

HISTORYMIAMI

The Miami Circle Pre and Post Visit Activities

Introduction:

The following are a list of ideas of how to introduce the rich natural history of southern Florida, and its early residents. We recommend these ideas be used as pre- and/or post-visit lessons for this historic site visit.

Grades:

3-12

Objectives for PROGRAM:

- Students will gain an understanding of the Tequesta people and their tie to the Miami area.
- Students will understand that where we live influences how we live.

Vocabulary:

Archaeology
Archaeological Feature
Archaic Indians
Artifact
Bundle Burial
Burial Mounds
Carbon Dating
Colonialism
Culture
Document
Environment
Excavate
Fossil
Glades Period
Gulf Stream
Indian
Indigenous
Limestone
Mausoleum
Mission
Native
Paleo Indians
Pottery
Prehistoric
Remains
Replica
Tequesta

Introduction to the site (for teacher to familiarize themselves with the site):

In 1998 evidence of the Tequesta Indians was found at an archaeological site on Brickell Point. The feature is a 38 foot wide circle cut into the limestone, now known as the Miami Circle. The Tequesta were the residents of the Miami area when the Spanish arrived in 1513, and remained here until 1763. This prehistoric culture has continued to be a mystery as little is known about them.

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 four categories, Documents, Fossils, Artifacts and Replicas.

Instructions:**STUDENTS:**

Take out a piece of paper

Fold the paper in half (vertically)

Number both halves of 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 four 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 four categories the Museum at HistoryMiami collects in.
 - Have the students try to pull four similar object 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: What's in an image?

Duration of Activity: 30 minutes

Objectives of Activity:

- To have students see what the Spanish impression of the Tequesta.

Instructions:

1. Have students look at the image attached and do the attached image study sheet.
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Post-Visit Conversations

Activity 1: How much space?

Duration of Activity: 30 minutes

Objectives:

- The students will show they understand the Miami Circle program.

Instructions:

1. Give students the measurements of the Miami Circle (38 ft across).
2. Have students create the circle on the floor.
3. Students will then create a poster of what could be done in the space.
4. Students will present to the class.

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?
 - 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!

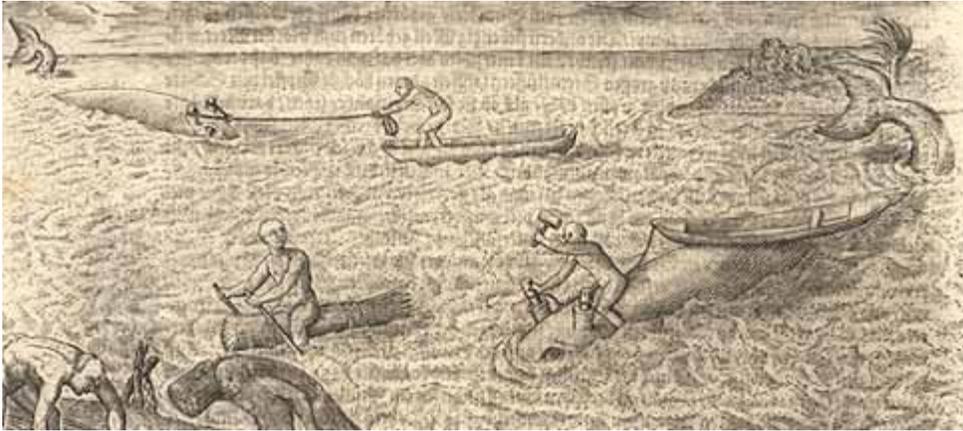
We have many programs available, as well as professional development workshops for object and inquiry based approaches to learning and the Picturing America series.

At HistoryMiami we offer more than 10 different educational programs. These are listed on our website www.historymiami.org and can also be seen in our brochure.

www.historymiami.org

Regards,

HistoryMiami
101 West Flagler Street
305.375.1492



Drawing Study

Study your group's drawing carefully.

Try to answer as many questions as possible.

Draw your illustration in the frame



1. Any people or animals in the image?

2. List activities happening in the image.

3. What objects do you see?

4. What clothes are people wearing?

5. See any signs? What do they say?

6. What is the season in the drawing?

7. What time of day? Why?

8. What shapes do you see?

9. What do you think was happening before the actions in the drawing? _____

10. After? _____

11. Where was the drawing supposed to take place? _____

12. Does it remind you of anything? _____

13. How does it teach you about the past? _____

14. What do you remember most about it? _____

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

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