



Co-funded by the  
Erasmus+ Programme  
of the European Union

**2018-1-TR01-KA201-059698**

## **INTEGRATION OF MUSEUMS INTO SCHOOL EDUCATION**



### **INTERDISCIPLINARY LESSON PLANS**

#### **HISTORY**

**FEBRUARY 2021**

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# MODEL INTERDISCIPLINARY LESSON PLANS

Plans for indoor and outdoor expeditionary learning in History, Geography and Visual Art classes

IDEC\_GR

## Main OUTDOOR Interdisciplinary Lesson Plan – HISTORY



A- PREPARATION FOR THE MUSEUM/OUTDOOR		
1	Definition of the museum or outdoor visit: "Getting to know the ancient theatre".	✓
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 station.	✓
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	3 <sup>rd</sup> Gymnasium of Nikaia-Athens
2	LESSON	History "Getting to know the ancient theatre"
3	CLASS / CLASSES	3 <sup>rd</sup> grade
4	TOTAL TIME	45'+45'+45'+45'+45'+15' 4 hours
5	SITE TO VISIT	Ancient theatre of Dionysus
6	PLACE AND TIME OF DEPARTURE	School entrance – 08.00 AM
7	PLACE AND TIME OF ARRIVAL	School entrance –14.00 AM
8	AIMS / OBJECTIVES	<p><b>AIMS:</b></p> <p>Students will be able:</p> <ol style="list-style-type: none"> <li>1. To understand that the world in which they live is the result of an evolutionary course, with subjects of human actions</li> <li>2. To be able, through knowledge of the past, to understand the present, to think about its problems and to plan responsibly for their future</li> <li>3. Realize their personal responsibility for the society in which they live.</li> <li>4. To form, through the study of individual cultures and their contribution to world culture, a spirit of moderation, tolerance, and respect for the different.</li> <li>5. To build, through the study of their own culture, their national and cultural identity.</li> <li>6. To realize the need to select and critically evaluate historical sources.</li> </ol>
9	OUTDOOR EXPEDITIONARY LESSON STAFF (PARENTS / TEACHERS)	History teacher Geography teacher Visual Art teacher
10	TRANSPORTER & VEHICLE INFORMATION	By school bus

## B-DURING MUSEUM/OUTDOOR SITES EXPEDITIONARY VISITS

### 2<sup>ND</sup> GRADE HISTORY LESSON DAILY COURSE PLAN

CLASS	3rd grade	SUBJECT / TOPIC	*The ancient theatre of Dionysus (the oldest ancient theatre in Greece)	DATE	16-10-19
				COURSE HOUR	45' + 45' + 45' + 45' + 45' + 15' 4 hours
OBJECTIVES	<b>OBJECTIVES:</b> <ol style="list-style-type: none"> <li>1. To introduce students to the historical course of the ancient theatre of Dionysus from antiquity to the present day, with references to the wider world history</li> <li>2. To develop analytical and synthetic ability</li> <li>3. To gradually familiarise students to the special vocabulary concerning the place and ancient drama</li> <li>4. To realize that understanding the role of the theatre for the ancient society requires the study of all aspects of it (political, economic, cultural, religious, etc.)</li> <li>5. To understand the meaning of time and how to measure it and fit events into historical periods</li> <li>6. To identify the causes and results of the ancient drama's birth</li> <li>7. To compare performances of different historical periods and identify similarities and differences</li> <li>8. To analyse the phenomenon of ancient drama's birth and identify the relationships between the historical, political, and cultural elements of classical era</li> <li>9. To acquire the ability to distinguish, in historical testimonies about ancient theatre, facts, causes, opinions, etc</li> <li>10. To develop a positive attitude towards the study of the past as a factor in gaining self-awareness and understanding of society</li> <li>11. To realize the contribution of the Greek Drama to world culture</li> <li>12. To have direct / indirect connection of the ancient theatre to the course content of History and ancient drama</li> <li>13. To get to know the architecture, the decoration, the scenery of the ancient theatre (Art)</li> <li>14. To find out the reasons why the specific geographical location was chosen for the ancient theatre to be constructed as well as which is the connection between the theatre and the rest of the nearby site such as Acropolis temples etc. (Geography)</li> </ol>				

ACHIEVEMENTS	<p>FOR TEACHERS:</p> <ol style="list-style-type: none"> <li>1. Improve the skills for collaboration with teachers of different subjects.</li> <li>2. Improve the skills for organising interdisciplinary outdoor lesson plans</li> <li>3. Structure and implement learning activities that increase students' interest.</li> </ol> <p>FOR STUDENTS:</p> <ol style="list-style-type: none"> <li>1. Familiarize themselves with the process of investigating and evaluating historical information.</li> <li>2. Familiarize themselves with observing the place as a source of information.</li> <li>3. To approach primary sources and draw necessary information from them to interpret historical elements in an archaeological site</li> <li>4. Make assumptions based on primary sources and draw conclusions.</li> <li>5. To understand that the action depended on specific factors of the environment in which they lived.</li> <li>6. To use of new technologies</li> <li>7. To ask questions by setting effective parameters and use cross-reference information.</li> </ol>
CONCEPTS AND TARGETS	<p>* THEMATIC: history of the ancient theatre of Dionysus.</p> <p>* SPECIFIC: The place of the ancient theatre, history of Drama, history of Athens.</p> <p>* RELATIONSHIP BETWEEN DISCIPLINES: Associating with Geography – Arts (architecture, ancient music, and dance)– Mythology – Politics.</p>
METHODS AND TECHNIQUES	<p>The scenario is theoretically based on Piaget, Bruner, and Vygotsky's rebuilt approach (building knowledge step by step, through creative activities of students themselves, discovery, and collaborative learning</p> <ol style="list-style-type: none"> <li>1. Inquiry based learning ((students follow specific suggestions and engage in exploratory and collaborative activities</li> <li>2. Place-based learning across disciplines</li> <li>3. Direct observation</li> <li>4. Experiential learning using ICT</li> <li>5. Collaborative learning</li> <li>6. Differentiated learning</li> </ol>
TOOL-MATERIAL (Products to be used in the course)	<ol style="list-style-type: none"> <li>1. Worksheets</li> <li>2. Camera</li> <li>3. The archaeological site's map</li> <li>4. Guidelines</li> <li>5. Notebooks</li> </ol>
ACTIVITIES TO BE IMPLEMENTED	<p><b>Enquiry</b> <b>Observation</b> <b>Description</b> <b>Interpretation</b></p>

		<b>Comparison</b> <b>Creative thinking.</b>
<b>PROCESSING AND IMPLEMENTATION OF THE LESSON</b>		
<b>PROCESS</b>	<b>OBSERVATION</b>	The students will observe the ancient theatre and identify the parts of the place
	<b>INFORMING</b>	History teachers supply the students with information about the ancient theatre and the students will use all their knowledge to fill in the questions and activities in their worksheets
	<b>DATA COLLECTION</b>	Students take photos and keep notes that they will use to carry out post-educational tour activities.
	<b>SAMPLE COLLECTION (IF AVAILABLE)</b>	
<b>PROCEDURE</b>		
<b>1</b>	<b>1. <u>Pre-educational tour classroom activities:</u></b> To make a first contact with the topic the teacher is asking questions in the class followed by a debate to search for the Pre-existing knowledge of students. Suggested questions: <ul style="list-style-type: none"> <li>– Have you ever attended a performance of ancient Greek theatre?</li> <li>– What project did you see?</li> <li>– What struck you?</li> <li>– What are the differences between these works and contemporary theatre?</li> <li>– How were the actors?</li> <li>– In which theatre did you watch it?</li> </ul> Then we visit the map of the ancient Greek theatres and discuss the following topics: <ul style="list-style-type: none"> <li>– Which of them belong to Greece?</li> <li>– What was the Greek territory then?</li> <li>– Which of the theatres of the Greek space are best preserved?</li> </ul> We visit virtually as many theatres as possible with the program Google Earth browsing.	
<b>2</b>	<b>2. <u>During the preparation phase:</u></b> At Computer Lab, we project a presentation with the floor plan of an ancient theatre and we get information about the Stands, the Stands, the Scales, the, seat row	



	<p>Then we watch a tour of the ancient theatre of Dionysus in game form from the British Museum (the tour can be found in the Internet) and fill in the list with the parts of the theatre (Scene) as well as other words related to the theatre (machine or suspension, dancing).</p> <p>For this reason, this is the first words of Antigone to Ismeni, from the Sophocles tragedy of the same name, twice. The first of a performance in translation of N. Panagiotopoulos and the second from performance to translation by M. Volanakis. At the same time, we compare the two texts and discuss the similarities and differences. We are also discussing the other differences between the two performances (directing, sets, costumes, music, etc.). Finally, after discussing the appropriate behaviour for our archaeological site's visit we write down the behaviour rules and we agree on following them. We can find helpful advice on the Festival Epidauros website as well as by the ideas of some of the students.</p>	
<b>3</b>	<p><b>3. During the educational excursion:</b></p> <p>We visit the ancient theatre of Dionysus, and we find out where we are going to sit, we recognize the parts of the theatre, and we discuss whether the words we wrote down are used today with the same or different meaning.</p> <p>The last step in our set is to dramatize the procedural theatrical games. First, we have to find out what the roles are going to be. So, we visit the website of Greek culture. From the "Dramatic competition" sub-chapter, we'll get the information we need.</p> <p>If the games are going to be a comedy, we can get information here. After deciding the matches in which we will participate, the students record the steps of the procedure. So, students find out about the roles all necessary information in order to perform them we'll find about the roles. The questions we can ask to facilitate are:</p> <ul style="list-style-type: none"> <li>– Who chooses the poets who will participate?</li> <li>– How many poets will compete, from which city and with which works?</li> <li>– How many sponsors will there be and from which city?</li> <li>– How many will the judges be?</li> </ul> <p>The roles we may end up with will be:</p> <ul style="list-style-type: none"> <li>– A lord who will choose poets from applicants</li> <li>– Three poets (poets can also be groups of students)</li> <li>– Three sponsors</li> <li>– Ten judges</li> <li>– Audience (the rest of the students)</li> </ul>	
<b>EVALUATION</b>	<b>1</b>	Self-evaluation test about the visit
	<b>2</b>	Making a story about the visit
	<b>3</b>	Kahoot knowledge quiz
<b>Magdalini VLAMI 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 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	✓
<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>	Creating PPT/video/movie about the visited place using visual information that they collected – <i>Compulsory</i>	✓
<b>17</b>	Manufacturing masks that refer to the masks of the ancient theatre	✓
<b>18</b>	Creating a brief vocabulary based on theatre terms	✓
<b>19</b>	"Adopt an ancient theatre"- participating in an educational programme about ancient theatres	✓

## Main INDOOR Interdisciplinary Lesson Plan – HISTORY

<b>A- PREPARATION FOR THE MUSEUM/INDOOR</b>		
<b>1</b>	Definition of the museum or outdoor visit: "Greek History and Messinian Diet"	✓
<b>2</b>	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	✓
<b>3</b>	Making an appointment at the museum or the outdoor excursion to be visited or giving information in advance	✓
<b>4</b>	Providing museum experts from the outdoor historical site or the museum to be visited	✓
<b>5</b>	Obtaining official permission from the institution where the teacher works	✓
<b>6</b>	Receiving permission from parents for students under 18 by the teacher on behalf of school management	✓
<b>7</b>	Preparing the list of participants	✓
<b>8</b>	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)	✓
<b>9</b>	Identifying and determining station points for interdisciplinary information to share; to determine activities and durations for each station	✓
<b>10</b>	Identifying the students, teachers, and parents (if necessary) to participate in the trip and planning task sharing among them	✓
<b>11</b>	Making a calculation for approximately expected expenses of the course to be held in the museum or outdoor excursion	✓
<b>12</b>	Knowing the general facilities of the museum in advance and preparing the excursion plan (toilet, parking, cafeteria, stopover for breaks, etc.)	✓
<b>13</b>	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	✓
<b>14</b>	Giving information about the museum or outdoor excursion visit	✓
<b>15</b>	Preparing the museum or outdoor excursion lesson plan	✓
<b>16</b>	Preparing activities, worksheets, pre-test and post-test questionnaires and evaluation scales for these documents	✓
<b>17</b>	Preparation and taking security measures related to the trip	✓
<b>18</b>	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	3 <sup>rd</sup> Gymnasium of Nikaia-Athens
2	LESSON	History "Greek History and Messinian diet" (synonymous of Mediterranean Diet)
3	CLASS / CLASSES	1st grade
4	TOTAL TIME	45'+45'+45'+45' 3 hours
5	SITE TO VISIT	Museum of the Messinian Diet
6	PLACE AND TIME OF DEPARTURE	School entrance – 08.30 AM
7	PLACE AND TIME OF ARRIVAL	School entrance –13.30 AM
8	AIMS / OBJECTIVES	<p><b>AIMS:</b></p> <p>Students will be able:</p> <ol style="list-style-type: none"> <li>1. To understand that the world in which they live is the result of an evolutionary course, with subjects of human actions</li> <li>2. To be able, through knowledge of the past, to understand the present, to think about its problems and to plan responsibly for their future</li> <li>3. Realize their personal responsibility for the society in which they live.</li> <li>4. To form, through the study of individual cultures and their contribution to world culture, a spirit of moderation, tolerance, and respect for the different.</li> <li>5. To build, through the study of their own culture, their cultural identity.</li> <li>6. To realize the need to select and critically evaluate historical sources.</li> </ol>
9	OUTDOOR EXPEDITIONARY LESSON STAFF (PARENTS / TEACHERS)	History teacher Geography teacher Visual Art teacher
10	TRANSPORTER & VEHICLE INFORMATION	By school bus

## B-DURING MUSEUM/OUTDOOR SITES EXPEDITIONARY VISITS

### 1<sup>ST</sup> GRADE HISTORY LESSON DAILY COURSE PLAN

CLASS	1st grade	SUBJECT / TOPIC	*Greek History and Mediterranean Diet	DATE	20-02-20
				COURSE HOUR	45'+45'+45'+45'
					3 hours
OBJECTIVES	<b>OBJECTIVES:</b>				
	1. To introduce students to the historical course of Mediterranean diet from antiquity to the present day.				
	2. To cultivate analytical and synthetic ability.				
	3. To gradually familiarise students to the special vocabulary concerning History and elements of nutrition.				
	4. To realize that understanding the role of nutrition and diet for the ancient society requires the study of all aspects of it. (Economic, cultural, religious, etc.)				
	5. To identify the causes and results of the Messinian diet.				
	6. To acquire the ability to distinguish, in historical testimonies about ancient nutrition, facts, causes, opinions, etc.				
	7. To develop a positive attitude towards the study of the past as a factor of understanding the society.				
	8. To understand the way Greek land is connected to the production of the specific foods of the Messinian Diet. (Geography)				
	9. To realize the contribution of the Mediterranean Diet to world culture.				
	10. To have direct / indirect connection of the ancient theatre to the course content of History.				
	11. To compare art pieces related to Mediterranean Diet of different historical periods and identify similarities and differences. (Art)				
	12. To analyse different art captures and identify the relationships between the historical, political, and cultural elements of classical era concerning nutrition. (Art)				
	13. To find out the connection between geographical location and the choices people make about their nutrition. (Geography)				

ACHIEVEMENTS	<p>FOR TEACHERS:</p> <ol style="list-style-type: none"> <li>1. Improve the skills for collaboration with teachers of different subjects.</li> <li>2. Improve the skills for organising interdisciplinary outdoor lesson plans.</li> <li>3. Structure and implement learning activities that increase students' interest.</li> </ol> <p>FOR STUDENTS:</p> <ol style="list-style-type: none"> <li>1. Familiarize themselves with the process of investigating and evaluating historical information.</li> <li>2. Familiarize themselves with observing the place as a source of information.</li> <li>3. Approach primary sources and draw necessary information from them to interpret historical elements in an archaeological site.</li> <li>4. Understand the significance of the Mediterranean products for the development of economy and civilisation (Geography, Arts)</li> <li>5. Make assumptions based on primary sources and draw conclusions.</li> <li>6. Understand that the action depended on specific factors of the environment in which they lived.</li> <li>7. Use of new technologies</li> <li>8. Ask questions by setting effective parameters and use cross-reference information.</li> </ol>
CONCEPTS AND TARGETS	<p>* THEMATIC: History of the Messinian Diet/Mediterranean Diet.          * SPECIFIC: The place and plants in Mediterranean.          * RELATIONSHIP BETWEEN DISCIPLINES: Associating with Geography – Arts (architecture, painting, sculpture)–Mythology – Economics.</p>
METHODS AND TECHNIQUES	<p>The scenario is theoretically based on Piaget, Bruner and Vygotsky's rebuilt approach (building knowledge step by step, through creative activities of students themselves, discovery and collaborative learning)</p> <ol style="list-style-type: none"> <li>1. Inquiry based learning ((students follow specific suggestions and engage in exploratory and collaborative activities</li> <li>2. Place-based learning across disciplines</li> <li>3. Direct observation</li> <li>4. Experiential learning using ICT</li> <li>5. Collaborative learning</li> <li>6. Differentiated learning</li> </ol>
TOOL-MATERIAL (Products to be used in the course)	<ol style="list-style-type: none"> <li>1. Worksheets</li> <li>2. Camera</li> <li>3. The museum's map</li> <li>4. Guidelines</li> <li>5. Notebooks</li> </ol>
ACTIVITIES TO BE IMPLEMENTED	<p><b>Enquiry Observation Description Interpretation Comparison Creative thinking.</b></p>

