

# HISTORYMIAMI

## MAKING MIAMI HOME Pre and Post Visit Activities

### **Introduction:**

The following are a list of ideas of how to introduce the rich cultural history of southern Florida. We recommend these ideas be used as pre- and/or post-visit lessons for this gallery-based program.

**Grades:** 3-12

### **Objectives for PROGRAM:**

- Students will learn about how people have made Miami their home.
- Students will understand that people affect the culture of a community
- Students will understand that adaptation is necessary for survival.

### **Vocabulary:**

Adaptation  
Community  
Environment  
Expansion  
Home  
Immigration  
Migration  
Native American  
Sponging  
Transportation  
Wrecking

### **Introduction to the topic (for teacher to familiarize themselves with topic):**

Miami and South Florida have become the nation's gateway to the Americas. Hundreds of thousands of people have come from Latin America beginning with the Cuban migration in the early 1960's, Haitians, Nicaraguans and many others coming to Miami to seek a new life. This proximity to Latin America has created a very unique city.

# Pre-Visit Conversations

## Activity 1: What is in a museum?

Duration of Activity: 40 minutes

### Objectives of activity:

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

### Instructions:

#### 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: Pepito's Journey, Part 1

Duration of Activity: 30 minutes

### Objectives:

- ❖ Students must identify the feelings behind one boy's journey to the United States.
- ❖ Students will interpret how they would feel if this were an event in your life.

*-Excerpts from Pepito's Journey*

*Early morning sounds in the street: I was woken up by the clapping of the horse's hoofs on the "adoquines" (paving stones) in the street. I was never sure if it was the wagon delivering the charcoal for our stove or the one delivering a block of ice for our ice box. I dozed off again but the ringing of the church bells, calling the parishioners to early mass, woke me up again. I could hear the sounds clearly through my open bedroom window. All windows in the house were open to allow the morning sea breeze to cool the house down. No houses in Cuba at that time had air conditioning and during the summer months the heat was unbearable. A popular saying was that you could fry an egg on the sidewalk! I never tried it for breakfast but I did favor the "cafe con leche" (coffee and milk) and "tostadas" (toasts) that my "abuelita" prepared for me every morning. Then it was time to put on the school uniform, gather my books and wait on the porch for the school "guagua" (bus). Every morning I had the hope that the bus would breakdown and wouldn't come so I could miss school. But alas it never happened! But on the other hand I was glad when it came so I could see my friends.*

*At school, during classes we played “los quemados”, by trying to hit each other with a tennis ball while running around in the playground. We also played various games of marbles, like making a pyramid with a dozen marbles and trying to make it tumble by hitting it with another marble or making a circle on the dirt, putting several marbles inside and trying to hit them out of the circle. Typical school lunch consisted of rice and beans or chicken, steak or some other meat. And everyday potato chips, potato chips and more potato chips!*

*On the weekends I used to go to the beach. Before buses were introduced I took the “tranvia” (trolley) at the street corner of my house together with some friends. We always had to be careful when we arrived to our destination because the conductor never came to a full stop if you were a teenager. They only stopped for older people or small children. We had to hang by the door and jump when the trolley slowed down! The trolley stopped service when the buses came in the 1950s.*

*Riding the buses was an experience. One time the bus was packed with people and I was standing inside the door. There was a commotion inside the bus when a lady began hitting another passenger with an umbrella. A policeman inside the bus took out his weapon to stop the fighting. The passengers panicked and spilled out of the bus in a frenzy and my shirt pocket was ripped off in the scuffle. Another time a pregnant woman went into labor in the bus and there was a heated discussion between some passengers that wanted the bus to go without stopping to the hospital and others that wanted to be left at their destination. The bus driver stopped the bus, left out whoever wanted to leave, and drove to the hospital at maximum speed!*

*These are just some of the memories of a teenager growing up in the Cuba of the 1950s.*

**Instructions:**

Introduce the writing piece to students by asking them how they or their family arrived to the United States. Use the segment as an in-class reading assignment. Students must identify the main idea, and highlight any vocabulary they are not familiar with.

## **Activity 2: Transformation Nation**

Duration of Activity: 1 homework assignment and 1 class period, next day

**Objectives:**

- ❖ Collect information regarding one’s heritage.
- ❖ To analyze how one’s family has adapted to being in S. Florida/United States, recognizing and explaining the circumstances for changes.

**Instructions:**

Ask students to speak with a parent or guardian about adaptations their family has made upon arriving to the United States. For example, many family members might be learning English or no longer grow their own vegetables or drive everywhere as opposed to bicycling. Prompt students to interview their relatives or guardian, posing questions about their family’s migration to S. Florida. This interview should be accompanied by an object, photo, or other tangible example. Allow students to present their findings and object to the class. Lastly, hold a class discussion asking students to hypothesize how Native Americans may have adapted to their respective regions over the thousands of years they have been here.

**Key questions for students:**

- When did your/our family come to the United States?
- Where there any changes you had to make?
- What is different about the United States from your native country?

## **Activity 3: Favorite Holiday**

Duration of Activity: 30 minutes

**Objectives:**

- ❖ To learn about the different holidays and how they are celebrated through the eyes of your students.

**Instructions:**

After pictures are drawn, have each students swap pictures and explain their holidays to each other. If there is time, have the student explain to the class their partners favorite holiday. Have students draw or describe their favorite holiday. Older students can do a writing prompt.

**Key questions for students:**

- What Holiday is it?
  - What are you wearing?
  - Where are you?
  - What do you eat?
  - Who is there?
  - Why is it your favorite?
  - What does the holiday mean to you?
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## Post-Visit Conversations

**Activity 1: Pepito's Journey, part 2**

Duration of Activity: 1 homework assignment

**Objectives:**

- ❖ Students must develop their own story.

**Writing Prompt for Students:**

- Can you write in your own words you're a family member's story about their move to the United States? Place yourself in their shoes, making sure to describe your homeland in detail as well as how you felt when you first entered the United States.

**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).*