li>6. Population statistics</li> <li>7. Notepad, Pen, Paper</li> <li>8. Picture paper of fund cardboard</li> <li>9. Scissors and adhesive</li> <li>10. Painting pens</li> <li>11. Postcards, photos, picture</li> <li>12. Building material (clay or mud)</li> </ol>	
<b>ACTIVITIES TO BE IMPLEMENTED</b>	<b>“Old Village Model Making – Model House Making”</b>	
<b>PROCESSING AND IMPLEMENTATION OF THE LESSON</b>		
<b>PROCESS</b>	<b>OBSERVATION</b>	<p>Observation of Çatalhöyük Neolithic Open-air Museum and its surroundings in terms of human settlement, the natural and human factors affecting the site to inhabit or to live on.</p> <div style="text-align: center;">   çatalhöyük open air VID-20191104-WA0049.mp4 </div>
	<b>INFORMING</b>	<ol style="list-style-type: none"> <li>1. The history teacher gives information about the geographical, natural and human factors that are effective in choosing the region as a settlement.</li> <li>2. The history teacher gives information about the settlement date of the region</li> </ol> <div style="text-align: center;">  </div>

		<p>3. The visual arts teacher gives information about the details that can be designed by using objects in the field</p> 
	<b>DATA COLLECTION</b>	It is ensured that the students take note of what is described
	<b>SAMPLE COLLECTION (IF AVAILABLE)</b>	Observing stone stamps from the field
<b>PROCEDURE</b>		
<b>1</b>	The natural-human characteristics of Çatalhöyük region are introduced.	
<b>2</b>	Historical importance and values of Çatalhöyük region are introduced.	
<b>3</b>	Çatalhöyük residential area is visited.	
<b>4</b>	Visual design elements related to the settlement area are determined.	
<b>5</b>	Prepared picture settlement activities are applied.	
<b>6</b>	Information about the types of settlements and natural-human factors affecting settlements are given.	
<b>7</b>	In the course of interdisciplinary outdoor expeditionary learning, general geographical and geological structure of the region is given.	
<b>8</b>	The students are asked to compare whether the previous situation and the current situation have changed having given information about the current geographical and geological structure of the region.	
<b>9</b>	<p>When the students reach the teacher trip area; they are asked to do the followings:</p> <ul style="list-style-type: none"> <li>A- To evaluate the natural environment.</li> <li>B- To observe what kind of architectural structures exist.</li> <li>C- To be able to list the tools and equipment used.</li> <li>D- To know the materials used in building construction.</li> </ul> <p>Gives information about architecture and life in Neolithic period</p> <ul style="list-style-type: none"> <li>E) To be able to give information about historical, artistic, sociological and religious characteristics of f-to be able to give information about historical, art, sociological and religious features of the Neolithic period.</li> </ul>	



	G- Students visit the stations and talk with them about the conditions of daily life in the Çatalhöyük campus.	
10	The students are asked to draw the picture of the area and the wall paintings of the Neolithic period.	
11	Upon completion of the visit of the stations, students are given mud materials and they are asked to reflect the architectural or architectural structure of the period that left the most impact on them. Works are exhibited and the most admired work is evaluated.	
		
12	The visit is ended by thanking museum staff.	
<b>EVALUATION</b>	1	Visual Completion Test
	2	Vocabulary Knowledge Test (Puzzle)
	3	Story Creation
	4	The evaluation of world placement is done to explain and describe the settlement types and the lifestyle in Çatalhöyük

**Halil İbrahim KINALI**  
**HISTORY TEACHER**  
**Nurhan ÇAMÖZ AÇIKBAŞ**  
**VISUAL ARTS TEACHER**

<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>	✓