PROCESSING AND IMPLEMENTATION OF THE LESSON			
PROCESS	OBSERVATION		Following the map given the students observe the selected points of interest on the spot and share the relevant information.
	INFORMING		<ul style="list-style-type: none"><li>- History teacher gives brief information about the historical place of Messinia and the changes through time.</li><li>- Visiting the interior of the museum, Art teacher informs students about art items, depicting elements of Mediterranean nutrition.</li></ul>
	DATA COLLECTION		Students write down necessary notes and take photos that they will use to respond to their educational duties after the museum visit.
	SAMPLE COLLECTION (IF AVAILABLE)		
PROCEDURE			
1	<b>1. Pre-educational tour classroom activities:</b> To make a first contact with the topic the teacher is asking questions in the class followed by a debate to search for the Pre-existing knowledge of students. Suggested questions: <ul style="list-style-type: none"><li>- What kind of information do you have about the Messinian/Mediterranean diet?</li><li>- What products do you know?</li><li>- What struck you?</li><li>- What are the differences between Mediterranean diet and contemporary nutrition?</li></ul> Then we visit the map of the Greek land and discuss the following topics: <ul style="list-style-type: none"><li>- Which of the products are cultivated in the Mediterranean countries?</li><li>- What are the main foods in Mediterranean Diet?</li></ul>		
2	<b>2. During the preparation phase:</b> At Computer Lab, we project a presentation about the land of Messenia, the geography of the district, the climate and we get information about the products produced there. Then we discuss about the products’ significance for the economy, the commerce, and the civilisation from the ancient times until nowadays. We also notice special vocabulary associated with Messinian Diet and products Finally, after discussing the appropriate behaviour for our museum’s visit we write down the behaviour rules and we agree on following them.		
3	<b>3. During the educational excursion:</b> We visit the museum of the Messinian Diet, and we find out all the information about products and their methods of cultivation. Students keep notes about their nutritional value, popular recipes for cooking, traditional cooking pots as well as cooking and methods tools for saving them		
EVALUATION		1	Self-evaluation test about the visit
		2	Making a story about the visit
		3	Kahoot knowledge quiz
Magdalini VLAMI HISTORY 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 visit – <i>Optional</i>	✓
<b>6</b>	Final test survey implementation to get feedbacks of 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>Compulsory</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>	Creating PPT/video/movie about the visited place using visual information that they collected – <i>Compulsory</i>	✓
<b>17</b>	Manufacturing masks that refer to the masks of the ancient theatre	✓
<b>18</b>	Creating a brief vocabulary based on nutrition terms	✓
<b>19</b>	Creating a Mediterranean diet plan suitable for students	✓



Main OUTDOOR Interdisciplinary Lesson Plan – HISTORY

<b>A- PREPARATION FOR THE MUSEUM/OUTDOOR</b>		
<b>1</b>	Definition of the museum or outdoor visit (The Castle Town of Ionnina)	✓
<b>2</b>	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	✓
<b>3</b>	Making an appointment at the museum or the outdoor excursion to be visited or giving information in advance	✓
<b>4</b>	Providing museum experts from the outdoor historical site or the museum to be visited	✓
<b>5</b>	Obtaining official permission from the institution where the teacher works	✓
<b>6</b>	Receiving permission from parents for students under 18 by the teacher on behalf of school management	✓
<b>7</b>	Preparing the list of participants	✓
<b>8</b>	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)	✓
<b>9</b>	Identifying and determining station points for interdisciplinary information to share; to determine activities and durations for each station	✓
<b>10</b>	Identifying the students, teachers, and parents (if necessary) to participate in the trip and planning task sharing among them	✓
<b>11</b>	Making a calculation for approximately expected expenses of the course to be held in the museum or outdoor excursion	✓
<b>12</b>	Knowing the general facilities of the museum in advance and preparing the excursion plan (toilet, parking, cafeteria, stopover for breaks, etc.)	✓
<b>13</b>	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	✓

<b>14</b>	Giving information about the museum or outdoor excursion visit	✓
<b>15</b>	Preparing the museum or outdoor excursion lesson plan	✓
<b>16</b>	Preparing activities, worksheets, pre-test and post-test questionnaires and evaluation scales for these documents	✓
<b>17</b>	Preparation and taking security measures related to the trip	✓
<b>18</b>	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	5 <sup>th</sup> Gymnasium of Ioannina
<b>2</b>	LESSON	History "Let's discover the history path of the castle of Ioannina"
<b>3</b>	CLASS / CLASSES	2 <sup>nd</sup> grades
<b>4</b>	TOTAL TIME	240' 4 hours
<b>5</b>	MUSEUM TO VISIT	The Castle of Ioannina
<b>6</b>	PLACE AND TIME OF DEPARTURE	School entrance – 10.00 AM
<b>7</b>	PLACE AND TIME OF ARRIVAL	School entrance –14.00 AM
<b>8</b>	AIMS / OBJECTIVES	<p><b>AIMS:</b></p> <ol style="list-style-type: none"> <li>1. To discover the history of the castle town and a part of the local cultural heritage</li> <li>2. To connect the important monuments of the castle of Ioannina with historical events that have already been taught</li> <li>3. To understand the societies' evolutionary course</li> <li>4. To bring history alive for the students and give them the chance to experience it, in the era where it took place</li> </ol>
<b>9</b>	OUTDOOR EXPEDITIONARY LESSON STAFF (PARENTS / TEACHERS)	History teacher Visual Art teacher
<b>10</b>	TRANSPORTER & VEHICLE INFORMATION	On foot

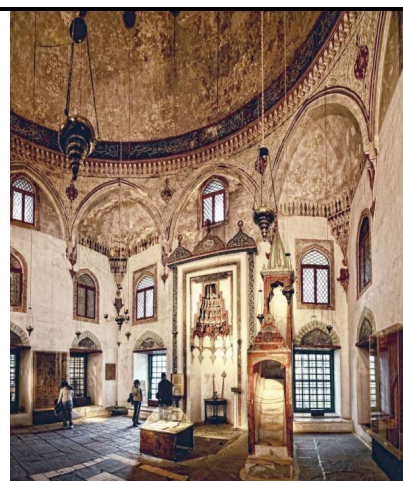


## B-DURING MUSEUM/OUTDOOR SITES EXPEDITIONARY VISITS

### 2<sup>ND</sup> GRADE HISTORY LESSON DAILY COURSE PLAN

CLASS	2 <sup>nd</sup> grade	SUBJECT / TOPIC	*The traces of the Ottoman Empire and the Muslim culture in the castle town of Ioannina	DATE	05.02.2020
				COURSE HOUR	240' 4 hours
OBJECTIVES	<b>OBJECTIVES:</b> <ol style="list-style-type: none"> <li>1. To have direct / indirect connection of the museum to the course content</li> <li>2. To make relevant the place visited with other disciplines and subjects</li> <li>3. To learn about the impact of Ottoman rule on various aspects of Greek society</li> <li>4. To challenge students to explore local history during the Ottoman Empire</li> <li>5. To get to know the Muslim Architecture and "building art" of the Ottoman times (Art)</li> <li>6. To make research concerning the reasons why the specific geographical location was chosen for the castle town to be constructed (Geography)</li> <li>7. To seek information regarding the geophysical relief of the era (Geography)</li> </ol>				

ACHIEVEMENTS	<p>FOR TEACHERS:</p> <ol style="list-style-type: none"> <li>1. Improve the skills for structuring and guiding interdisciplinary, participatory, outdoor learning activities that increase students' engagement.</li> </ol> <p>FOR STUDENTS:</p> <ol style="list-style-type: none"> <li>1. Explore the Ottoman monuments existing inside the castle.</li> <li>2. Discover the historical context at the time of construction of the Ottoman buildings, connect the monuments with specific historical figures as well as with historical events that took place in the area during the Ottoman occupation</li> <li>3. See the evolutionary path of monuments, many of which are currently museums.</li> <li>4. Develop historical thinking and historical awareness.</li> <li>5. Improve the skills of enquiry, observation, description, interpretation, comparison, and creative thinking.</li> </ol>	
	CONCEPTS AND TARGETS	<p>* THEMATIC: Local history during the Ottoman Occupation.</p> <p>* SPECIFIC: The traces of the Muslim culture in the castle town of Ioannina.</p> <p>* RELATIONSHIP BETWEEN DISCIPLINES: Associating with Geography – Arts – History – Architecture.</p>
	METHODS AND TECHNIQUES	<ol style="list-style-type: none"> <li>1. Inquiry based learning</li> <li>2. Place-based learning across disciplines</li> <li>3. Direct observation</li> <li>4. Experiential learning</li> <li>5. Cooperative learning</li> <li>6. Differentiated learning</li> </ol>
	TOOL-MATERIAL (Products to be used in the course)	<ol style="list-style-type: none"> <li>1. Worksheets</li> <li>2. Camera</li> <li>3. The castle maps</li> <li>4. The descriptive signs near the monuments</li> </ol>
	ACTIVITIES TO BE IMPLEMENTED	<b>"Group activity (town planners-architects, historians-geographers, researchers-guides, photographers)"</b>
<b>PROCESSING AND IMPLEMENTATION OF THE LESSON</b>		
PROCESS	OBSERVATION	Following the map given by the group of historians-geographers, the students observe the selected points of interest (POIs) on the spot and share the relevant information.
	INFORMING	<ul style="list-style-type: none"> <li>- History teacher gives brief information about the castle town during the Byzantine period and the changes it underwent under Ottoman rule.</li> <li>- Visiting the interior of one of the castle's mosques, Art teacher informs students about Muslim art and architecture, especially in religious buildings.</li> </ul>
	DATA COLLECTION	Students take photos and keep notes that they will use to carry out post-educational tour activities.
	SAMPLE COLLECTION (IF AVAILABLE)	



## PROCEDURE

- |          |  |
|----------|--|
| <b>1</b> | <p><b>1. <u>Pre-educational tour classroom activities:</u></b></p> <p>A. Students are divided into working groups and the teacher assigns roles: town planners-architects, historians-geographers, researchers-guides, photographers.</p> <p>B. Students watch a short video about the castle town.<br/> <a href="https://www.youtube.com/watch?v=ccB0uOGVVmA&amp;ab_channel=Milestones">https://www.youtube.com/watch?v=ccB0uOGVVmA&amp;ab_channel=Milestones</a> <i>The castle of Ioannina</i></p> <p>C. Students answer an anonymous questionnaire (pre-test).</p> <p>D. Students working in groups search for online information about the castle-town, on the websites suggested by the History teacher.</p>  |
| <b>2</b> | <p><b>2. <u>During the preparation phase:</u></b></p> <p>At Computer Lab, students search for information on websites, suggested by the history teacher, following the worksheet questions:</p> <ul style="list-style-type: none"> <li>- The 1st group of town planners-architects finds information about the walls of the castle, the castle's main gate, the two citadels existing inside the fortification walls, the features of traditional residences and streets.</li> <li>-The 2nd group of historians-geographers finds the castle map, prints it and pinpoints the Muslim buildings.</li> <li>- Each member of the 3rd group of researchers-guides, assisted by the group of photographers, "adopts" two points of interest related to Ottoman monuments and finds information about them.</li> </ul> |
| <b>3</b> | <p><b>3. <u>During the educational excursion:</u></b></p> <p>A. The students share the information found via digital sources and discover the history of the castle during the Ottoman occupation.</p> <p>B. The historians-geographers group distributes the maps and guides their classmates to the points of interest (POIs) of the educational tour.</p> <p>C. The group of town planners-architects informs their classmates about the walls features, the main gate of the castle, the inner citadels, the traditional residences, and streets.</p> <p>D. The group of researchers-guides shares their knowledge about the Muslim historical buildings they see throughout the tour.</p> <p>E. Photographers take photos of the POIs and the monuments.</p>  |

## EVALUATION

- |          |  |
|----------|--|
| <b>1</b> | The teacher gives the same questionnaire given to students before the castle to compare the answers and evaluate the action (Post-test). |
| <b>2</b> | Creating a story   |
| <b>3</b> | Knowledge quiz   |

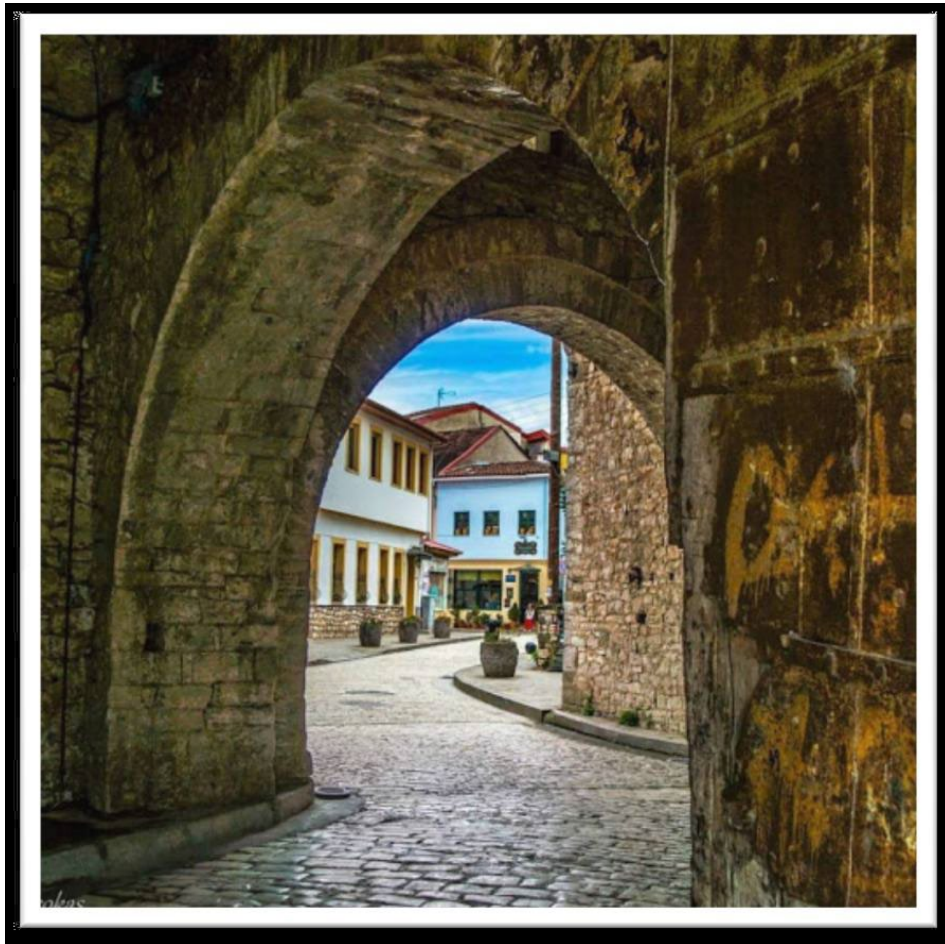
**Chara NIKOLOU**  
**HISTORY TEACHER**



## C - THINGS TO DO AND INFORMATION SHARING AFTER AN EXPEDITIONARY MUSEUM VISIT/ OUTDOOR LESSON

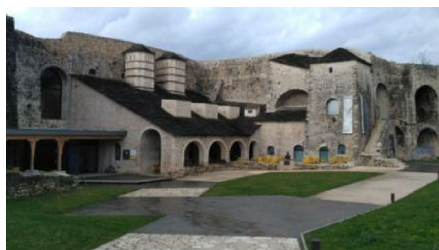
1	Reading the answers of the worksheets used during the visit in the classroom, remembering the observations and emotions – <i>Optional</i>	✓
2	Brief interpretation of the subjects in the form of questions and answers on objects and objects seen during the museum visit – <i>Compulsory</i>	✓
3	The evaluation of the museum's history and artefacts, the period, and characteristics of the museum with question & answer method – <i>Compulsory</i>	✓
4	<p>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></p> <ul style="list-style-type: none"> <li>- Students create a digital photo book with short comments on the educational tour.</li> <li>- Students complete the following story with their own comments. This kind of creative writing allowed the students to explore their imagination and structure their ideas.</li> </ul> <p><i>It wasn't the first time that she was parted by her parents, and she was only ten. For several minutes, she observed people passing the great arched gate and their figures faced behind the high castle walls. Announcing her parents that she would go to the other side of the street, she approached the entrance of the castle and staring at it, she forced her steps through...</i></p>	✓
5	Poster designing related to museum trip – <i>Optional</i>	✓
6	<p>Final test survey implementation to get feedbacks of both teachers and students – <i>Compulsory</i></p> <ul style="list-style-type: none"> <li>- We apply it to determine whether the educational excursion has achieved its knowledge outcomes.</li> </ul>	✓
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>	✓





