

Deep European CulTour

2020-1-IT02-KA229-079813

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UNESCO HERITAGE - EDUCATIONAL RESOURCE LESSON PLANS

The basic idea of heritage education is to provide opportunities to engage in diverse experiences to learn new concepts and skills. Through direct experience or analysis of cultural heritage, learners acquire knowledge, intellectual capacities and a wider range of competences regarding issues such as the maintenance of cultural heritage or the well-being of society.



Cultural heritage is an important expression of cultural diversity and deserves specific protection.

Deep European CulTour project played an important role in protecting cultural heritage through training activities, skills development and knowledge transfer offered to students and teachers.

During of three years several activities were organized in which the main theme addressed was the importance and educational value of the European cultural heritage and use of cultural elements as lessons resources. Also, cultural objectives has a particularly valuable support in approaching non-formal education and with great innovative values in modern education.

Polish UNESCO Heritage in lessons plans

A book of group activities

An interdisciplinary project „Unesco Polish Heritage” with elements of an experiment is intriguing, motivating to work and requires good group cooperation. Students broaden their knowledge and use it practically.

We can organize „The Heritage Day” or use it in English lessons.

1. The historic centre of Kraków

Task: You want to move to Kraków and stay in the centre of Kraków. Find in Google Maps the most interesting places, buildings and objects and describe them.



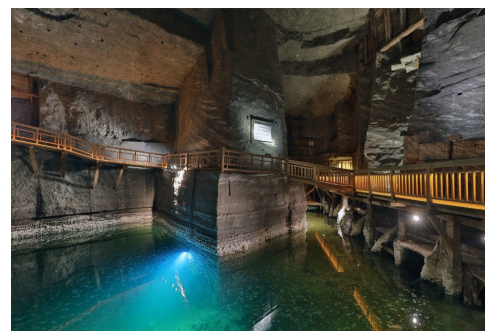
2. Wieliczka and Bochnia Salt Mines

Task: Wieliczka and Bochnia are famous for their salt mines. How do we use salt in everyday life? – list your suggestions.

Make a film of your experiment and describe your experiment.

This is an example of one of the experiments:

- fill a jar with warm water
- add 5 spoons of salt and stir
- hang some thread and wait about a week.



3. Białowieża Forest

Tasks: Białowieża Forest is famous for its flora and fauna variety. List 10 animals which live in Białowieża Forest. Make an online album. List 10 plants that grow in Białowieża Forest. Make an online album. Why is a bison the symbol of Białowieża Forest?
Option: Create your Herbarium with leaves and flowers.



4. The historic centre of Warsaw

Tasks: A mermaid is a symbol of Warsaw. Do you know the legend of the Mermaid? Tell it briefly. If the Mermaid wasn't the symbol of Warsaw, which one would you like it to be?



5. The Old Town of Zamość

Tasks: Who lives in Zamość? Cut several colourful houses and write the names of inhabitants of Zamość, their professions and everyday life.



6.The medieval town of Toruń

Tasks: Toruń is famous for its gingerbread. Write a recipe for some gingerbread. Can you bake some at home? Make a film about how you are making them.



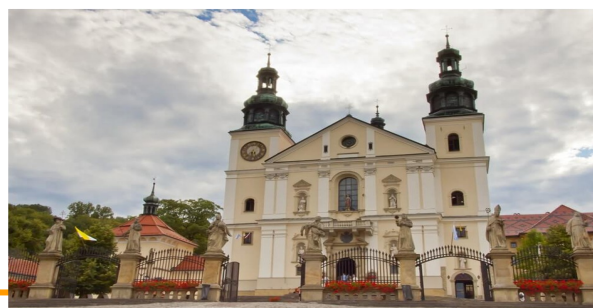
7.The Castle of Teutonic Order in Malbork

Tasks: Write and read an interview with a Teutonic knight who is describing everyday life in Malbork.



