

HISTORYMIAMI

WE BUILT THIS CITY Pre and Post Visit Activities

Introduction:

We'd like to introduce your students to the museum and the topic of architecture in the city of Miami and how has it changed and progressed over time. We recommend these ideas be used as pre- and/or post-visit lessons for this gallery-based program.

Grades: 3-12

Objectives for PROGRAM:

- To give students a basic understanding of what is in a collection.
- To give students a basic understanding of architecture.

Vocabulary:

Art Deco
Baroque
Bungalow
Chickee
Columns
Georgian
Mediterranean Revival
MiMo
Pueblo
Rococo
Roof
Tequesta
Vernacular
Walls
Wood

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 what and how people have been building in Miami for over 10,000 years. Miami is world renowned for some of its architecture. There is a vernacular style of bungalows, shot gun houses, and conch style houses. Eventually those styles led to a Mid-century (1950's) style originated in Miami called, MiMo or Miami Modern. A population boom at certain times, after World War II there was a boom, then again in the 1960's the city started to see an increase in Latin and Caribbean residents coming to Miami and making it home.

Pre-Visit Conversations

Activity 1: What is in a museum?

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: Home Sweet Home

Duration of Activity: *20 minutes*

Objectives of activity:

- ❖ To have students observe the details of their homes.

Instructions:

DAY 1:

Have students go home and make a list of the details of their homes and what they look like (doors, roof, kitchen, rooms, closets, windows). When do they think their home was built?

DAY 2:

Encourage students to share their findings.

Key Questions for Students:

- What did they notice?
- Do they all live in homes built around the same time?
- Did they have similar features?
- Do they think the same type of features could be found in homes 50 years ago? 100 years ago? 200 Years ago?
What could/would be different?

Post-Visit Conversations

Activity 1: Reflections

Duration of Activity: *20 minutes*

Objectives:

- ❖ To reflect on their visit to the museum and through downtown.

Instructions:

Instruct students take out a piece of paper and answer the following questions either in written or illustrated form.

Key questions for students:

- What did the Miami Circle structure look like compared to buildings along Flagler Street today?
- Which buildings on Flagler Street strike you the most? Why?
- If you had to build a home, what elements would you integrate into the design? Why?

Activity 2: Miami Neighborhoods

Duration of Activity: *30 minutes*

Objectives:

- ❖ Test students' knowledge about what they learned at the museum about Miami neighborhoods.

Instructions:

Prompt students, either individually or in groups, to chose a neighborhood they learned about at the museum. Here are some examples: Little Havana, Opa-locka, Coconut Grove, Miami Beach, Hialeah, Coral Gables, Overtown, and Little Haiti. Students must draw or describe through a writing prompt the characteristics of these neighborhood.

Key Questions for Students:

- Who settled this neighborhood?
- Who lives there now?
- Where is it?
- What is there? Ex: streets, stores, buildings
- Are there any architectural styles that make this neighborhood special?

Activity 3: 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?

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.

Regards,

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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.