"Co-funded by the Erasmus+ Programme of the European Union. However, European Commission and Turkish National Agency cannot be held responsible for any use which may be made of the information contained therein"


## Main INDOOR Interdisciplinary Lesson Plan – HISTORY



<b>A- PREPARATION FOR THE MUSEUM/OUTDOOR</b>		
<b>1</b>	Definition of the museum or outdoor visit (Silversmithing Museum in Ioannina)	✓
<b>2</b>	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	✓
<b>3</b>	Making an appointment at the museum or the outdoor excursion to be visited or giving information in advance	✓
<b>4</b>	Providing museum experts from the outdoor historical site or the museum to be visited	✓
<b>5</b>	Obtaining official permission from the institution where the teacher works	✓
<b>6</b>	Receiving permission from parents for students under 18 by the teacher on behalf of school management	✓
<b>7</b>	Preparing the list of participants	✓
<b>8</b>	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)	✓
<b>9</b>	Identifying and determining station points for interdisciplinary information to share; to determine activities and durations for each station	✓
<b>10</b>	Identifying the students, teachers, and parents (if necessary) to participate in the trip and planning task sharing among them	✓
<b>11</b>	Making a calculation for approximately expected expenses of the course to be held in the museum or outdoor excursion	✓
<b>12</b>	Knowing the general facilities of the museum in advance and preparing the excursion plan (toilet, parking, cafeteria, stopover for breaks, etc.)	✓
<b>13</b>	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	✓
<b>14</b>	Giving information about the museum or outdoor excursion visit	✓
<b>15</b>	Preparing the museum or outdoor excursion lesson plan	✓
<b>16</b>	Preparing activities, worksheets, pre-test and post-test questionnaires and evaluation scales for these documents	✓
<b>17</b>	Preparation and taking security measures related to the trip	✓
<b>18</b>	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	5 <sup>th</sup> Gymnasium of Ioannina
2	LESSON	History "A short journey into the Silversmithing history of Epirus"
3	CLASS / CLASSES	2 <sup>nd</sup> grades
4	TOTAL TIME	45'+45'+45'+45' 3 hours
5	MUSEUM TO VISIT	Silversmithing Museum in Ioannina
6	PLACE AND TIME OF DEPARTURE	School entrance - 10.00 AM
7	PLACE AND TIME OF ARRIVAL	School entrance -13.00 AM
8	AIMS / OBJECTIVES  Belt buckle of the bridal costume – 19 <sup>th</sup> century  	<b>AIMS:</b> <ol style="list-style-type: none"> <li>1. To familiarize students with a thematic technological museum and its exhibits</li> <li>2. To turn the museum's visit into a pleasant and participatory experience for the students</li> <li>3. To encourage pupils to develop their visual literacy, critical thinking, and creativity and explore historical, cultural, and social facts connected with the museum exhibits</li> <li>4. To understand the importance and the value of our cultural heritage</li> <li>5. To learn about the regional folk art, get to know local craftsmen and in general local art and history</li> </ol>
9	OUTDOOR EXPEDITIONARY LESSON STAFF (PARENTS / TEACHERS)	History teacher Art teacher
10	TRANSPORTER & VEHICLE INFORMATION	On foot

## B-DURING MUSEUM/OUTDOOR SITES EXPEDITIONARY VISITS

### 2<sup>ND</sup> GRADE HISTORY LESSON DAILY COURSE PLAN

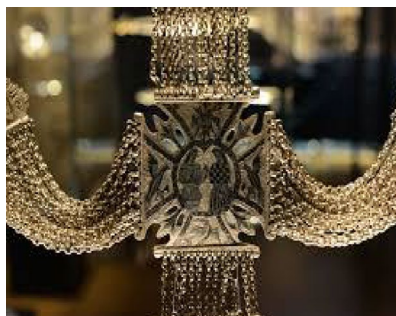
CLASS	2 <sup>nd</sup> grade	SUBJECT / TOPIC	*Local history * The history of the Epirote silverwork	DATE	17.12.2019
				COURSE HOUR	45' + 45' + 45' + 45' 3 hours
OBJECTIVES	<b>OBJECTIVES:</b> <ol style="list-style-type: none"> <li>1. To have direct / indirect connection of the museum to the course content</li> <li>2. To make relevant the place visited with other disciplines and subjects</li> <li>3. To make students understand the wider historical, social, and economic environment by studying the silversmithing and its evolution over the centuries</li> <li>4. To discover traditional techniques of shaping and decorating silver objects (Visual Arts)</li> <li>5. To learn about each technique's different stages necessary to the creation of the end product (Visual Arts)</li> <li>6. To enable students, locate the silver mines of Europe and Balkans, the centres of artistic silverwork production, the points of sale and purchase of silver objects inside and outside Greece on the interactive map existing in the museum (Geography)</li> </ol>				
ACHIEVEMENTS	<p>TEACHERS:</p> <ol style="list-style-type: none"> <li>1. Will be able to implement informal educational activities and strategies to encourage and support students' active learning.</li> </ol> <p>STUDENTS:</p> <ol style="list-style-type: none"> <li>1. Will be able to talk about the regional folk art, get to know local craftsmen and in general local art and history.</li> <li>2. Will be aware of the role of silversmithing in shaping the region's cultural identity.</li> <li>3. Discover the nature of Epirote silversmithing, the techniques for processing silver in the pre-industrial period, the society interested in acquiring silverwork and the creators of these precious objects.</li> <li>4. Develop students' creativity, communication, team-working and critical thinking skills through the experiential learning</li> </ol>				
CONCEPTS AND TARGETS	<p>* THEMATIC: Local history from 18th to 20th century.          * SPECIFIC: History of the silverwork in the region of Epirus.          * RELATIONSHIP BETWEEN DISCIPLINES: Associating with Geography – Arts – History – New technologies.</p>				

METHODS AND TECHNIQUES		<ol style="list-style-type: none"> <li>1. Self-motivated learning</li> <li>2. Direct observation</li> <li>3. Experiential learning</li> <li>4. Cooperative learning</li> <li>5. Differentiated learning</li> <li>6. Photographing exhibits</li> </ol>
TOOL-MATERIAL (Products to be used in the course)		<ol style="list-style-type: none"> <li>1. Worksheets</li> <li>2. Camera</li> <li>3. Short documentaries</li> <li>4. Interactive map</li> <li>5. Interactive discovery game</li> <li>6. Digital applications (observation, memory, and creativity games)</li> </ol>
ACTIVITIES TO BE IMPLEMENTED		<p><b>"Group activity (historians' group, craftsmen group, merchants' group, clientele group)"</b></p> <p><b>"Distributing worksheets"</b></p> <p><b>"Watching exhibits, documentaries, silversmith's workbenches and reading wall didactic panels and exhibits labels"</b></p> <p><b>"Filling in the worksheets"</b></p> <p><b>"Group discussion to share new knowledge"</b></p> <p><b>"Creating and printing their own silver object, digitally, using a game of creativity provided by the museum"</b></p>
PROCESSING AND IMPLEMENTATION OF THE LESSON		
PROCESS	OBSERVATION	The students observe and categorize the exhibits according to the way of crafting, the time of construction and their use.
	INFORMING	<ul style="list-style-type: none"> <li>- History teacher gives information about the function and the role of a thematic museum. He/she also provides information about the most important historical events in the area during the Silversmithing flourishing.</li> <li>- Visual Arts teacher gives information about the artistic value of the museum exhibits and the techniques used to create them.</li> </ul>
	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	<p><b>1. <u>Pre-educational tour classroom activities:</u></b></p> <p>A. Discussion in class about the function and the role of a thematic museum.</p> <p>B. Students watch a short video about the Silversmithing Museum of Ioannina. <a href="https://www.youtube.com/watch?v=ZR6jt56vGrY">https://www.youtube.com/watch?v=ZR6jt56vGrY</a> <i>Silversmithing Museum, Ioannina – PPs' portfolio</i></p> <p>C. Students answer a short questionnaire about the Silversmithing Museum and the local folk art (Pre-test).</p> <p>D. Students form working groups and the teacher assign roles (historians' group, craftsmen group, merchants' group, clientele group).</p>	
2	<p><b>2. <u>During the preparation phase:</u></b></p> <p>A. Worksheets are distributed.</p> <p>B. Students watch exhibits, documentaries, silversmith's workbenches and read wall didactic panels and exhibits labels.</p>	

3	<p><b>3. <u>During the museum visit, students explore the museum and:</u></b></p> <p>A. Historians (1<sup>st</sup> group) keep notes on the principal stages of Epirote Silversmithing and the socio-political situation in the wider region.</p> <p>B. Craftsmen (2<sup>nd</sup> group) discover the different techniques used to make silver objects.</p> <p>C. Merchants (3<sup>rd</sup> group) research the state of trade and the most important centres of Epirote Silversmithing.</p> <p>D. Clientele (4<sup>th</sup> group) look for the customers and their social status. They also find the four principal categories of silver creations: decorative weapons, silver ornaments for bridal and traditional costumes, utilitarian, and decorative bourgeois silverware items, and liturgical vessels.</p>
4	Students complete the worksheets and share the acquired knowledge.
5	They create and print a silver object using a digital app existing in the museum.
<b>EVALUATION</b>	<p><b>1</b> The teacher gives the same questionnaire given to students before visiting the museum to compare the answers and evaluate the action. (Post-test).</p>
	<p><b>2</b> Students make a story about the visit.</p>
	<p><b>3</b> Each group photographs an artefact from which they were impressed and present it to others who comment on it.</p>
	<p><b>4</b> Students play an interactive discovery game to check out the just acquired knowledge.</p>
<p style="text-align: right;"><b>Chara NIKOLOU</b> <b>HISTORY TEACHER</b></p>	

## 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> - Students wrote a story. A creative writing allowed students to explore their imagination and structure their ideas.	✓
5	Poster designing related to museum trip – <i>Optional</i> - Students created a photo puzzle, using "picassa", converted it to a printed poster and put it in the school's museum corner.	✓
6	Final test survey implementation to get feedbacks of both teachers and students – <i>Compulsory</i> - We applied it to determine whether the museum excursion has achieved its knowledge outcomes.	✓
7	Self-assessment scale – <i>Optional</i>	✓
8	Keeping an expedition report – <i>Compulsory</i> - Students created a timeline and mark the most important events related to the history of the Epirote silversmithing. This provided us to report the historical events related to the exhibits seen in the museum.	✓
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> - Our students who are inspired by the museum exhibits created postcards under the guidance of the Art teacher in Art class.	✓
16	Shooting videos with high resolution – <i>Compulsory</i> - Students chose photos and make a video about the museum visit in collaboration with the History teacher. The video was uploaded to the school website.	✓





## Main OUTDOOR Interdisciplinary Lesson Plan – HISTORY



A- PREPARATION FOR THE MUSEUM/OUTDOOR		
1	Definition of the museum or outdoor visit: "Novo Mesto – Glavni Trg"	✓
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 station	✓
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	✓

<b>12</b>	Knowing the general facilities of the museum in advance and preparing the excursion plan (toilet, parking, cafeteria, stopover for breaks, etc.)	✓
<b>13</b>	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	✓
<b>14</b>	Giving information about the museum or outdoor excursion visit	✓
<b>15</b>	Preparing the museum or outdoor excursion lesson plan	✓
<b>16</b>	Preparing activities, worksheets, pre-test and post-test questionnaires and evaluation scales for these documents	✓
<b>17</b>	Preparation and taking security measures related to the trip	✓
<b>18</b>	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	OŠ Grm
2	LESSON	History
3	CLASS / CLASSES	5 <sup>th</sup> grade
4	TOTAL TIME	240' 4 hours
5	MUSEUM TO VISIT	Novo Mesto – Glavni Trg
6	PLACE AND TIME OF DEPARTURE	School entrance – 08.30 AM
7	PLACE AND TIME OF ARRIVAL	School entrance –13.30 AM
8	AIMS / OBJECTIVES	<p><b>AIMS:</b></p> <ol style="list-style-type: none"> <li>1. To connect the outdoor visit and lesson content to topics discussed in school classroom</li> <li>2. To learn about different people and cultures living in this geographical area and their economic development (Geography)</li> <li>3. To measure and calculate time and distances (Math)</li> <li>4. To learn about different time periods of the human history and the rich archaeological history of Novo Mesto (History)</li> <li>5. To have a better understanding of the history of Novo Mesto and the Dolenjska region</li> </ol>
9	OUTDOOR EXPEDITIONARY LESSON STAFF (PARENTS / TEACHERS)	2 teachers
10	TRANSPORTER & VEHICLE INFORMATION	





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## B-DURING MUSEUM/OUTDOOR SITES EXPEDITIONARY VISITS

5 <sup>TH</sup> CLASS HISTORY LESSON DAILY COURSE PLAN					
CLASS	5 <sup>th</sup> grade	SUBJECT / TOPIC	*Evolution of Glavni Trg	DATE	
				COURSE HOUR	240' 4 hours
OBJECTIVES	<b>OBJECTIVES:</b> <ol style="list-style-type: none"> <li>1. To have a better understanding/perception of time with the visual representation of a timeline</li> <li>2. To be able to understand and see for themselves where and when certain event in Novo Mesto occurred</li> <li>3. To take active role with the hands-on aspect of making a timeline of the city of Novo Mesto, which will aid in memory retention</li> <li>4. To be able to identify elements of Glavni Trg from different historical eras</li> </ol>				
ACHIEVEMENTS	<p>FOR TEACHERS:</p> <ol style="list-style-type: none"> <li>1. Will implement new methods/techniques into the teaching process.</li> </ol> <p>FOR STUDENTS:</p> <ol style="list-style-type: none"> <li>1. Acquire better understanding of the past of Novo Mesto.</li> <li>2. Have a better understanding/perception of time with the visual representation of a timeline.</li> <li>3. Be able to understand and see for themselves where and when certain events in Novo Mesto occurred.</li> <li>4. Take an active role with the hands-on aspect of making a timeline of the city of Novo Mesto, which will aid in memory retention.</li> <li>5. Be able to identify elements of Glavni Trg from different historical eras.</li> <li>6. Have a better understanding of the history of Novo Mesto and the Dolenjska region.</li> </ol>				
CONCEPTS AND TARGETS	<p>* THEMATIC: Students will be able to conceptualize the passage of time and visualize different time periods. Different time periods visible in Glavni Trg</p> <p>* SPECIFIC: Making a paper timeline of Glavni Trg from prehistory to the present time.</p> <p>* RELATIONSHIP BETWEEN DISCIPLINES: Associating with Geography – people and trade economy with other regions, Art – different eras of artistic expression</p>				
METHODS AND TECHNIQUES	<ol style="list-style-type: none"> <li>1. Lecturing</li> <li>2. Demonstrating</li> <li>3. Collaborating</li> <li>4. Practical/creative activity</li> </ol>				

	5. Question & Answer 6. Observation 7. Brainstorming	
TOOL-MATERIAL (Products to be used in the course)	1. The teacher will provide students cut paper strips, colouring pens and stickers needed to make a timeline. 2. They will receive worksheets, clipboards, and street maps of the town centre	
ACTIVITIES TO BE IMPLEMENTED	"Each student will make their own paper timeline of Glavni Trg and fill out worksheets prepared by the teacher"	
PROCESSING AND IMPLEMENTATION OF THE LESSON		
PROCESS	OBSERVATION	Making observations in open-air environment
	INFORMING	Having previous information from school classes about
	DATA COLLECTION	Collecting new information in the open-air environment
	SAMPLE COLLECTION (IF AVAILABLE)	
PROCEDURE		
1	Showing an example of a timeline of Glavni Trg and pointing out different time periods on it.	
2	Distributing the needed tools and materials to the students for their open-air activities.	
3	Giving instructions on how to make a paper timeline and where to attach/place the stickers.	
4	Giving instructions on how and when to fill in worksheets.	
5	Guiding students to locations in the square to point out elements from particular time periods.	
6	Explaining the archaeological findings on each particular location in the main square.	
7	Filling in worksheets (based on the information learned during the tour) and updating timelines.	