8.Kalwaria Zebrzydowska

Task: Kalwaria Zebrzydowska is famous for its Mannerist Architecture and Pilgrimage Park. A lot of people come here to celebrate the Stations of the Cross. Can you describe the Polish Easter traditions? – from Holy Thursday to Easter Monday.



9. Churches of Peace in Jawor and Świdnica

Task: Write and read loudly a peace manifest at the European Union Summit.



10. Wooden churches of Southern Małopolska

Task: Design a photo album of wooden churches in Małopolska. Where can we find the churches, what are their unique features of them?



11. Wooden Tserkvas of the Carpathian

Present the traditions of Łemkowie and Bojkowie – the national minorities: traditional houses, traditional clothes, traditional songs and dances, traditional holidays



LESSON PLAN– TURKIYE

Teacher Hassan Durmaz

Tarsus Borsa Istanbul Sehit Umut Sami Sensoy Anadolu Lisesi

Erasmus + project:
Deep European CulTour 2020-2023
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LESSON TITLE:	Museum visit
PROFILE:	
Audience:	Teenage
Level:	01 - Starter/Beginner
Duration:	80
Skills:	<input checked="" type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing
Description:	Students are taken to Tarsus Museum. They are learning about past events that happened in Tarsus. They are learning and reinforcing simple past, was/were as well as vocabulary about world heritage sites, archeology, history, historical sites etc. Students are performing tasks in a group environment.
Target Language:	Talking about past events, Making inquiries about the historical figure, developing cooperation.
Grammar:	Past simple, was were. e.g. Cleopatra was in Tarsus. She met with Marc Anthony

PROCEDURE:
<p>30 participants will be divided into 6 groups. The groups will consist of 5 members. The group forming will be done by random selection.</p> <p>The names of the groups are Kleopatra, Daniel, The Mummy, Yörük, St. Paul and 7 sleepers all of which has their own exhibits in the museum and they are important figures from the history of Tarsus.</p> <p>The groups will be given a prior instruction. The instruction is as follows:</p> <p>Welcome to the Tarsus Museum. Here you will have 40 minutes to visit and complete some challenges. You need to follow blue arrows on the ground. They take you from on exhibition to another. You will come down and we will have our reflection for museum visit here. Also we will check your challenge results.</p> <p>Now we will form 6 groups. Please take a paper and find your group friends. When you find your group friends select a leader. The leader will get the challenge instructions. The students take a piece of paper on which the names of the group is written. They find their groups and select a group leader.</p> <p>The group leader comes to the teacher and randomly gets a piece of paper on which some challenges are written. the challenges are as follows:</p> <ol style="list-style-type: none"> 1- Find the mammoth teeth and record a video of your group making elephant noise. 2- Find Kleopatra and Anthony's wax figures and take a creative photo with your group. 3- There is a mummified hand(Yes a real one! Scary isn't it?). Whose hand is it? Write your guess. 4- There are some homeless people in the museum sleeping on a corner. What is the name of their dog? What is their story? Use your imagination 5- Who lives in a pineapple under the sea? Sorry Who lives in a tent made of goat hair? Find them and take a photo of them. 6- There is a replica of a huge pillar from a temple. How many pillars were there in that temple? Guesses? 7- After Muhammed's (PBUH) death one of his friends came to stay here in Tarsus. His name is B.L... from

Ethiopia.

8- Find St. Pauls vax Figure and take a photo of your group leader with the same pose.

