

## LITTLE STORIES Pre and Post Visit Activities

### **Introduction:**

We'd like to introduce your students to the museum and the topic of our community's history through the art of storytelling. We recommend these ideas be used as pre- and/or post-visit lessons for this gallery-based program.

**Grades:** pre-K4- 2<sup>nd</sup> grade

### **Objectives for PROGRAM:**

- To give students a basic understanding of what is in a collection.
- To give students an understanding of Miami's history.

### **Vocabulary:**

Circle  
Colors  
Community  
Family  
Home  
Native Americans  
Pioneers  
Shapes  
Story

### **Introduction to the topic:**

Most people look at Miami as a very young city. Founded in 1896, one can say that it is, however there have been people living in Miami for over 10,000 years. These activities will introduce students to the museum's collections and how they preserve that story. We will also look at stories, and how we tell them.

# Pre-Visit Conversations

## Activity 1: What is in a museum?

Duration of Activity: 40 minutes

### Objectives:

- ❖ To introduce students to collections and in particular those at HistoryMiami.
- ❖ The museum collects within 4 categories, Documents, Fossils, Artifacts and Replicas.

### Instructions:

#### If students are not reading and writing:

##### DAY 1

Ask your students to bring in something special to them to class the next day.

(You should bring one object in as well.)

##### DAY 2

Have students take out their object. If they forgot, perhaps they have something in their backpacks they can pull out.

Show them your object and share. Ask them the following questions:

- Why did you bring in this object?
- Why is it important to you?
- What does it tell us about you?
- How do you take care of it?
- Why do you take care of it?

Ask the students these same questions and have a few share.

After this you can also ask them the following questions:

- Do you collect anything?
- What do you collect? Why?
- There are places that have special collections just like yours, only sometimes their collections are really old! They are older than your mom and dad, and grandparents...sometimes they are so old we don't know how old they are.  
These places are called, MUSUEMS. Can you say MUSEUM? Maybe you've heard this word before.
- Have students raise their hands if they have heard the word. Where did you hear this word?
- Have you ever been to a museum? What was it? What did you see?
- We'll be going to a museum, its called HistoryMiami. What do you think we may see there in their collection?
  - Let students answer this.
  - You can then introduce them to our types of collections, documents (paper and books) , artifacts ( an object, a thing that is very important) , replicas (a fake version of the artifact) and fossils (bones or other things in rock)

#### If students are reading and writing:

##### STUDENTS:

Take out a piece of paper

Fold the paper in half (vertically)

Number both halves of the paper from 1-10

Label the upper left side: My Collections and the upper right side: Museum's Collections

Write down what you collect on the left and what you think the museum collects on the right.

##### TEACHER:

A book, letter or map (a document), a rock or leaf (can be a fossil someday), an object that is authentic (an artifact like a family heirloom) and an object that is a replica (maybe a piece of costume jewelry)

- After everyone has done this, have students share some of their collections.
- Then have students share their ideas for a museum collection (there is no right or wrong).
  - You can then share with the students the 4 things you put aside.
  - Have them try to put them into categories (documents, fossils, artifacts and replicas)
  - You can share with them that these are the 4 categories the Museum at HistoryMiami collects in.

- Have the students try to pull 4 similar objects from their person---their textbooks, something from their backpack---they will see how they are carrying collections with them at all times as well.
- Have students explain WHY those pieces from the collection are in the category they are in.

**Key questions for students:**

- What is a collection?
- Why do people collect?
- Why do museums collect?

**Activity 2: Story Time: Going to the Museum**

Duration of Activity: 15 minutes

**Objectives:**

- ❖ Prepare students for their visit by sharing a story of going on a field trip to a museum with students.

*Once Upon a time there was a class who got to go on an adventure to a museum. Some of the students had never been to a museum and were really excited to see new things. Mrs. Douglas, the school teacher was so excited to take her students to the museum, she made sure everyone had their permission slips signed and everything was ready to go.*

*On the morning of the fieldtrip the students arrived to school with their backpacks and lunchboxes eager and ready to go! Mrs. Douglas and her students all hopped on the big yellow bus and made their way downtown to the museum. When they got to the museum the bus driver pulled over to make sure the students got off the bus onto the sidewalk and safely made their way up the grand stairs to the big plaza the museum was located on. Mrs. Douglas made sure everyone had a buddy, so no one would get lost. As they were walking, Mrs. Douglas reminded the students that everyone should be on their best behavior going to the museum. “We have to respect the teachers at the museum and listen to their rules and follow along with what they say.” Mrs. Douglas told her students.*