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<b>EVALUATION</b>	<b>1</b>	Visual Complementary Test – students compare presented images on their worksheets with the actual objects/locations in the main square.
	<b>2</b>	Vocabulary Knowledge Test – students answer questions from their worksheets and discuss archaeological findings on different locations in the town centre, dating from prehistory to the present time.
	<b>3</b>	Students are asked to evaluate the implemented lesson plan.

**Nejc PRIMC  
HISTORY 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>	✓

## Main INDOOR Interdisciplinary Lesson Plan – HISTORY



<b>A- PREPARATION FOR THE MUSEUM/OUTDOOR</b>		
<b>1</b>	Definition of the museum or outdoor visit (Museum of Dolenjska)	✓
<b>2</b>	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	✓
<b>3</b>	Making an appointment at the museum or the outdoor excursion to be visited or giving information in advance	✓
<b>4</b>	Providing museum experts from the outdoor historical site or the museum to be visited	✓
<b>5</b>	Obtaining official permission from the institution where the teacher works	✓
<b>6</b>	Receiving permission from parents for students under 18 by the teacher on behalf of school management	✓
<b>7</b>	Preparing the list of participants	✓
<b>8</b>	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)	✓
<b>9</b>	Identifying and determining station points for interdisciplinary information to share; to determine activities and durations for each station	✓
<b>10</b>	Identifying the students, teachers, and parents (if necessary) to participate in the trip and planning task sharing among them	✓
<b>11</b>	Making a calculation for approximately expected expenses of the course to be held in the museum or outdoor excursion	✓
<b>12</b>	Knowing the general facilities of the museum in advance and preparing the excursion plan (toilet, parking, cafeteria, stopover for breaks, etc.)	✓



<b>13</b>	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	✓
<b>14</b>	Giving information about the museum or outdoor excursion visit	✓
<b>15</b>	Preparing the museum or outdoor excursion lesson plan	✓
<b>16</b>	Preparing activities, worksheets, pre-test and post-test questionnaires and evaluation scales for these documents	✓
<b>17</b>	Preparation and taking security measures related to the trip	✓
<b>18</b>	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	OŠ Grm
<b>2</b>	LESSON	History (The Archaeological Image of Dolenjska)
<b>3</b>	CLASS / CLASSES	5 <sup>th</sup> grade
<b>4</b>	TOTAL TIME	120' 2 hours
<b>5</b>	MUSEUM TO VISIT	Museum of Dolenjska Museum holds permanent and temporary exhibits: archaeological, ethnological, cultural history, contemporary history, art history
<b>6</b>	PLACE AND TIME OF DEPARTURE	School entrance – 08.00 AM

7	PLACE AND TIME OF ARRIVAL	School entrance –11.30 AM
8	AIMS / OBJECTIVES	<p><b>AIMS:</b></p> <ol style="list-style-type: none"> <li>1. To have a better understanding of the history of Novo Mesto and the Dolenjska region</li> <li>2. To be able to see first-hand the excavated artefacts and their connection to the lives of inhabitants in different time periods throughout the history</li> <li>3. To take an active role with the hands-on approach to solving different tasks and worksheets, which will aid in memory retention</li> </ol>
9	OUTDOOR EXPEDITIONARY LESSON STAFF (PARENTS / TEACHERS)	2 teachers
10	TRANSPORTER & VEHICLE INFORMATION	



## B-DURING MUSEUM/OUTDOOR SITES EXPEDITIONARY VISITS

5 <sup>TH</sup> CLASS HISTORY LESSON DAILY COURSE PLAN					
CLASS	5 <sup>th</sup> grade	SUBJECT / TOPIC	*Iron and Bronze Age	DATE	
				COURSE HOUR	120' 2 hours
OBJECTIVES	<b>OBJECTIVES:</b> <ol style="list-style-type: none"> <li>1. To connect the museum visit and lesson content to topics discussed in school classroom</li> <li>2. To also connect History class to other school classes.</li> <li>3. There is a direct connection to History lessons throughout the school year where students learn about different time periods of the human history. (History)</li> <li>4. To learn about migrations and economic development of the Dolenjska region (Geography)</li> <li>5. To measure, calculate and visualize time and distances (Math)</li> <li>6. To learn about different cultures and art periods through time</li> </ol>				
ACHIEVEMENTS	<p>FOR TEACHERS:</p> <ol style="list-style-type: none"> <li>1. implement new methods/techniques into the teaching process.</li> </ol> <p>FOR STUDENTS:</p> <ol style="list-style-type: none"> <li>1. be able to connect the museum visit and lesson content to topics discussed in school classroom</li> <li>2. make a direct connection to history lessons throughout the school year where students learn about different time periods of the human history</li> <li>3. relate to school subjects such as Geography, Math</li> <li>4. learn about different cultures and art periods through time</li> </ol>				
CONCEPTS AND TARGETS	<p>* THEMATIC: Students will be able to conceptualize the passage of time and visualize different time periods. They will have practical activities and will learn to use all available resources to complete the given tasks.</p> <p>* SPECIFIC: Iron and Bronze Age in the Dolenjska region, learning about migrations and economic development of the Dolenjska region.</p> <p>* RELATIONSHIP BETWEEN DISCIPLINES: The lesson will have interdisciplinary relations to Geography – people and trade economy with other regions, Art – different forms of artistic expression, etc.</p>				
METHODS AND TECHNIQUES	<ol style="list-style-type: none"> <li>1. Lecturing</li> <li>2. Demonstrating</li> <li>3. Collaborating</li> <li>4. Practical/creative activity</li> <li>5. Question &amp; Answer</li> </ol>				

	6. Observation 7. Brainstorming	
TOOL-MATERIAL (Products to be used in the course)	1. The teacher will provide students with paper and pencils needed for completing the prepared worksheets 2. They will also be given access to a mobile app that will “guide” them through the exhibit and tasks	
ACTIVITIES TO BE IMPLEMENTED	“Each student will complete their worksheet. For the completion of all the tasks from the mobile app, student will work in small groups.”	
PROCESSING AND IMPLEMENTATION OF THE LESSON		
PROCESS	OBSERVATION	Making observations in the museum environment
	INFORMING	Having previous information from school classes about
	DATA COLLECTION	Collecting new information in the open-air environment
	SAMPLE COLLECTION (IF AVAILABLE)	
PROCEDURE		
1	Hearing a short lecture about the Iron and Bronze Age in the Dolenjska region.	
2	Watching a video presentation about the most important archaeological findings in the region.	
3	Distributing the needed tools and materials for the practical activity to the students.	
4	Free exploration of the museum area dedicated to Iron and Bronze Age, observing artefacts.	
5	Completing the paper worksheets and questionnaires/tasks from the mobile app.	
6	Checking the results of the completed tasks through group discussion. 	





## EVALUATION

- 1** Visual Complementary Test – Students perform a visual complementary test by comparing completed worksheets with each other and the text/photos/artefacts found in the museum.
- 2** Making a group discussion about the museum visit. Students discuss among themselves about the important facts and ways of life during the Iron and Bronze period (customs, everyday life, death, trade, etc.).
- 3** Students are asked to evaluate the implemented lesson plan.

**Nejc PRIMC  
HISTORY 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>	✓

## Main OUTDOOR Interdisciplinary Lesson Plan – HISTORY

<b>A- PREPARATION FOR THE MUSEUM/OUTDOOR</b>		
<b>1</b>	Definition of the museum or outdoor visit (Fundación Uxío Novoneyra)	✓
<b>2</b>	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	✓
<b>3</b>	Making an appointment at the museum or the outdoor excursion to be visited or giving information in advance	✓
<b>4</b>	Providing museum experts from the outdoor historical site or the museum to be visited	✓
<b>5</b>	Obtaining official permission from the institution where the teacher works	✓
<b>6</b>	Receiving permission from parents for students under 18 by the teacher on behalf of school management	✓
<b>7</b>	Preparing the list of participants	✓
<b>8</b>	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)	✓
<b>9</b>	Identifying and determining station points for interdisciplinary information to share; to determine activities and durations for each station	✓
<b>10</b>	Identifying the students, teachers, and parents (if necessary) to participate in the trip and planning task sharing among them	✓
<b>11</b>	Making a calculation for approximately expected expenses of the course to be held in the museum or outdoor excursion	✓
<b>12</b>	Knowing the general facilities of the museum in advance and preparing the excursion plan (toilet, parking, cafeteria, stopover for breaks, etc.)	✓
<b>13</b>	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	✓
<b>14</b>	Giving information about the museum or outdoor excursion visit	✓
<b>15</b>	Preparing the museum or outdoor excursion lesson plan	✓
<b>16</b>	Preparing activities, worksheets, pre-test and post-test questionnaires and evaluation scales for these documents	✓
<b>17</b>	Preparation and taking security measures related to the trip	✓
<b>18</b>	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	CEIP Manuel Respino
<b>2</b>	LESSON	History "Visiting Fundación Uxío Novoneyra"
<b>3</b>	CLASS / CLASSES	6 <sup>th</sup> grade (11 – 12 years old)
<b>4</b>	TOTAL TIME	240' 4 hours
<b>5</b>	MUSEUM TO VISIT	Fundación Uxío Novoneyra
<b>6</b>	PLACE AND TIME OF DEPARTURE	School entrance – 09.00 AM
<b>7</b>	PLACE AND TIME OF ARRIVAL	Main door–18.00 AM
<b>8</b>	AIMS / OBJECTIVES	<b>AIMS:</b> <ol style="list-style-type: none"> <li>1. To know the history around the house of Uxío Novoneyra</li> <li>2. To find out what is behind the marks in the chestnut trees</li> </ol>
<b>9</b>	OUTDOOR EXPEDITIONARY LESSON STAFF (PARENTS / TEACHERS)	History Teacher Museum guides
<b>10</b>	TRANSPORTER & VEHICLE INFORMATION	Bus with valid licence and plate that is convenient to regulations

## B-DURING MUSEUM/OUTDOOR SITES EXPEDITIONARY VISITS

### 6<sup>TH</sup> GRADE HISTORY LESSON DAILY COURSE PLAN

CLASS	6 <sup>th</sup> grade	SUBJECT / TOPIC	<p>*The surroundings of the house of Uxío Novoneyra</p> <p>*General information about the usage of chestnut trees and economy in the 19<sup>th</sup> and 20<sup>th</sup> century</p> <p>*History of the fountain of the house</p> <p>*Usage of the many places around the house</p>	DATE	Spring/Summer
				COURSE HOUR	240' 4 hours
OBJECTIVES	<p><b>OBJECTIVES:</b></p> <ol style="list-style-type: none"> <li>1. To have direct and indirect relation of the open-air environment with the lesson content at school</li> <li>2. To relate the visited place with other disciplines and subjects</li> <li>3. To learn about the 18<sup>th</sup> and 19<sup>th</sup> century in Galicia</li> <li>4. To have information about the economy and feudalism at that time</li> <li>5. To have information about the forest and rural environment</li> <li>6. To gain knowledge about the development in rural locations of Galicia in the 20<sup>th</sup> century</li> </ol>				
ACHIEVEMENTS	<p>FOR TEACHERS:</p> <ol style="list-style-type: none"> <li>1. Create an environment of knowledge and learning out of class.</li> <li>2. Introduce the events and aspects of the lesson plan in dynamic way.</li> <li>3. Will be able to plan interdisciplinary lessons and implement them efficiently.</li> </ol> <p>FOR STUDENTS:</p> <ol style="list-style-type: none"> <li>1. Relate event occurred in these centuries with the surroundings of the house.</li> <li>2. Recognize general aspects of the economy and history of the place through the usage of chestnut trees and cattle raising.</li> <li>3. Respect our cultural heritage.</li> </ol>				
CONCEPTS AND TARGETS	<p>* THEMATIC: The society of the 18<sup>th</sup> and 19<sup>th</sup> century: caciquism</p> <p>* SPECIFIC: Analysing the importance of chestnut trees and chestnuts for the economy of these centuries and the society of the 20<sup>th</sup> century and the loss of importance of rural activity</p> <p>* RELATIONSHIP BETWEEN DISCIPLINES: Associating with Geography – Arts – History</p>				

METHODS AND TECHNIQUES		<ol style="list-style-type: none"> <li>1. Investigating the tree marks</li> <li>2. Brainstorming</li> <li>3. Observation about the position of the chestnut trees in the forest and the human-made hills at the base of the trees</li> <li>4. Shooting videos</li> </ol>
TOOL-MATERIAL (Products to be used in the course)		<ol style="list-style-type: none"> <li>1. Marks on the trees</li> <li>2. Notebooks</li> <li>3. Pencils</li> <li>4. Adequate clothes for hiking</li> <li>5. Mobile phones</li> <li>6. Photos</li> </ol>
ACTIVITIES TO BE IMPLEMENTED		<p><b>"Hiking through the chestnut tree forest. Observation of the tree marks and the human-made hills at the base of the trees"</b></p> <p><b>"Brainstorming about the meaning of the marks and the hills"</b></p> <p><b>"Walking around the buildings and investigating about their usage in the past centuries"</b></p> <p><b>"Recording of a mini-documentary about the chestnut tree and its usage in the region"</b></p>
PROCESSING AND IMPLEMENTATION OF THE LESSON		
PROCESS	OBSERVATION	The main buildings and its environment: forest, trees, marks on the trees and human-made hills. High walls, strong doors, and spaces for animals.
	INFORMING	<ul style="list-style-type: none"> <li>- Museum guide informs students about the production of chestnuts as the most important food in past centuries.</li> <li>- Museum guide informs students about the production of chestnuts in the region.</li> <li>- History teacher gives information about the usage of marks on trees and human-made-hills to prevent the disappearance of chestnuts around the place.</li> <li>- Then students are informed about the usage of the main buildings near The House of Uxío Novoneyra.</li> </ul>
	DATA COLLECTION	Students take photos and keep notes and ideas to expose them during the brainstorming.
	SAMPLE COLLECTION (IF AVAILABLE)	Each student exposes his or her conclusion during the brainstorming and then they record a video by groups.
PROCEDURE		
1	<p><b>Activity 1: Hiking</b></p> <p><b>Methods and techniques:</b> 1 hour and a half or 2 hours of walking around the chestnut tree forest. We should observe and try to think what the meaning behind the tree marks is.</p> <p><b>Achievements:</b> Observing the tree marks Observing the human-made hills at the base of the trees</p> <p><b>Tools and equipment</b> Mobile phones</p>	

	<p>Notebooks and pencils</p> <p><b>Process:</b> Students make observations and jot down the conclusion of it.</p>
2	<p><b><u>Activity 2: Brainstorming</u></b></p> <p><b>Methods and techniques:</b> In a meadow, every student shares their thoughts about the meaning and usage of the tree marks</p> <p><b>Achievements:</b> They should think about names and surnames of the owners. Many trees have an N letter of the surname Uxío Novoneyra.</p> <p><b>Tools and equipment</b> Notebooks and pencils</p> <p><b>Process:</b> Students talk with each other and think in groups.</p>
3	<p><b><u>Activity 3: Teacher's exposition</u></b></p> <p><b>Methods and techniques:</b> Adding more information to their conclusion enrichment of their learning.</p> <p><b>Achievements:</b> They should have general knowledge about chestnuts and their importance in the past</p> <p><b>Tools and equipment</b> Not required</p> <p><b>Process:</b> Students share the information in a dynamic way.</p>
4	<p><b><u>Activity 4: Short walk around the buildings</u></b></p> <p><b>Methods and techniques:</b> Many buildings of the town were made for a lonely usage. Explanation added to student's hypothesis</p> <p><b>Achievements:</b> Students gain knowledge about chestnuts and their importance in the past.</p> <p><b>Tools and equipment</b> Not required</p> <p><b>Process:</b> Students talk with each other and think in groups.</p>
5	<p><b><u>Activity 5: Recording a mini documentary</u></b></p> <p><b>Methods and techniques:</b> With a group of four or five pupils, they record a mini documentary that summarize the information they were given.</p> <p><b>Achievements:</b> They can summarize in less than two minutes all the information they had.</p> <p><b>Tools and equipment</b></p>