TIMINGS:

Forming the group and handing the challenges: 10 min

Groups go into the museum and do the challenges: 40 min

Feedback activity after the challenges and giving details about the exhibits and challenge questions: 30 min

MATERIALS:

Papers on which the names of the groups and challenges are written, Mobile phones for recording and taking photos:

REFERENCES:**DOCUMENT TRACKING:**

Lesson Plan Ref:	Theme 7 world heritage De Cultour
Author:	Hasan Durmaz
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Amended by:	Sedat Güngörmez
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www.class-templates.com/tefl-lesson-plans.html

Template last amended: 29/07/2011

Amended by: Chris / class-templates.com

LESSON PLAN– ROMANIA

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Lesson plan

"Alexandru Ciucurencu" Secondary School, Tulcea Romania

Fourth grade

TEACHERS: LUCIANA RUSU

Subject: HISTORY- UNESCO Heritage- education resource

Learning unit: Historical eras. Events, personalities, historical places

The subject of the lesson: Dacians and Romans. The foundation of the Romanian people

Type of lesson: teaching and acquiring new knowledge

Aim : acquiring knowledge about the Dacians and the Romanians, about the formation of the Romanian people

Specific skills:

- 1.3. Recognizing people's concern for time and space reporting
- 3.1. Recognition of historical terms within accessible sources
- 3.2. Correct use of accessible historical terms in oral and written communication situations
- 4.1. Determining the significance of past and present events

OPERATIONAL AIMS:

COGNITIVE AIMS

- CA 1 - to specify who the Dacians and Romans were, the basis of studying the historical testimonies from the textbook and video presented,
- CA 2- to compare the way of life of the Dacians and the Romanians, using the given information;
- CA 3 – to describe the formation process of the Romanian people and the Romanian language, according to the acquired knowledge;
- CA 4- chronologically order the events during the Daco-Roman wars,
- CA 5 – to complete the laconic statements, based on the knowledge accumulated during the lesson.;
- CA 6 – to complete the clusters and statements with the correct information about Decebalus and Trajan, by reading the given texts.

PSYCHOMOTORS AIMS:

- PA 2 - to use educational resources appropriately;
- PA 3 - to adopt a correct position during work, in the bench, in front of the class.

AFFECTIVE AIMS:

- AA 1 to show admiration, interest in the history of the Romanian nation;
- AA 2 - to show interest in the lesson;
- AA 3 - to collaborate with the teacher / colleagues in the learning activity.

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Teaching strategies:

- **Methods/procedures/techniques:** conversation, explanation, exercise, clusters, working with the map, working with the digital textbook, learning by discovery.

- **Educational resources:** history textbook, students' notebooks, PPT presentations, portraits of Decebalus and Trajan, book-reward signs, worksheets, blackboard, youtube, google meet, formative assessment sheets, images from the lives of ancestors, images with testimonies of the past, lesson outline sheets.

Forms of organization: frontal, individual

Resources:

- Humans: 24 fourth grade students
- Time :45 minutes
- Materials: video projector, laptop

Bibliographies:

*School curriculum for the discipline "History", 4th grade, Bucharest, 2014.

*History - textbook for the 4th grade, Aramis publishing house. 2016

* "Roma" - Corinth publishing house, 2007

* "Historical stories" -Dumitru Almaş, EDP, Bucharest, 2003

Webography:

<https://manuale.edu.ro/manuale/Clasa%20a%20IVa/Istorie/Corint/Partea%20I/#Manual/cortal> - digital manual

<https://www.jigsawplanet.com/?rc=play&pid=2704d069dc5e> puzzle

<https://www.youtube.com/watch?v=VDCyiBczZmc> video

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MOMENTS OF THE LESSON	CA	CONTINUTUL INSTRUCTIV-EDUCATIV	TEACHING STRATEGIES			ASSESSMENT
			<i>methods/ procedures/ technics</i>	<i>educational resources</i>	<i>forms of organization</i>	
1. Organizational moment (1 minute)		It organizes the students in order to ensure a favorable climate for the online lesson	the exercise		frontal	systematic observation
2. The update knowledge (3min)		There is a conversation about the previous lesson "The Greeks". -"Who were the Greeks?" " "How were they organized?" "What famous rulers of Greece do you know?" " "What religion did they have? List some gods" "In what fields did the Greeks perform?" The students will receive a jamboard link where they will write down one piece of information in response to the questions above, which they will send.	directed conversation the exercise	Jamboard fixed notes	frontal individual	oral assessment