*Outside the museum there was a nice lady waiting for them, “Hello and welcome to the Museum of HistoryMiami! My name is Jennifer and I am going to be your Museum Educator today. This means I will be your teacher, along with Mrs. Douglas.” she said with a smile, “How are you all doing today?” she asked. “Good!” Mrs. Douglas and her students replied. “By a show of hands, is this anyone’s first time to the museum?” the nice lady asked the students. Almost everyone’s hand went up at once! “Oh that is so exciting! I am so glad that this is the first time for many of you! Welcome, and welcome back to those of you who have been here before! I hope you will have a good visit!” She said, “Before we go inside there are a few rules we need to go over, is that OK?” Jennifer asked everyone, “Yes!” Mrs. Douglas and her students replied cheerfully. “Great!” responded Jennifer, “Here they are...number 1, we have to use our indoor voices inside the museum. There are other students and visitors here today, and we want to make sure they have just as good of a time as you do. Number 2, we all have to stay together. Like I said, there are other students here today and visitors, so we want to make sure we don’t get lost. Number 3, we can’t have any food or drink inside the galleries because there are a lot of really old, delicate and expensive things inside that we have to take care of. We don’t want anything spilling on them. Number 4 is for Mrs. Douglas, let’s make sure that you stay with the students, and help me keep them involved in the program. So that means you’ll have to turn your cellular phone off or put it on vibrate and not take or make any calls unless it is an emergency. See even grownups have rules to follow at museums! And the VERY last rule is for everybody, do you all know how to clean up and have fun?” Jennifer asked everyone in the group, “YES!” everybody said proudly, “Perfect!” said Jennifer “Then we are ready to go into the museum!” As they walked inside a nice man took all of their lunches and put them in a box, “These will be ready to be gobbled up when you are done visiting the museum” he said nicely.*

*Jennifer led the students up the stairs, past the big lighthouse and took them around the whole museum! Every time they got to a new gallery, Jennifer had really neat artifacts and replicas to show the students; sometimes she even had documents and fossils to show them too! Everyone’s favorite part was*

going on the big yellow trolley. “This looks like our bus Mrs. Douglas” said a few of the students, “Yes, yes it does” she replied.

“Well students, I hope you all had a fun time at the Museum of HistoryMiami today. What was your favorite part?” Jennifer asked the group, “The trolley” said a number of students, “The House” said some other students, “The Boat!” said one little boy. “I’m so glad that you all had a good time! What was your favorite part Mrs. Douglas?” Jennifer asked, “I really like going up inside the Fort!” Mrs. Douglas said excitedly. Jennifer then took the Mrs. Douglas and her class downstairs for lunch. When they got outside, the nice young man from earlier had all their lunches out and ready for the students to eat. “Enjoy your lunch!” He said to everyone, “Thank you” they all replied.

After eating lunch, everyone picked up their trash and put it in the garbage cans, put on their backpacks, found their buddy and with Mrs. Douglas leading the way, the class made their way down the grand staircase and got back on the bus to go to school.

*The End*

After reading the story you can ask students some questions.

**Key questions for students:**

- Where did the students go on their fieldtrip?
- How did they get there?
- What did they have to do before going into the museum?
- What did they see when they were inside?
- What was Mrs. Douglas’ favorite part of the museum?
- What did they do after their tour?
- How did they get back to school?

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## Post-Visit Conversations

### Activity 1: Color the Story

Duration of Activity: 20 minutes

**Objectives:**

- ❖ Students will reflect on the stories they heard at the museum through drawing.

**Instructions:**

Ask the students a few questions about the stories they heard at the museum.

- Did you all enjoy visiting the museum today?
- What gallery or part of the museum did you like?
- What about the stories...can anyone tell me about the stories we heard today?

Students will have a few minutes to draw either a part of the museum that they liked or part of one of the stories.

Hand out paper and crayons to all the students.

When students have finished encourage a few to share and explain what they drew.

### Activity 2: Log writing

Duration of Activity: 15 minutes or homework

**Objectives:**

- ❖ Students will reflect on their visit and connect with their growth.

**Instructions:**

After the museum visit, students will spend time on writing a personal log. This will help with retention of information they have gathered.

**Key Questions for Students:**

- Where and when did you go? –Why?
  - What did you see, hear, touch, do?
  - What was your favorite part? –Why?
  - What new piece of information changed the way you thought about the world? –Why?
  - Which words and ideas stood out the most? –Why?
  - What do you think about the experience?
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# THANK YOU!

Thank you again for your participation and we look forward to working with you again soon!

We have many programs available, as well as professional development workshops for object and inquiry based approaches to learning and the Picturing America series.

At HistoryMiami we offer more than 10 different educational programs. These are listed on our website [www.HistoryMiami.org](http://www.HistoryMiami.org) and can also be seen in our brochure.

Regards,

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# HISTORYMIAMI

*If you need a sign language interpreter, or materials in accessible format, please call 305-375-5379 or email: [accessibility@historymiami.org](mailto:accessibility@historymiami.org).*