	Mobile phones	
	<b>Process:</b> Students record the videos and days after the activity and then edit and select one of the videos.	
<b>EVALUATION</b>	<b>1</b>	Observation of their conclusions. Comparing their observations and evaluation.
	<b>2</b>	Observing their own videos and their content in scope of vocabulary, concepts learnt, explanations etc. Comparing their observations and evaluation.
	<b>3</b>	Plickers for the evaluation of their achievements
	<b>4</b>	Co-evaluation for the assessment of their group work and behaviour
<b>Nelson Rodriguez AVILEZ</b> <b>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>	✓

## Main INDOOR Interdisciplinary Lesson Plan – HISTORY

<b>A- PREPARATION FOR THE MUSEUM/OUTDOOR</b>		
<b>1</b>	Definition of the museum or outdoor visit (Fundación Uxío Novoneyra)	✓
<b>2</b>	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	✓
<b>3</b>	Making an appointment at the museum or the outdoor excursion to be visited or giving information in advance	✓
<b>4</b>	Providing museum experts from the outdoor historical site or the museum to be visited	✓
<b>5</b>	Obtaining official permission from the institution where the teacher works	✓
<b>6</b>	Receiving permission from parents for students under 18 by the teacher on behalf of school management	✓
<b>7</b>	Preparing the list of participants	✓
<b>8</b>	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)	✓
<b>9</b>	Identifying and determining station points for interdisciplinary information to share; to determine activities and durations for each station	✓
<b>10</b>	Identifying the students, teachers, and parents (if necessary) to participate in the trip and planning task sharing among them	✓
<b>11</b>	Making a calculation for approximately expected expenses of the course to be held in the museum or outdoor excursion	✓
<b>12</b>	Knowing the general facilities of the museum in advance and preparing the excursion plan (toilet, parking, cafeteria, stopover for breaks, etc.)	✓
<b>13</b>	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	✓
<b>14</b>	Giving information about the museum or outdoor excursion visit	✓
<b>15</b>	Preparing the museum or outdoor excursion lesson plan	✓
<b>16</b>	Preparing activities, worksheets, pre-test and post-test questionnaires and evaluation scales for these documents	✓
<b>17</b>	Preparation and taking security measures related to the trip	✓
<b>18</b>	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	CEIP Manuel Respino
<b>2</b>	LESSON	History "The history of a family"
<b>3</b>	CLASS / CLASSES	4 <sup>th</sup> grade ESO (16 years old)
<b>4</b>	TOTAL TIME	240' 4 hours
<b>5</b>	MUSEUM TO VISIT	Fundación Uxío Novoneyra
<b>6</b>	PLACE AND TIME OF DEPARTURE	School entrance – 09.00 AM
<b>7</b>	PLACE AND TIME OF ARRIVAL	Main door–18.00 AM
<b>8</b>	AIMS / OBJECTIVES	<p><b>AIMS:</b></p> <ol style="list-style-type: none"> <li>1. To know the history behind the house of Uxío Novoneyra</li> <li>2. To know the history behind the family of Uxío Novoneyra</li> <li>3. To approach the events during the Spanish Civil War (1936-1939) through the events occurred in the house</li> </ol>
<b>9</b>	OUTDOOR EXPEDITIONARY LESSON STAFF (PARENTS / TEACHERS)	History Teacher Museum guides
<b>10</b>	TRANSPORTER & VEHICLE INFORMATION	Bus with valid licence and plate that is convenient to regulations

## B-DURING MUSEUM/OUTDOOR SITES EXPEDITIONARY VISITS

### 4<sup>TH</sup> GRADE HISTORY LESSON DAILY COURSE PLAN

CLASS	4 <sup>th</sup> grade ESO	SUBJECT / TOPIC	<p>*General information about the origins of the house through the objects and instruments we can find in the house</p> <p>*bishop's objects and chest</p> <p>*General information about the family and especially about Ulisses Novo</p> <p>*Ulisses saddle, furniture for mounting in a horse and modifications in the wall</p> <p>*General information about the events during the Spanish Civil War and the people that hide in the house</p> <p>*Cart made by the refugees and their hideout in the house</p>	DATE  COURSE HOUR	Spring/Summer  240' 4 hours
OBJECTIVES	<p><b>OBJECTIVES:</b></p> <ol style="list-style-type: none"> <li>1. To have direct and indirect relation of the open-air environment with the lesson content at school</li> <li>2. To relate the visited place with other disciplines and subjects</li> <li>3. To learn about Carlism and its wars in 18<sup>th</sup> and 19<sup>th</sup> century</li> <li>4. To learn about feudalism and low development of the rural economy</li> <li>5. To have information about Civil War and its consequences in the 20<sup>th</sup> century in Galicia</li> </ol>				
ACHIEVEMENTS	<p style="text-align: center;">FOR TEACHERS:</p> <ol style="list-style-type: none"> <li>1. Create an environment of knowledge and learning out of class.</li> <li>2. Introduce the events and aspects of the lesson plan in a dynamic way.</li> </ol> <p style="text-align: center;">FOR STUDENTS:</p> <ol style="list-style-type: none"> <li>1. Relate events occurred in this three centuries with the objects in the house.</li> <li>2. Recognize general aspects of the history through the stories lived in the house.</li> <li>3. Respect our cultural heritage.</li> </ol>				
CONCEPTS AND TARGETS	<p>* THEMATIC: The society of the 18th and 19th century: caciquism.</p> <p>* SPECIFIC: Carlism's wars: main events in Galicia</p> <p>Spanish Civil War: consequences behind the war lines.</p>				

	* RELATIONSHIP BETWEEN DISCIPLINES: Associating with Geography – Arts – History	
METHODS AND TECHNIQUES	1. Treasure hunting and investigation 2. Brainstorming	
TOOL-MATERIAL (Products to be used in the course)	1. Bishop’s furniture 2. Ulisses Saddle 3. Rooms and spaces built in the house 4. Materials to work with students such as clues for treasure hunting 5. Materials to work with students such as costumes and dresses 6. Photos	
ACTIVITIES TO BE IMPLEMENTED	"Brainstorming about objects and their usage." "Treasure hunting through the house. Students have to find where the Spanish civil war refugees hid from fascists prosecutors."	
PROCESSING AND IMPLEMENTATION OF THE LESSON		
PROCESS	OBSERVATION	The house and its environment. High walls, strong doors and spaces for animals.
	INFORMING	- Teachers make groups and inform about the general aspects of the house and the activity they are about to do. Each group is given the information to perform the treasure hunting and they start collecting the information about the places they visit.
	DATA COLLECTION	Each group collect the information from the activity, and they share their conclusions in a general brain storming.
	SAMPLE COLLECTION (IF AVAILABLE)	Each group record a video with their mobile phones explaining one of the three general stories we learnt.
PROCEDURE		
1	<b>Activity 1: Treasure hunting</b> <b>Methods and techniques:</b> In groups of four and five students each, they start with a clue. Throughout these clues they try to recompose the story behind the family of Uxío Novoneyra and house and also about the events during the Spanish Civil War.  <b>Achievements:</b> Recomposing the story and learning about the history. Finding the places using the clues.  <b>Tools and equipment</b> Museum objects Treasure hunting clues  <b>Process:</b> Each group must contain four of five students attending to their development and skills	
2	<b>Activity 2: Brainstorming and video recording</b> <b>Methods and techniques:</b> To assure students get to know and learn the main aspects of the visit, we perform a brainstorming where they share their conclusions and thereafter each group record a video explaining the visit and the story they recompose.	

<b>EVALUATION</b>	<b>Achievements:</b> They share in a correct style the story of the family, house, and the events during the war.	
	<b>Tools and equipment</b> Mobile phones	
	<b>Process:</b> First of all, a brainstorming is done to share the conclusions and then they record video of it.	
	<b>1</b>	Observation of their conclusions. Comparing their observations and evaluation.
	<b>2</b>	Observing their own videos and their content in scope of vocabulary, concepts learnt, explanations etc. Comparing their observations and evaluation.
	<b>3</b>	Plickers for the evaluation of their achievements
	<b>4</b>	Co-evaluation for the assessment of their group work and behaviour
<b>Nelson Rodriguez AVILEZ</b> <b>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>	✓

Main OUTDOOR Interdisciplinary Lesson Plan – HISTORY



A- PREPARATION FOR THE MUSEUM/OUTDOOR		
1	Definition of the museum or outdoor visit (Visiting Temple of Debod in Madrid) - Temple of Debod, an Egyptian temple dating back to the 2nd century BC, was transported to Madrid in 1968. The temple was rebuilt in one of Madrid's parks, the Parque del Oeste, near the Royal Palace of Madrid, and opened to the public in 1972. The reassembled gateways have been placed in a different order than when originally erected.	✓
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 station	✓
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 <sup>th</sup> grade
4	TOTAL TIME	240' 4 hours tour
5	MUSEUM TO VISIT	Temple of Debod 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	<b>AIMS:</b> <ol style="list-style-type: none"> <li>1. To learn to respect the cultural heritage of our city</li> <li>2. To work cooperatively in groups</li> <li>3. To create a pyramid diagram to reflect some jobs in today's culture</li> <li>4. To share information about their research</li> <li>5. To research four roles or jobs selected from a list of 12</li> </ol>
9	OUTDOOR EXPEDITIONARY LESSON STAFF (PARENTS / TEACHERS)	Teachers 2 assistants
10	TRANSPORTER & VEHICLE INFORMATION	Private Bus



## B-DURING MUSEUM/OUTDOOR SITES EXPEDITIONARY VISITS

### 6<sup>TH</sup> GRADE HISTORY LESSON DAILY COURSE PLAN

CLASS	6 <sup>th</sup> grade	SUBJECT / TOPIC	*Temple of Debod, Egyptian temple dating back to the 2nd century BC, transported to Madrid	DATE	Spring/Summer
				COURSE HOUR	240' 4 hours
OBJECTIVES	<b>OBJECTIVES:</b> <ol style="list-style-type: none"> <li>1. To have direct and indirect relation of the open-air environment with the lesson content at school</li> <li>2. To relate the visited place with other disciplines and subjects</li> <li>3. To learn the times of a different civilization throughout their social, political, and economic facets in their life as they are learning about the Temple of Debod and the activities at school (History)</li> </ol>				
ACHIEVEMENTS	<p>FOR TEACHERS:</p> <ol style="list-style-type: none"> <li>1. To learn how to lead the group</li> <li>2. To be able to plan interdisciplinary lessons and implement them efficiently</li> </ol> <p>FOR STUDENTS:</p> <ol style="list-style-type: none"> <li>1. Create pyramid structures that reflect some of the jobs in today's society. Thus, this school trip promotes and encourages intercultural dialogue among times and civilizations</li> <li>2. To have the opportunity to analyse the social, political, and economic facets of life in Ancient Egypt</li> </ol>				
CONCEPTS AND TARGETS	<p>* THEMATIC: Ancient Egypt</p> <p>* SPECIFIC: Analysing the social, political, and economic facets of life in Ancient Egypt using the Temple of Debod, an Egyptian temple dating back to the 2<sup>nd</sup> century BC, transported to Madrid in 1968.</p> <p>* RELATIONSHIP BETWEEN DISCIPLINES: Associating with Geography – Arts – History – Ancient Egypt – society – pharaoh – pyramid – culture – civilization.</p>				
METHODS AND TECHNIQUES	<ol style="list-style-type: none"> <li>1. Active methodology to learn through the observation of the artworks and working in groups to achieve a common goal</li> <li>2. Workshop</li> </ol>				
TOOL-MATERIAL (Products to be used in the course)	<ol style="list-style-type: none"> <li>1. Tablets</li> <li>2. Notes</li> <li>3. Photos</li> </ol>				
ACTIVITIES TO BE IMPLEMENTED	<p><b>"Follow the instructions of the teachers, listen carefully to the guide, workshop &amp; activities at the end of the visit at school"</b></p>				

PROCESSING AND IMPLEMENTATION OF THE LESSON		
<b>PROCESS</b>	<b>OBSERVATION</b>	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 pyramid-temple later.
	<b>INFORMING</b>	- Students are required to collect information about what the guide says to use this information in their activity at school.
	<b>DATA COLLECTION</b>	Students take photos and keep notes that they will use to carry out post-educational tour activities.
	<b>SAMPLE COLLECTION (IF AVAILABLE)</b>	
PROCEDURE		
<b>1</b>	Students make observations via using active methodology of learning by discovery through the observation of the artworks.	
<b>2</b>	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 pyramid template later.	
<b>3</b>	Teacher asks students to collect information about what the guide says to use this information in their activity at school	
<b>4</b>	At school, each group makes presentations and share their collections and reviews in a brainstorming activity.	
<b>EVALUATION</b>	<b>1</b>	Plickers
	<b>2</b>	Vocabulary Knowledge Test
	<b>3</b>	Making a pyramid in groups
<b>Sonsoles GOMEZ JIMENEZ</b> <b>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> - Students used PowerPoint to make a tour of historical sites and cities in Egypt as well as in Madrid by using iPads.	✓
<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> - Students created a cartoon strip showing the steps involve in building a pyramid	✓
<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> - Students built a model of the step pyramid out of sugar cubes	✓
<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>	✓

## Main INDOOR Interdisciplinary Lesson Plan – HISTORY



A- PREPARATION FOR THE MUSEUM/OUTDOOR		
1	<p>Definition of the museum or outdoor visit (Visiting Museo Reina Sofía in Madrid)</p> <ul style="list-style-type: none"><li>- 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.</li></ul> <p>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</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	✓

<b>5</b>	Obtaining official permission from the institution where the teacher works	✓
<b>6</b>	Receiving permission from parents for students under 18 by the teacher on behalf of school management	✓
<b>7</b>	Preparing the list of participants	✓
<b>8</b>	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)	✓
<b>9</b>	Identifying and determining station points for interdisciplinary information to share; to determine activities and durations for each station	✓
<b>10</b>	Identifying the students, teachers, and parents (if necessary) to participate in the trip and planning task sharing among them	✓
<b>11</b>	Making a calculation for approximately expected expenses of the course to be held in the museum or outdoor excursion	✓
<b>12</b>	Knowing the general facilities of the museum in advance and preparing the excursion plan (toilet, parking, cafeteria, stopover for breaks, etc.)	✓
<b>13</b>	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	✓
<b>14</b>	Giving information about the museum or outdoor excursion visit	✓
<b>15</b>	Preparing the museum or outdoor excursion lesson plan	✓
<b>16</b>	Preparing activities, worksheets, pre-test and post-test questionnaires and evaluation scales for these documents	✓
<b>17</b>	Preparation and taking security measures related to the trip	✓
<b>18</b>	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 <sup>th</sup> grade
4	TOTAL TIME	40'+40'+10' 90 min. tour
5	MUSEUM TO VISIT	Museo Reina Sofía 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><b>AIMS:</b></p> <ol style="list-style-type: none"> <li>1. To learn to respect the cultural heritage of our city</li> <li>2. To reflect on and use of different perspectives in interpretations of the past</li> <li>3. To learn materials for the subject of history through work with a specific coupling of a "historical figure's history"</li> <li>4. To work with historical awareness in practice</li> <li>5. To develop a critical eye in regard to the analysis of sources and historical interpretations</li> <li>6. To work with local history</li> <li>7. To learn basic behaviour rules in a museum</li> </ol>
9	OUTDOOR EXPEDITIONARY LESSON STAFF (PARENTS / TEACHERS)	2 teachers 2 assistants
10	TRANSPORTER & VEHICLE INFORMATION	Private Bus