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3. Capturing and attention directing (5min)		The students have to solve a puzzle online: portraits of Decebal and Traian will be discovered by the students	explication, the exercise	portraits of Decebalus and Trajan video projector	frontal individual	formative assessment
4. Announcing the subject of the lesson and the objectives (1 min)		The topic of the lesson "Dacians and Romans" is announced and the learning objectives are stated in terms accessible to the students.	conversation		frontal	
5. Conducting learning (15 minutes)	CA1	The title of the lesson and the date are noted in the notebooks. Students will watch a video and pay attention to: I-Settlement II-Way of life III- Conquest of Dacia by the Romans IV- Birth of the Romanian people Students will study the images from the digital textbook	conversation directed, observing	video presentation notebooks sketches manual maps	frontal individual	systematic observation
	CA2	For each fragment, the students will work with the textbook, reading the information and discovering the important ideas, which they will later write down in their notebooks by completing selection sketches. https://www.youtube.com/watch?v=UeroiFYi6ZU	the exercise			
	CA3					

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<p>6. Achievement of performance (8 minutes)</p>	<p>CA4</p>	<p>Characterization of Decebalus and Trajan- They will have to read texts about Decebal and Trajan, inspired by "Historical Stories" by Dumitru Almaş page 10 and "About Decebal and Trajan", by Dio Cassius, then complete the sheet with a bunch, with information from the texts data about Trajan and Decebalus. The verification will be done by reading what they wrote</p>	<p>the bunches, the exercise, explanation, conversation</p>	<p>worksheets, historical texts, Flipchart poster - the bunches</p>	<p>by groups front</p>	<p>formative assessment</p>
<p>7. Performance evaluation (3min)</p>	<p>CA5</p>	<p>Students receive an online questionnaire and solve the task.</p>	<p>the explanation, the game the exercise</p>	<p>questionnaire</p>	<p>individual</p>	<p>formative assessment</p>
<p>8. Ensuring retention and transfer (2min)</p>	<p>CA1 CA2 CA3</p>	<p>There is a short conversation about today's lesson. The students are given a link with a "Random Wheel" game and some students spin the wheel, ask the question and the others answer.</p>	<p>conversation</p>	<p>the game</p>	<p>frontal</p>	<p>oral assessment</p>
<p>9. Reviews and recommendations (2 min)</p>		<p>Global and individual evaluations are made on the course of the lesson. They are advised to read the information from and watching the movie "Dacians and Romanians"</p>	<p>conversation</p>	<p>bookmark rewards</p>	<p>frontal</p>	<p>systematic observation global and individual</p>

LESSON PLAN– GREECE

Learning Scenario - Greece

Experimental School of the University of Thessaloniki-Primary

Title: Integrating Virtual Reality into class to explore Ottoman Architecture in Thessaloniki (Greece)

Author: Stella Siouli

Abstract

This learning scenario is very important because we try to stress the importance of Ottoman Architecture and its stylistic and aesthetic principles. A large number of mosques, baths, medreses and caravanserais were built in Thessaloniki in the Ottoman period. Initially, we discussed some of the works of Ottoman architecture in our city and concentrated on 3-4 outstanding works of Ottoman utilitarian architecture (Hot baths [hamam], mosques, markets and Kemal Atatürk birth-house). Some Ottoman geographers give us sufficient detail in order to reconstruct the history of the buildings. Some of these works have come down to us in a very ruined state and not much is known locally some others maintained their original use for more than 500 years (Bezesteni Market). This is the reason why my students and I tried to reconstruct history by a) having a conversation about the architectural heritage of Thessaloniki, b) attempting to do some research and find useful information and pictures of the buildings, c) integrating project work, trips and visits to monuments, d) trying to restore and understand the historical and architectural heritage, e) disseminating project work. Students were invited to work in groups on a specific and existent building (find information, describe its design, capture also the ideas and concepts hidden behind simple signs, created presentations and present to the class). We also had the opportunity to enable better learning with technology by integrating Virtual Reality into our learning process. We used the 3D model at various resolutions of "Acheiropietos church" which is located in Thessaloniki, in order to take students on a virtual tour of this church, which has been dated from its bricks and mosaics to ca. 450–470, making it perhaps the earliest of the city's surviving churches, was the first church to be converted into a mosque, by Sultan Murad II. Throughout the Ottoman period, it remained the city's principal mosque under the name Eski Camii ("Old Mosque"). An inscription by Murad survives in the northern colonnade, on the eighth column from the east.