## B-DURING MUSEUM/OUTDOOR SITES EXPEDITIONARY VISITS

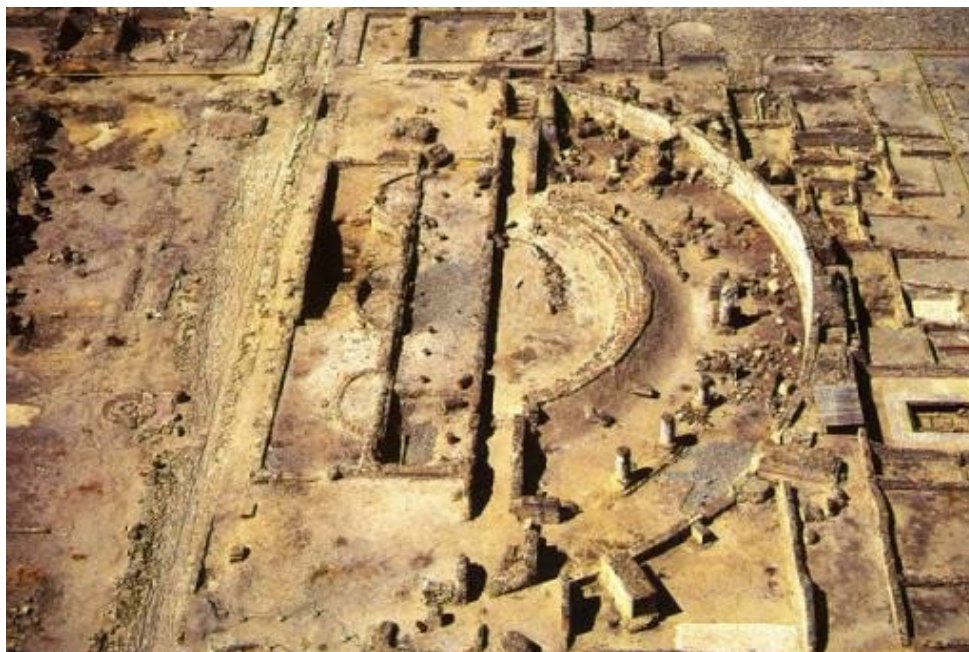
### 6<sup>TH</sup> GRADE HISTORY LESSON DAILY COURSE PLAN

5 <sup>th</sup> GRADE HISTORY LESSON DAILY COURSE PLAN					
CLASS	6 <sup>th</sup> grade	SUBJECT / TOPIC	*	DATE	Spring
				COURSE HOUR	40'+40'+10' 90 min.
OBJECTIVES	<b>OBJECTIVES:</b>  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	FOR TEACHERS:  1. To learn how to lead the group  2. To be able to plan interdisciplinary lessons and implement them efficiently  FOR STUDENTS:  1. Engage in the 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		* THEMATIC: History * SPECIFIC: Ancient Rome * RELATIONSHIP BETWEEN DISCIPLINES: Associating with Geography – Arts – History			
METHODS AND TECHNIQUES		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)		1. Tablets 2. Notes 3. Photos			
ACTIVITIES TO BE IMPLEMENTED		"Follow the instructions of the teachers, listen carefully to the guide, workshop & activities at the end of the visit at school"			
PROCESSING AND IMPLEMENTATION OF THE LESSON					
PROCES	OBSERVATION		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.		
	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 an 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	The 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	The 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	The 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		

<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> - Students used PowerPoint to make a tour of historical sites and cities in Egypt as well as in Madrid by using iPads.	✓
<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> - Students created a cartoon strip showing the steps involve in building a pyramid	✓
<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> - Students built a model of the step pyramid out of sugar cubes	✓
<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> - Students have workshops experimenting with Chroma to put into practice things they have learnt, emotions, music, sounds, etc.	✓
<b>15</b>	Creating postcards by the students – <i>Compulsory</i> - Students create a poster with the information they have collected and their favourite artwork	✓
<b>16</b>	Shooting videos with high resolution – <i>Compulsory</i>	✓

## Main OUTDOOR Interdisciplinary Lesson Plan – HISTORY

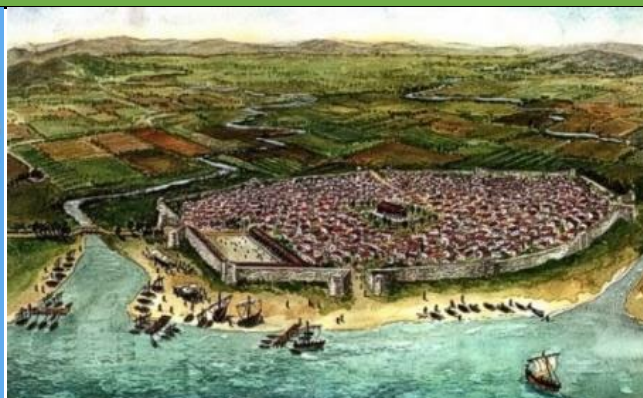


<b>A- PREPARATION FOR THE MUSEUM/OUTDOOR</b>		
<b>1</b>	Definition of the museum or outdoor visit (Archaeological Park of Sybaris)	✓
<b>2</b>	Determining the date of going to the outdoor or indoor museum and making sure that it compl00ies and relevant with the annual curriculum and with other interdisciplinary courses	✓
<b>3</b>	Making an appointment at the museum or the outdoor excursion to be visited or giving information in advance	✓
<b>4</b>	Providing museum experts from the outdoor historical site or the museum to be visited	✓
<b>5</b>	Obtaining official permission from the institution where the teacher works	✓
<b>6</b>	Receiving permission from parents for students under 18 by the teacher on behalf of school management	✓
<b>7</b>	Preparing the list of participants	✓
<b>8</b>	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)	✓
<b>9</b>	Identifying and determining station points for interdisciplinary information to share; to determine activities and durations for each station	✓
<b>10</b>	Identifying the students, teachers, and parents (if necessary) to participate in the trip and planning task sharing among them	✓
<b>11</b>	Making a calculation for approximately expected expenses of the course to be held in the museum or outdoor excursion	✓
<b>12</b>	Knowing the general facilities of the museum in advance and preparing the excursion plan (toilet, parking, cafeteria, stopover for breaks, etc.)	✓
<b>13</b>	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	✓

<b>14</b>	Giving information about the museum or outdoor excursion visit	✓
<b>15</b>	Preparing the museum or outdoor excursion lesson plan	✓
<b>16</b>	Preparing activities, worksheets, pre-test and post-test questionnaires and evaluation scales for these documents	✓
<b>17</b>	Preparation and taking security measures related to the trip	✓
<b>18</b>	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	Secondary School "Carlo Levi"
2	LESSON	History "Living like a Sybarite". Rise and fall of Sybaris, a powerful colony of Magna Graecia.
3	CLASS / CLASSES	11 – 13 years old students
4	TOTAL TIME	240' 4 hours
5	MUSEUM TO VISIT	Archaeological Park of Sybaris. National Archaeological Museum of Sibaritide.
6	PLACE AND TIME OF DEPARTURE	School yard – 08.30 AM
7	PLACE AND TIME OF ARRIVAL	School yard –12.30 AM
8	AIMS / OBJECTIVES	<b>AIMS:</b> <ol style="list-style-type: none"> <li>To help students discover the origin of one of the most important cities in their region along with its historical and geographical evolution over time and show them the works of arts that speak about our past.</li> </ol>
9	OUTDOOR EXPEDITIONARY LESSON STAFF (PARENTS / TEACHERS)	2 teachers
10	TRANSPORTER & VEHICLE INFORMATION	School bus

## B-DURING MUSEUM/OUTDOOR SITES EXPEDITIONARY VISITS

### HISTORY LESSON DAILY COURSE PLAN

CLASS	11 – 13 years old	SUBJECT / TOPIC		DATE	January
			<p>*Definition of "Magna Grecia": the area of southern Italy colonized by the Greeks and where they founded new cities. Chronological contextualization (from the VII century BC), geographical identification of the Italian regions involved (Calabria, Puglia, Lucania, and Campania) and delimitation of the geographical area of Sibaritide (northern Calabria) where Sybaris, the most distinguished city of the Magna Grecia was founded.</p> <p>*Historical information on the foundation of the Achaean colony of Sybaris in 720 BC.</p> <p>*The geographic location on the Ionian Cost of Calabria and its proximity to the sea; examination of its geographic and topographic features.</p> <p>*Expansion of Sybaris into the surrounding territories.</p> <p>*The agricultural prosperity given by fertile farming land that allowed the cultivation of oil, wheat and fruit, and a thriving trade activity especially with Minor Asia.</p> <p>*The city of Sybaris became a symbol of opulence, luxury and pleasure-seeking lifestyle that led to the expression "live like a Sybarite". Analysis of everyday life in the city of Sybaris.</p> <p>*The coin of Sybaris. It was the first colony to have its own mint and to mint a coin in the mid-sixth century BC.</p> <p>*Destruction of the colony of Sybaris by the Krotoniates in 510 BC and the later foundation of the city of Thurii above the ruins of Sybaris (444 BC), based on the project by the architect Hippodamus of Miletus.</p> <p>*In 194 BC Thurii was selected for the establishment of a Latin colony called Copia, active until the sixth century AC.</p> <p>*History of the archaeological excavations that led to the discovery of the ancient city of Sybaris (XIX – XX centuries).</p>	COURSE HOUR	240' 4 hours

			<p>*Examination of the Archaeological Park and the several excavation areas. "Parco del Cavallo", "Stombi", "Casa Bianca" e "Prolungamento Strada"; and description of the stratification of the three cities.</p> <p>*Analysis of the most relevant findings from the excavation kept nowadays on the Archaeological Museum: a sculpture of a warrior head, a breastplate in gold and silver, an archaic "arula" (small altar for domestic use) in terracotta and the clashing bull sculpture.</p>		
OBJECTIVES	<p><b>OBJECTIVES:</b></p> <ol style="list-style-type: none"> <li>1. To have a direct and indirect relation of the museum or open-air environment with the lesson content at school</li> <li>2. To relate the visited place with other disciplines and subjects</li> <li>3. To make historical and geographical analysis of the <i>Magna Graetia</i></li> <li>4. To learn about the geographic and topographic features of northern Calabria (known as <i>Sibaritide</i>) where the city of Sybaris is born</li> <li>5. To study and examine the three stratified cities (Sybaris, Thurii and Copia) through the direct observation of the archaeological premises and several excavation areas.</li> <li>6. To make students acquainted with the excavation findings preserved in the Archeological Museum</li> </ol>				


ACHIEVEMENTS	<p>FOR TEACHERS:</p> <ol style="list-style-type: none"> <li>1. Can plan and organise interactive interdisciplinary lessons.</li> <li>2. Research the fundamental historical information about the evolution and development of Sybaris and become aware of its importance in southern Italian history.</li> <li>3. Develop interdisciplinary skills.</li> </ol> <p>FOR STUDENTS:</p> <ol style="list-style-type: none"> <li>1. Differentiate the historical period took in exam (Magna Graetia).</li> <li>2. Identify the historical causes that led to the rise and fall of the city of Sybaris.</li> <li>3. Understand the historic evolution and the multiple stratifications of the city.</li> <li>4. Are aware of the geographic features that comprise the area named <i>Sibaritide</i>.</li> <li>5. Comprehend and understand the meaning of the expression "vita dei Sibariti" (a Sybarite life, a hedonist life) as well as common usages, customs, and habits of this wealthy and refine population.</li> <li>6. Recognise the most relevant works of art from this period preserved in the Archaeological Museum.</li> <li>7. Enjoy the process of learning about Sybaris colony by telling stories anecdotes or curious facts.</li> <li>8. Use the incentive to discover.</li> <li>9. Improve research skills.</li> <li>10. Learn through curiosity and explore.</li> <li>11. Gain the ability to express their ideas.</li> <li>12. Develop the ability to make a connection between history, archaeology, nature, and real life.</li> </ol>
CONCEPTS AND TARGETS	<p>* THEMATIC: "Living like a Sybarite". Rise and fall of Sybaris, a powerful colony of Magna Graecia.</p> <p>* SPECIFIC: History, common usages, customs, and art forms from the city of Sybaris</p> <p>* RELATIONSHIP BETWEEN DISCIPLINES: Associating with Geography – Arts – History</p>
METHODS AND TECHNIQUES	<ol style="list-style-type: none"> <li>1. Classroom lessons</li> <li>2. Visits</li> <li>3. Role playing</li> <li>4. Practical activities</li> <li>5. Discussion</li> <li>6. Developing Opinions</li> <li>7. Demonstration</li> <li>8. Organising games</li> <li>9. Working with groups</li> </ol>

	<p>10. To boost and deepen students’ knowledge of the subject with the help of videos showing a virtual reconstruction of the city of Sybaris: <a href="https://www.youtube.com/watch?v=qYah3YsxCfU">https://www.youtube.com/watch?v=qYah3YsxCfU</a> <a href="https://www.youtube.com/watch?v=8f4k0_M2cGE">https://www.youtube.com/watch?v=8f4k0_M2cGE</a></p> <div></div>	
TOOL-MATERIAL (Products to be used in the course)	<ol style="list-style-type: none"><li>1. PC</li><li>2. LIM</li><li>3. Books</li><li>4. Colours</li><li>5. Paper</li><li>6. Internet</li><li>7. Notepad</li><li>8. Pen</li><li>9. Paper</li><li>10. Painting pens</li><li>11. Postcards, photos, and pictures</li></ol>	
ACTIVITIES TO BE IMPLEMENTED	"Examining the student’s impressions while visiting the Archaeological Park" as well as visits, role playing, explanation	
PROCESSING AND IMPLEMENTATION OF THE LESSON		
PROCESS	OBSERVATION	Observing and marking the main historical, geographical, and artistic characteristics of the city of Sybaris
	INFORMING	<p>1. The history teacher provides historical information on the causes that led to the formation of the <i>Magna Graetia</i>, the foundation of Sybaris and its evolution from its rise to its decline.</p> <p>2. The teacher helps the students discover not only the historic stratification of the three cities in the premises of the Archaeological Park, but also the way in which the National Museum of the <i>Sibaritide</i> was originated and the findings preserved in it.</p>
	DATA COLLECTION	Noting the historic evaluation of the city, the common usages, customs, and traditions upheld that turned it into the most important colony in the <i>Magna Graetia</i> .

**SAMPLE COLLECTION  
(IF AVAILABLE)**

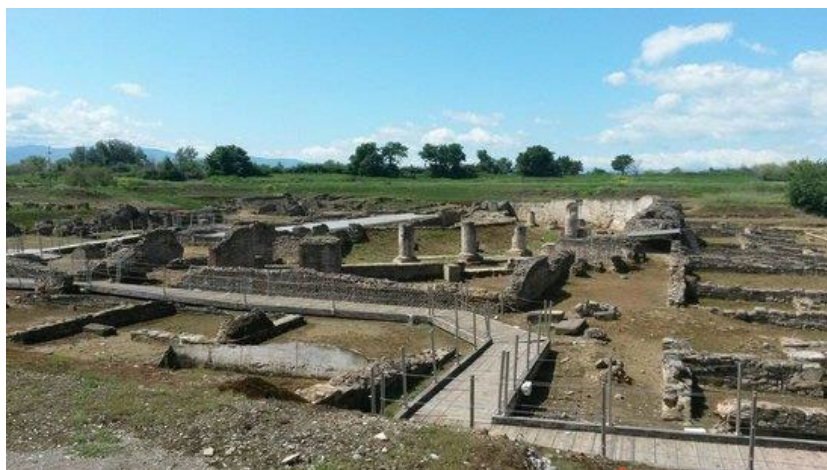




PROCEDURE		
1	Preparing lesson or activity During interdisciplinary learning students are encouraged to appreciate the characteristics of ancient cities through the direct vision and approach to the archaeological remains of the park. The students should: <ul style="list-style-type: none"> <li>- Differentiate between the respective areas in the excavations</li> <li>- Get to know the history behind the foundation of the three stratified cities: Sybaris, Thurii and Copia.</li> <li>- Be able to remember the common usages, customs and lifestyle upheld by the ancient inhabitants of the city of Sybaris.</li> <li>- Become acquainted with the history of the most relevant pieces of art preserved in the Archaeological Museum of the <i>Sibaritide</i>.</li> <li>- Draw or illustrate a coin from Sybaris and make up a story about a fictional character that would have lived in ancient Sybaris.</li> </ul>	
		
	2 Explaining topic	
	3 Inviting the discussion	
	4 Visiting the Archaeological Park and The Museum	
	5 Producing works and artefacts	
	6 Drawing conclusion	
EVALUATION	1	Visual Complementary Test
	2	Vocabulary Knowledge Test
	3	Making a story about the visit
<b>Cecilia PERRI</b> <b>HISTORY TEACHER</b>		

## C - THINGS TO DO AND INFORMATION SHARING AFTER AN EXPEDITIONARY MUSEUM VISIT/ OUTDOOR LESSON

<b>1</b>	Reading the answers of the worksheets used during the visit in the classroom, remembering the observations and emotions – <i>Optional</i> - We used worksheets	✓
<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> - We organised panel and exhibition work - Story, poetry works are done	✓
<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> - Travel report was prepared	✓
<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>	✓



## Main INDOOR Interdisciplinary Lesson Plan – HISTORY



<b>A- PREPARATION FOR THE MUSEUM/OUTDOOR</b>		
<b>1</b>	Definition of the museum or outdoor visit (Arbrëschë Costume Museum)	✓
<b>2</b>	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	✓
<b>3</b>	Making an appointment at the museum or the outdoor excursion to be visited or giving information in advance	✓
<b>4</b>	Providing museum experts from the outdoor historical site or the museum to be visited	✓
<b>5</b>	Obtaining official permission from the institution where the teacher works	✓
<b>6</b>	Receiving permission from parents for students under 18 by the teacher on behalf of school management	✓
<b>7</b>	Preparing the list of participants	✓
<b>8</b>	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)	✓
<b>9</b>	Identifying and determining station points for interdisciplinary information to share; to determine activities and durations for each station	✓
<b>10</b>	Identifying the students, teachers, and parents (if necessary) to participate in the trip and planning task sharing among them	✓
<b>11</b>	Making a calculation for approximately expected expenses of the course to be held in the museum or outdoor excursion	✓
<b>12</b>	Knowing the general facilities of the museum in advance and preparing the excursion plan (toilet, parking, cafeteria, stopover for breaks, etc.)	✓
<b>13</b>	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	✓
<b>14</b>	Giving information about the museum or outdoor excursion visit	✓
<b>15</b>	Preparing the museum or outdoor excursion lesson plan	✓
<b>16</b>	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



George Kastrioti Skanderbeg



Arbrëschë Costume Museum



1	NAME OF THE SCHOOL	Secondary School "Carlo Levi"
2	LESSON	History Albanian Community in Calabria, customs, and traditions
3	CLASS / CLASSES	11 – 13 years old students
4	TOTAL TIME	180' 3 hours
5	MUSEUM TO VISIT	Arbrëschë Costume Museum (Vaccarizzo Albanese)
6	PLACE AND TIME OF DEPARTURE	School yard – 08.30 AM
7	PLACE AND TIME OF ARRIVAL	School yard –12.30 AM
8	AIMS / OBJECTIVES	<b>AIMS:</b> 1. To learn more in a practical way
9	OUTDOOR EXPEDITIONARY LESSON STAFF (PARENTS / TEACHERS)	2 teachers


10	TRANSPORTER & VEHICLE INFORMATION	School bus
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## B-DURING MUSEUM/OUTDOOR SITES EXPEDITIONARY VISITS

HISTORY LESSON DAILY COURSE PLAN					
CLASS	11 - 13 years old	SUBJECT / TOPIC	<p>*General information on George Kastrioti Skanderbeg, hero of the Albanian communities of Calabria, who arrived in the fifteenth century.</p> <p>*Information regarding the establishment of Albanian communities in Calabria.</p> <p>*Recognition of Albanian villages on a map of the region.</p> <p>*History and regional development from the 15<sup>th</sup> century to date.</p> <p>*Customs, traditions, and usage of Albanian communities.</p>	DATE COURSE HOUR	180' 3 hours
OBJECTIVES	<p><b>OBJECTIVES:</b></p> <ol style="list-style-type: none"> <li>1. To have a direct and indirect relation of the museum or open-air environment with the lesson content at school</li> <li>2. To relate the visited place with other disciplines and subjects</li> <li>3. To make historical outlines of the aforementioned period (Calabria in the fifteenth century)</li> <li>4. To have information about the conception and main characteristics of the many Albanian settlements</li> <li>5. To study of the most important historical figures linked to the Albanian community in Calabria</li> <li>6. To make the students aware of the still prevailing traditions and customs from this cultural group</li> </ol>				

ACHIEVEMENTS	<p>FOR TEACHERS:</p> <ol style="list-style-type: none"> <li>1. Can plan and organise interactive interdisciplinary lessons.</li> <li>2. Acquire knowledge about the historical and geographical context of the several settlements.</li> <li>3. Develop interdisciplinary skills.</li> </ol> <p>FOR STUDENTS:</p> <ol style="list-style-type: none"> <li>1. Distinguish between the different historical periods (History).</li> <li>2. Identify the causes behind the appearance of Albanian colonies in Calabria (History).</li> <li>3. Become acquainted with the different villages and their location in the region of Calabria (Geography).</li> <li>4. Are informed about the traditions, customs and usages still upheld nowadays (Visual Arts).</li> <li>5. Enjoy being in the historic centre of Albanian villages.</li> <li>6. Use the incentive to discover.</li> <li>7. Improve research skills.</li> <li>8. Learn through curiosity and exploration.</li> <li>9. Gain the ability to express their ideas.</li> <li>10. Develop the ability to make a connection between nature and real life.</li> </ol>
CONCEPTS AND TARGETS	<p>* THEMATIC: Albanian community in Calabria from the 15<sup>th</sup> century</p> <p>* SPECIFIC: History, common usages, customs, and art forms of the Albanian community in the region of Calabria</p> <p>* RELATIONSHIP BETWEEN DISCIPLINES: Associating with Geography – Arts – History</p>
METHODS AND TECHNIQUES	<ol style="list-style-type: none"> <li>1. Classroom lessons</li> <li>2. Visits</li> <li>3. Role playing</li> <li>4. Practical activities</li> <li>5. Discussion</li> <li>6. Developing Opinions</li> <li>7. Demonstration</li> <li>8. Organising exhibitions</li> <li>9. Working with groups</li> </ol>
TOOL-MATERIAL (Products to be used in the course)	<ol style="list-style-type: none"> <li>1. PC</li> <li>2. LIM</li> <li>3. Books</li> <li>4. Colours</li> <li>5. Paper</li> <li>6. Internet</li> <li>7. Notepad</li> <li>8. Pen</li> </ol>



	9. Paper 10. Painting pens 11. Postcards, photos, and pictures	
ACTIVITIES TO BE IMPLEMENTED	"Observation of the students' impressions while visiting Albanian communities" as well as visits, role playing, explanation	
PROCESSING AND IMPLEMENTATION OF THE LESSON		
PROCESS	OBSERVATION	Observing the different Albanian settlements present in Calabria.
	INFORMING	1. The teacher explains the historical causes that led to the foundation of Albanian colonies in Calabria.  2. The history teacher provides information on the history and location of each village on the regional territory.  3. The teacher provides information on the Albanian Costume Museum in <i>Vaccarizzo Albanese</i> .
	DATA COLLECTION	Noticing the evolution of each community along with its common usages, traditions, and customs.
	SAMPLE COLLECTION (IF AVAILABLE)	



## PROCEDURE

PROCEDURE		
1	Preparing lesson or activity	
	Students are encouraged to make comparisons between the visited villages during the development of the interdisciplinary learning.	
	The students should:	
	<ul style="list-style-type: none"><li>- Analyse the characteristics of the historic centres as well as costumes and traditions still alive</li><li>- Recognize the mentioned historical figures and the visited architectural works</li><li>- Bear in mind all the discussed common usages, customs, and traditions</li><li>- Draw and relate the historical characters and the traditional customs</li></ul>	
2	Explaining topic	
3	Inviting the discussion	
4	Visiting the Arbrëschë Costume Museum	
5	Producing works and artefacts	
6	Drawing conclusion	
EVALUATION	1	Visual Complementary Test -...
	2	Vocabulary Knowledge Test – ...
	3	Making a story about the visit

**Cecilia PERRI**  
**HISTORY 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> - We used worksheets	✓
<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> - Story, poetry works are done	✓
<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> - Travel report was prepared	✓
<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>	✓

## Main OUTDOOR Interdisciplinary Lesson Plan – HISTORY

<b>A- PREPARATION FOR THE MUSEUM/OUTDOOR</b>		
<b>1</b>	Definition of the museum or outdoor visit (Central Museum of Textiles in Łódź)	✓
<b>2</b>	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	✓
<b>3</b>	Making an appointment at the museum or the outdoor excursion to be visited or giving information in advance	✓
<b>4</b>	Providing museum experts from the outdoor historical site or the museum to be visited	✓
<b>5</b>	Obtaining official permission from the institution where the teacher works	✓
<b>6</b>	Receiving permission from parents for students under 18 by the teacher on behalf of school management	✓
<b>7</b>	Preparing the list of participants	✓
<b>8</b>	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)	✓
<b>9</b>	Identifying and determining station points for interdisciplinary information to share; to determine activities and durations for each station	✓
<b>10</b>	Identifying the students, teachers, and parents (if necessary) to participate in the trip and planning task sharing among them	✓
<b>11</b>	Making a calculation for approximately expected expenses of the course to be held in the museum or outdoor excursion	✓
<b>12</b>	Knowing the general facilities of the museum in advance and preparing the excursion plan (toilet, parking, cafeteria, stopover for breaks, etc.)	✓
<b>13</b>	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	✓
<b>14</b>	Giving information about the museum or outdoor excursion visit	✓
<b>15</b>	Preparing the museum or outdoor excursion lesson plan	✓
<b>16</b>	Preparing activities, worksheets, pre-test and post-test questionnaires and evaluation scales for these documents	✓
<b>17</b>	Preparation and taking security measures related to the trip	✓
<b>18</b>	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	International Primary School of Innovative Training
<b>2</b>	LESSON	Coats of arms of Polish cities
<b>3</b>	CLASS / CLASSES	IV
<b>4</b>	TOTAL TIME	180' 3 hours
<b>5</b>	MUSEUM TO VISIT	Central Museum of Textiles in Łódź
<b>6</b>	PLACE AND TIME OF DEPARTURE	School yard 9:30
<b>7</b>	PLACE AND TIME OF ARRIVAL	School yard 13:30
<b>8</b>	AIMS / OBJECTIVES	<p><b>AIMS:</b></p> <ol style="list-style-type: none"> <li>1. Getting to know the coats of arms of our city and other Polish cities</li> <li>2. To check symbols on city coats of arms</li> <li>3. Consolidation of the geography of Polish cities and their coats of arms</li> <li>4. Perfecting the drawing</li> <li>5. Ability to distinguish between the coats of arms of cities.</li> <li>6. History of the polish coats of arms especially our local legend about the name of our city and its symbol.</li> <li>7. To read the legends</li> <li>8. To observe the maps and graphics of coats of arms</li> </ol>
<b>9</b>	OUTDOOR EXPEDITIONARY LESSON STAFF (PARENTS / TEACHERS)	Szymon Wachoń (History teacher) Agnieszka Małek (English language teacher)
<b>10</b>	TRANSPORTER & VEHICLE INFORMATION	Tram

## B-DURING MUSEUM/OUTDOOR SITES EXPEDITIONARY VISITS

4 <sup>TH</sup> CLASS HISTORY LESSON DAILY COURSE PLAN					
CLASS	IV	SUBJECT / TOPIC	*General information about polish coats of arms.	DATE	
				COURSE HOUR	180' 3 hours
OBJECTIVES	<b>OBJECTIVES:</b> <ol style="list-style-type: none"> <li>1. To prepare information on city coats of arms, appearance, and symbols.</li> <li>2. To discuss the history of the city's coats of arm, appearance, and symbols.</li> <li>3. To show cities and their coats of arms on a map.</li> <li>4. To repeat the most important information.</li> <li>5. To have art and technical workshops on the subject</li> <li>6. To discuss the work and summarize activities.</li> </ol>				
ACHIEVEMENTS	<p>FOR TEACHERS:</p> <ol style="list-style-type: none"> <li>1. Improve connections different ideas of teaching</li> <li>2. Develop different ideas of knowledge</li> <li>3. Know the field of museums background</li> </ol> <p>FOR STUDENTS:</p> <ol style="list-style-type: none"> <li>1. Recognize the history of the coat of arms and make connections with the local culture</li> <li>2. Know the interdisciplinary context of geographical and historical position of the coat of arms</li> <li>3. Learn through curiosity</li> </ol>				
CONCEPTS AND TARGETS	<p>* THEMATIC: Cultural heritage of coat of arms</p> <p>* SPECIFIC: What was the historical background of the coat of arms in legends and real history? Comparison.</p> <p>* RELATIONSHIP BETWEEN DISCIPLINES: History, Geography, and Visual Arts.</p>				
METHODS AND TECHNIQUES	<ol style="list-style-type: none"> <li>1. Question-answer</li> <li>2. Observation</li> <li>3. Brainstorming</li> <li>4. Doing puzzles</li> <li>5. Demonstration</li> <li>6. Listening and discussion</li> <li>7. Working with groups</li> </ol>				



TOOL-MATERIAL (Products to be used in the course)	<ol style="list-style-type: none"> <li>1. Pictures and photos</li> <li>2. History books</li> <li>3. Visual presentation</li> <li>4. Hand-made puzzles</li> </ol>	
ACTIVITIES TO BE IMPLEMENTED	<b>Coat of arms – puzzles making</b>	
<b>PROCESSING AND IMPLEMENTATION OF THE LESSON</b>		
<b>PROCESS</b>	<b>OBSERVATION</b>	<ol style="list-style-type: none"> <li>1. Literature activities in Central Museum of Textiles.</li> <li>2. Reading and listening to the legends of the coat of arms.</li> </ol>
	<b>INFORMING</b>	<ol style="list-style-type: none"> <li>1. The museum guide showing the presentation of the geographical and historical facts of the coat of arms.</li> <li>2. The museum guide explains the connection between the historical and geographical context of the coat of arms.</li> </ol>
	<b>DATA COLLECTION</b>	Making puzzles of the coat of arms as an evaluation.
	<b>SAMPLE COLLECTION (IF AVAILABLE)</b>	Observing photos and pictures in the museum.
<b>PROCEDURE</b>		
<b>1</b>	Presentations of the coat of arms and our region.	
<b>2</b>	Reading the legends of the coat of arms background.	
<b>3</b>	Doing a puzzle of the coat of arms.	
<b>4</b>	Developing literature skills – putting the information of legends in the right order.	
<b>5</b>	Visiting the Central Museum of Textiles – extend the information of historical background of the coat of arms. The visit is ended by thanking museum staff.	



"Co-funded by the Erasmus+ Programme of the European Union. However, European Commission and Turkish National Agency cannot be held responsible for any use which may be made of the information contained therein"



## EVALUATION

- |          |  |
|----------|--|
| <b>1</b> | Working in groups of students – showing results of the gain the knowledge of historical facts to themselves. |
| <b>2</b> | Present the results of the lesson and museum trip to the rest of the classes.                                |
| <b>3</b> | Questions and answers – “Do I know the coat of arms of my city”.   |
| <b>4</b> | True or false – legend or historical fact about the coat of arms – word game.                                |

**HISTORY TEACHER: Szymon WACHOŃ**  
**ENGLISH LANGUAGE TEACHER: Agnieszka MAŁEK**

<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>	✓

## Main INDOOR Interdisciplinary Lesson Plan – HISTORY

<b>A- PREPARATION FOR THE MUSEUM/OUTDOOR</b>		
<b>1</b>	Definition of the museum or outdoor visit (Central Museum of Textiles in Łódź)	✓
<b>2</b>	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	✓
<b>3</b>	Making an appointment at the museum or the outdoor excursion to be visited or giving information in advance	✓
<b>4</b>	Providing museum experts from the outdoor historical site or the museum to be visited	✓
<b>5</b>	Obtaining official permission from the institution where the teacher works	✓
<b>6</b>	Receiving permission from parents for students under 18 by the teacher on behalf of school management	✓
<b>7</b>	Preparing the list of participants	✓
<b>8</b>	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)	✓
<b>9</b>	Identifying and determining station points for interdisciplinary information to share; to determine activities and durations for each station	✓
<b>10</b>	Identifying the students, teachers, and parents (if necessary) to participate in the trip and planning task sharing among them	✓
<b>11</b>	Making a calculation for approximately expected expenses of the course to be held in the museum or outdoor excursion	✓
<b>12</b>	Knowing the general facilities of the museum in advance and preparing the excursion plan (toilet, parking, cafeteria, stopover for breaks, etc.)	✓
<b>13</b>	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	✓
<b>14</b>	Giving information about the museum or outdoor excursion visit	✓
<b>15</b>	Preparing the museum or outdoor excursion lesson plan	✓
<b>16</b>	Preparing activities, worksheets, pre-test and post-test questionnaires and evaluation scales for these documents	✓
<b>17</b>	Preparation and taking security measures related to the trip	✓
<b>18</b>	Implementation of a knowledge test to increase students' curiosity and motivate them for expeditionary learning before the trip	✓