Keywords

Ottoman monuments; History; Architecture; Virtual Reality.

Table of summary

Table of summary

Subject	History, Architecture
Topic	Ottoman Architecture in Thessaloniki (Greece)
Age of students	11-12 years old

Preparation time	One week
Teaching time	A school week
Online teaching material	https://www.mentimeter.com
Offline teaching material	PowerPoint
Europeana resources used	Church of Panagia Acheiropiitos (3D) https://www.europeana.eu/portal/el/record/2048701/object_HA_302.html Pictures of Panagia Acheiropiitos https://www.europeana.eu/portal/el/record/2048701/object_HA_381.html#dclid=1581435902394&p=2 https://www.europeana.eu/portal/el/record/2048701/object_HA_1118.html#dclid=1581435902394&p=1

Integration into the curriculum

The history curriculum typically focuses on Greek (both ancient and modern) and European history. In the upper grades (5th and 6th grades) of elementary schools students typically study Byzantine and contemporary Greek history. Greece under the Ottoman Empire is generally presented in the last grade (6th grade). This learning scenario is very important because we try to stress the importance of Ottoman Architecture and its stylistic and aesthetic principles. A large number of mosques, baths, medreses and caravanserais were built in Thessaloniki in the Ottoman period. Students try to reconstruct history by: a) having a conversation of the architectural heritage of Thessaloniki, b) attempting to do some research and find useful information and pictures of the buildings, c) integrating project work, trips and visits to monuments, d) trying to restore and understand the historical and architectural heritage, e) disseminating project work

Aim of the lesson

Students will:

- a) try to restore and reconstruct the works of Ottoman architecture,
- b) understand the historical and architectural heritage,
- c) use their research, writing skills and technology to find appropriate sources and create an engaging PowerPoint presentation about an Ottoman building in their city.

The outcome of the lesson

Students will demonstrate ethical use of sources, to identify, compare and evaluate evidence, support an argument with appropriate evidence and demonstrate in discussion and written work their understanding of Ottoman culture and architecture and how this culture influenced our culture.

21st century skills

- Trans-disciplinary and complex understanding and knowledge, especially regarding built environment.
- Ability to understand the objects in their complex and as a sum of parts with mutual influences – trying to stimulate the curiosity of students for all is settled in the built environment and especially for reasons, ideas and concepts that are behind forms, signs and, in general, architecture.
- Capacity to apply a spirit of “synthesis” in ruined state buildings.
- Think critically and historically when discussing the past.
- Improve communication skills by framing historical questions and summarizing key supporting details and ideas.
- Apply Language skills by writing informative texts to convey ideas and information clearly and accurately through selection, organization and content analysis.
- Make connections between Giant Empires, Major Religions and Architecture.

Activities

Name of activity	Procedure	Time
Ottoman Monuments	Pass out photocopies to students of : a) the map of the Ottoman Empire b) the Ottoman Monuments in Thessaloniki	5 minutes
Conversation	Ask students to think about the events and issues that have affected the architectural style and aesthetic principles of these buildings.	45 minutes
Research	Ask students to select a building. Review and approve students' topics before they start their research on: Ottoman Empire, Islam, historical roots,/background of the building, architecture, current use or status. Provide time in class for students to conduct research, restore and understand the historical and architectural heritage.	(A whole school day)
Project work	Trips and visits to these buildings. Virtual Reality tour to Acheiropoietos Church	(A whole school day)
Presentation	Facilitated a class discussion and brainstorm ideas for students to create a PowerPoint presentation on significant buildings.	60 minutes
Virtual Reality Tour	We used the Europeana 3D model of “Acheiropoietos church” which is located in Thessaloniki, in order to take students on a virtual tour of this church.	45 minutes
Dissemination	Students supported their points and presented to secondary students of another class.	60 minutes