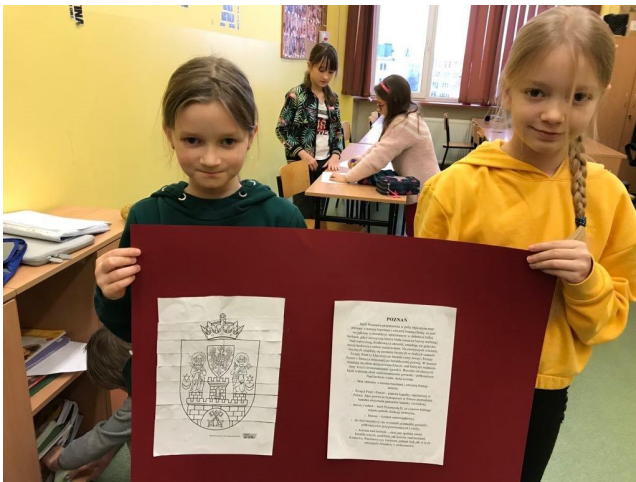

## EXPEDITIONARY INTERDISCIPLINARY LESSON PLAN FOR MUSEUMS OR INDOOR /OUTDOOR CLASSROOMS




1	NAME OF THE SCHOOL	International Primary School of Innovative Training
2	LESSON	Coats of arms of Polish cities
3	CLASS / CLASSES	IV
4	TOTAL TIME	2 hours
5	MUSEUM TO VISIT	Central museum of textile in Lodz
6	PLACE AND TIME OF DEPARTURE	8:30
7	PLACE AND TIME OF ARRIVAL	10:30
8	AIMS / OBJECTIVES	<p><b>AIMS:</b></p> <ol style="list-style-type: none"> <li>1. To get to know the history and appearance of selected coats of arms</li> <li>2. To have information about why cities have coats of arms</li> <li>3. To get to know legends about selected city coats of arms</li> <li>4. To get to know the legend of the coat of arms of Poland</li> <li>5. To learn about the History of the Polish coat of arms and appearance changes</li> <li>6. To make an overview of the coats of arms of various cities in Poland</li> </ol>
9	OUTDOOR EXPEDITIONARY LESSON STAFF (PARENTS / TEACHERS)	Szymon Wachoń (History teacher) Agnieszka Małek (English language teacher)
10	TRANSPORTER & VEHICLE INFORMATION	



## B-DURING MUSEUM/OUTDOOR SITES EXPEDITIONARY VISITS

4 <sup>TH</sup> CLASS HISTORY LESSON DAILY COURSE PLAN					
CLASS	IV	SUBJECT / TOPIC	*General information about polish coats of arms.	DATE	
				COURSE HOUR	2 hours
OBJECTIVES	<b>OBJECTIVES:</b> <ol style="list-style-type: none"> <li>1. To make prepare information about the coats of arms, appearance, and symbols of cities.</li> <li>2. To present information about the history of coats of arms and their creation.</li> <li>3. To discuss the history of the Polish coat of arms, its appearance, and its symbolism.</li> <li>4. To review the most important information.</li> <li>5. To make artistic and technical workshops devoted to the subject.</li> <li>6. To make discussion of work and summary of classes.</li> </ol>				
ACHIEVEMENTS	<p style="text-align: center;">FOR TEACHERS:</p> <ol style="list-style-type: none"> <li>1. Improve the connection of various teaching ideas.</li> <li>2. Develop different concepts of knowledge.</li> <li>3. Develop a method for presenting the knowledge to students.</li> </ol> <p style="text-align: center;">FOR STUDENTS:</p> <ol style="list-style-type: none"> <li>1. Recognize the history of the coat of arms and establishing contact with local culture.</li> <li>2. Get to know the interdisciplinary context of the geographical and historical location of the coat of arms.</li> <li>3. Learn by cooperating.</li> </ol>				
CONCEPTS AND TARGETS	<p>* THEMATIC: Coats of arms as an element of local historical identity.</p> <p>* SPECIAL: Legends and the history of the creation of the coats of arms of cities and Poland.</p> <p>* RELATIONSHIP BETWEEN THE DISCIPLINES: History, Geography and The Visual Arts.</p>				
METHODS AND TECHNIQUES	<ol style="list-style-type: none"> <li>1. Question-answer</li> <li>2. Making observation</li> <li>3. Brainstorming</li> <li>4. Using evidence</li> <li>5. Perceiving time</li> <li>6. Create your own project.</li> </ol>				
TOOL-MATERIAL (Products to be used in the course)	<ol style="list-style-type: none"> <li>1. Pictures and photos</li> <li>2. History books</li> <li>3. Visual presentation</li> <li>4. Create your own coat of arms</li> </ol>				

ACTIVITIES TO BE IMPLEMENTED		Coat of arms - creating your own design
PROCESSING AND IMPLEMENTATION OF THE LESSON		
<b>PROCESS</b>	<b>OBSERVATION</b>	<ol style="list-style-type: none"> <li>1. Searching for information about coats of arms in the text.</li> <li>2. Getting acquainted with the multimedia presentation on coats of arms and legends.</li> </ol>
	<b>INFORMING</b>	<ol style="list-style-type: none"> <li>1. The history teacher shows the presentation of the geographical and historical facts of the coat of arms.</li> <li>2. The history teacher explains the symbolism and meaning of coats of arms.</li> </ol>
	<b>DATA COLLECTION</b>	Designing your own coat of arms.
	<b>SAMPLE COLLECTION (IF AVAILABLE)</b>	Students watch presentations on the history and symbolism of coats of arms.
PROCEDURE		
<b>1</b>	Presentations of the coat of arms of Poland and selected cities. 	
<b>2</b>	Reading about the history of coats of arms and their meaning. 	
<b>3</b>	Creating a project of your own coat of arms.	

			
4	Presentation and discussion of the drawing of own coat of arms		
5			
<b>EVALUATION</b>		1	Solution of the knowledge test
		2	Creation of a joint exposition of coats of arms
		3	Identification of coats of arms based on illustrations and texts
<p style="text-align: right;"><b>Szymon WACHOŃ (HISTORY TEACHER)</b>  <b>Agnieszka MAŁEK (ENGLISH LANGUAGE TEACHER)</b></p>			

<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>	✓

Main OUTDOOR Interdisciplinary Lesson Plan – HISTORY

<b>A- PREPARATION FOR THE MUSEUM/OUTDOOR</b>		
<b>1</b>	Definition of the museum or outdoor visit: "Catalhoyuk Open Air Museum/Excavation Zone (Neolithic Age)"	✓
<b>2</b>	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	✓
<b>3</b>	Making an appointment at the museum or the outdoor excursion to be visited or giving information in advance	✓
<b>4</b>	Providing museum experts from the outdoor historical site or the museum to be visited	✓
<b>5</b>	Obtaining official permission from the institution where the teacher works	✓
<b>6</b>	Receiving permission from parents for students under 18 by the teacher on behalf of school management	✓
<b>7</b>	Preparing the list of participants	✓
<b>8</b>	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)	✓
<b>9</b>	Identifying and determining station points for interdisciplinary information to share; to determine activities and durations for each station	✓
<b>10</b>	Identifying the students, teachers, and parents (if necessary) to participate in the trip and planning task sharing among them	✓
<b>11</b>	Making a calculation for approximately expected expenses of the course to be held in the museum or outdoor excursion	✓
<b>12</b>	Knowing the general facilities of the museum in advance and preparing the excursion plan (toilet, parking, cafeteria, stopover for breaks, etc.)	✓
<b>13</b>	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	✓
<b>14</b>	Giving information about the museum or outdoor excursion visit	✓
<b>15</b>	Preparing the museum or outdoor excursion lesson plan	✓
<b>16</b>	Preparing activities, worksheets, pre-test and post-test questionnaires and evaluation scales for these documents	✓
<b>17</b>	Preparation and taking security measures related to the trip	✓
<b>18</b>	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	Erbil Koru Anatolian High School
2	LESSON	History
3	CLASS / CLASSES	9 <sup>th</sup> Class
4	TOTAL TIME	180' 3 Hours
5	MUSEUM TO VISIT	Catalhoyuk Open Air Museum/Excavation Zone (Neolithic Age)
6	PLACE AND TIME OF DEPARTURE	School Yard – 12.00
7	RETURN PLACE AND TIME	School Yard – 15.00
8	AIMS / OBJECTIVES / ACHIEVEMENTS OF THE MUSEUM VISIT	<p><b>AIMS:</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> <li>9. To teach the types of dwelling, and the factors affecting the dwelling structure</li> <li>10. To create an awareness on students about chronological features of the Neolithic age in history and geography</li> <li>11. To distinguish the types of settlements in Turkey</li> <li>12. To learn the diversity of historical settlements</li> </ol>
9	OUTDOOR EXPEDITIONARY LESSON STAFF (PARENTS / TEACHERS)	HALİL İBRAHİM KINALI History Teacher Nurhan ÇAMÖZ AÇIKBAŞ Visual Arts Teacher Assistant Teacher



**10****TRANSPORTER &  
VEHICLE INFORMATION**

PUBLIC BUS



**B-DURING M7USEUM/OUTDOOR SITES EXPEDITIONARY VISITS****9<sup>TH</sup> CLASS FINE ART LESSON DAILY COURSE PLAN**




CLASS	9 – A	SUBJECT / TOPIC	* General information about the Neolithic period (chronological, geographical, historical, ethnological and socio cultural.) <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	180' 3 Hour

## OBJECTIVES

### OBJECTIVES:

- 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

ACHIEVEMENTS	<p>FOR TEACHERS:</p> <ol style="list-style-type: none"> <li>1. Will be able to make interactive lesson planning and organization for out-of-school environments and in open space</li> <li>2. Gain 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>FOR STUDENTS:</p> <ol style="list-style-type: none"> <li>1. Distinguish the types of dwellings and lifestyles</li> <li>2. Distinguish 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. Make herself/himself sure that the plan to work at an artwork about what is seen / observed in the museum or open-air museum.</li> <li>5. Enjoy being in the museum and uses the incentive to discover.</li> <li>6. Improve research skills.</li> <li>7. Learn through curiosity and exploration.</li> <li>8. Gain the ability to express their ideas.</li> <li>9. Develop 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>	
	CONCEPTS AND TARGETS	<p>* THEMATIC: To comprehend the nature and human factors affecting the choice of settlement</p> <p>* SPECIFIC: why was Çatalhöyük chosen as a settlement? Starting from the question to introduce the settlement in Çatalhöyük</p> <p>* INTERDISCIPLINARY RELATIONS: History, Visual Arts, collaboration with Literature Courses.</p>
	METHODS AND TECHNIQUES	<ol style="list-style-type: none"> <li>1. Question-answer</li> <li>2. Observation</li> <li>3. Brainstorming</li> <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>
	TOOL-MATERIAL (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> </ol>

		8. Picture paper of fund cardboard 9. Scissors and adhesive 10. Painting pens 11. Postcards, photos, picture 12. Building material (clay or mud)
ACTIVITIES TO BE IMPLEMENTED	"Old Village Model Making – Model House Making"	
PROCESSING AND IMPLEMENTATION OF THE LESSON		
PROCESS	OBSERVATION	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.  çatalhöyük open air VID-20191104-WA0049.mp4
	INFORMING	<div>1. The history teacher gives information about the geographical, natural, and human factors that are effective in choosing the region as a settlement.</div> <div>2. The history teacher gives information about the settlement date of the region </div> <div>3. The visual arts teacher gives information about the details that can be designed by using objects in the field </div>
	DATA COLLECTION	It is ensured that the students take note of what is described
	SAMPLE COLLECTION (IF AVAILABLE)	Observing stone stamps from the field

PROCEDURE		
1	The natural-human characteristics of Çatalhöyük region are introduced.	
2	Historical importance and values of Çatalhöyük region are introduced.	
3	Çatalhöyük residential area is visited.	
4	Visual design elements related to the settlement area are determined.	
5	Prepared picture settlement activities are applied.	
6	Information about the types of settlements and natural-human factors affecting settlements are given.	
7	During interdisciplinary outdoor expeditionary learning, general geographical and geological structure of the region is given.	
8	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.	
9	<p>When the students reach the teacher trip area; they are asked to do the followings:</p> <p>A- To evaluate the natural environment.</p> <p>B- To observe what kind of architectural structures exist.</p> <p>C- To be able to list the tools and equipment used.</p> <p>D- To know the materials used in building construction.</p> <p>Gives information about architecture and life in Neolithic period</p> <p>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.</p> <p>G- Students visit the stations and talk with them about the conditions of daily life in the Çatalhöyük campus.</p>	
10	The students are asked to draw the picture of the area and the wall paintings of the Neolithic period.	
11	<p>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.</p> <p>Works are exhibited and the most admired work is evaluated.</p>	
12	The visit is ended by thanking museum staff.	
EVALUATION	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>	✓

## Main INDOOR Interdisciplinary Lesson Plan – HISTORY

<b>A- PREPARATION FOR THE MUSEUM/OUTDOOR</b>		
<b>1</b>	Definition of the museum or outdoor visit (Ethnography Museum)	✓
<b>2</b>	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	✓
<b>3</b>	Making an appointment at the museum or the outdoor excursion to be visited or giving information in advance	✓
<b>4</b>	Providing museum experts from the outdoor historical site or the museum to be visited	✓
<b>5</b>	Obtaining official permission from the institution where the teacher works	✓
<b>6</b>	Receiving permission from parents for students under 18 by the teacher on behalf of school management	✓
<b>7</b>	Preparing the list of participants	✓
<b>8</b>	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)	✓
<b>9</b>	Identifying and determining station points for interdisciplinary information to share; to determine activities and durations for each station	✓
<b>10</b>	Identifying the students, teachers, and parents (if necessary) to participate in the trip and planning task sharing among them	✓
<b>11</b>	Making a calculation for approximately expected expenses of the course to be held in the museum or outdoor excursion	✓
<b>12</b>	Knowing the general facilities of the museum in advance and preparing the excursion plan (toilet, parking, cafeteria, stopover for breaks, etc.)	✓
<b>13</b>	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	✓
<b>14</b>	Giving information about the museum or outdoor excursion visit	✓
<b>15</b>	Preparing the museum or outdoor excursion lesson plan	✓
<b>16</b>	Preparing activities, worksheets, pre-test and post-test questionnaires and evaluation scales for these documents	✓
<b>17</b>	Preparation and taking security measures related to the trip	✓
<b>18</b>	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	Karatay Mevlana Girls Anatolian Imam Hatip High School
2	LESSON	History
3	CLASS / CLASSES	10 <sup>th</sup> grades
4	TOTAL TIME	40'+20' 1 hour
5	MUSEUM TO VISIT	Ethnography Museum (Indoor)
6	PLACE AND TIME OF DEPARTURE	School yard – 09.00
7	NAME OF THE SCHOOL	School yard – 14.00
8	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>
9	OUTDOOR EXPEDITIONARY LESSON STAFF (PARENTS / TEACHERS)	Nurhan MISTANOĞLU (History Teacher) Neslihan PIRLANTA (English Teacher)
10	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	<b>OBJECTIVES:</b> <ol style="list-style-type: none"> <li>1. To understand the content and importance of ethnographic museums</li> <li>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</li> <li>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</li> </ol>				
ACHIEVEMENTS	<p>FOR 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>FOR 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>				
CONCEPTS AND TARGETS	* THEMATIC: Ethnography, Handicraft, Motif * SPECIFIC: Line, Needle lace, Mine processing, Weaving * RELATIONSHIP BETWEEN DISCIPLINES:				

	1. To understand the meaning and importance of motifs and embroidery used in traditional Turkish arts 2. To be able to see the scientific developments (physics, chemistry, mathematics, botany, biology etc.) of the period to which the works belong.	
METHODS AND TECHNIQUES	1. Observation 2. Speech Ring 3. Creative Drama 4. Narration Technique 5. Question-answer 6. Artwork Animation and Personalization 7. Create a Story 8. Station Technique	
TOOL-MATERIAL (Products to be used in the course)	1. Pen, paper 2. Worksheets 3. Presentation papers 4. Activity charts 5. Local clothes (Students will provide from their own regions)	
ACTIVITIES TO BE IMPLEMENTED	"I remember Museum Rules" "Artwork Animation and Personalization" "From the Past to the Future" "Word Hunt"	
PROCESSING AND IMPLEMENTATION OF THE LESSON		
PROCESS	OBSERVATION	The works in the museum are seen in their original form and usage.
	INFORMING	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.
	DATA COLLECTION	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.
	SAMPLE COLLECTION (IF AVAILABLE)	Students find pictures and photographs related to the motifs and patterns used in the works. They bring samples from local women's clothing.
PROCEDURE		
1	In the closed entrance part of the museum, "I Remember Museum Rules" activity is held.	
2	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".	
3	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.	
4	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.	
5	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.	
6	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>		



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