Assessment

Most important for me is the debriefing process, where students can offer feedback to one another and about the activity itself. After all, groups have presented and provided feedback to each other, we debrief on the process, the products, and the group dynamics using class discussion. I use established debrief questions and allow students to pose questions so we could talk without an established, structured procedure. For example:

- a) How did you start solving the problem?
- b) How did you assign roles in your group?
- c) Could we have made more efficient use of our timing?

Peer assessment can also be implemented, a collaborative learning technique in which students assess their peers' work and have their work assessed by peers. Since the project was developed in groups, a document can be filled by each group whether the educational objectives were achieved or not.

 AFTER IMPLEMENTATION

Student feedback

After completing this learning scenario, students will use Mentimeter to give feedback and visualize their real-time responses to be a creative, fun and interactive experience.

Teacher's remarks

Students were very interested in the topic and enjoyed all activities. Children had a much clearer understanding of what I was requiring them to do and I managed to orchestrate an interesting and lively discussion. Most of them were highly motivated, concentrated and participating. Students worked well in teams, understood and learnt.

Art and Architecture**Lesson Plan****Analyzing Paintings about Architecture in a UNESCO city**

Grades: High School
Subjects: Visual Arts, English–Language Arts
Time Required: 2-Part Lesson
One to two class periods

Lesson Overview

Students will examine two paintings and discuss the use of architectural elements and vantage points in the paintings. Referring to the elements of art, students will also examine how three-dimensional shapes are transformed into two-dimensional forms in paintings, as well as the use of indoor space vs. outdoor space.

Learning Objectives

Students will be able to:

- identify architectural elements in paintings
- compare different vantage points in paintings
- discuss methods of representing a three-dimensional building in a two-dimensional painting
- write an essay exploring the use of spaces or perspective in a painting

Artwork

View of the Grand Canal and the Dogana by Bernardo Bellotto

Art and Architecture**Lesson Plan****Analyzing Paintings about Architecture in a UNESCO city****Materials**

- Reproduction of *View of the Grand Canal and the Dogana*, Bernardo Bellotto
- Background Information and Questions for Teaching about *View of the Grand Canal and the Dogana*
- Student Handout: "Architecture Vocabulary"
- Student Handout: "Elements of Art"
- Student Handout: "From 3D to 2D: Analyzing Paintings about Architecture"
- Paper (8½" x 11")
- Pencils and/or pens

Lesson Steps

1. Show students the reproduction of *View of the Grand Canal and the Dogana* by Bernardo Bellotto.
2. Have a class discussion, prompting students with the questions and activities from the Background Information and Questions for Teaching about *View of the Grand Canal and the Dogana*.
3. Then pass out copies of the student handout "From 3D to 2D: Analyzing Paintings about Architecture," along with paper and pencils and/or pens.
4. Discuss with students the writing activities in the student handout "From 3D to 2D: Analyzing Paintings about Architecture." Tell students to follow the instructions on the handout and complete the activities.

Assessment

Students will be assessed on their

- understanding of architectural elements in paintings
- comparison of different vantage points in paintings
- discussion of methods of representing a three-dimensional building in a two-dimensional painting
- exploration of spaces or perspective in a painting as discussed in an essay

Analyzing Paintings about Architecture in a UNESCO city

Standards Addressed

Common Core Standards for English Language Arts

WRITING

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Production and Distribution of Writing

1. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

SPEAKING AND LISTENING

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.



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TULCEA ROMANIA
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