

## **The Barnacle** **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 pioneers. 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 identify and study the unique Tropical Hardwood Hammock habitat, its uses by humans in the last 10,000 years, and the significant environmental threats and restoration efforts within the confines of this park.
- Students will understand that where we live influences how we live.
- Students will understand we have a place in the natural world.

### **Vocabulary:**

Barnacle

Bay

Boathouse

Bungalow

Commodore

Era

Hardwood Hammock

Octagonal

Pioneer

Sharpie

Tuberculosis

Wreckers

Yacht

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

The Barnacle is one of Miami's oldest homes, and was built by Commodore Ralph Munroe. The home was built in stages through the beginning of the 20<sup>th</sup> century, and shows the adaptations people made to their lives as a result of living in this unique environment.

# 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 your hobby?

*Duration of Activity: 20 minutes*

### Objectives of Activity:

- To have students discuss various hobbies they take part in, and other hobbies they see others having.

### Instructions:

1. Ralph Munroe was an avid photographer, but it was not his job. We know much about early Miami because of his photographs.
2. Engage students in a discussion about what hobbies are and what hobbies they see around them.

## Activity 3: A picture is worth a thousand words.

[www.historymiami.org](http://www.historymiami.org)

*Duration of Activity: 45 minutes*

**Objectives of Activity:**

- To engage students in thinking about how photography changed the way we look at the world

**Materials**

- 1 copy of the attached image

**Instructions:**

1. Read the following passage to the students.

“As we sailed into Biscayne Bay I knew we were about to reach our destination. Commodore Munroe was expecting us at his home, “The Barnacle.” He had recently added a second floor, and I was anxious to see what the home now looked like. As we docked by his boat house I was blown away by everything he had done to his property since my last visit five years ago. The house was now predominantly shaded so it was hard to see the whole view, but it was a great design for the hot Florida summers. What stood out the most was the vivid yellow lattice work along the second floor balcony. The beams holding up the porches were a chocolate brown color, and the roof was steeply cut with orangey red tiles.

As I disembarked the sharpie and walked up the ridge, towards the house, I saw the walls were white stucco, and there were many windows to let in the cool ocean breezes. The beams were “y” shaped, and led to a sense of the rustic. I also found myself excited about this trip to this new town of Miami.”

2. Ask students to draw a picture of what they imagine when you read the description.
3. Show the students the image.
4. Discuss the differences between the two images. What can photography display that words alone cannot?

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## Post-Visit Conversations

**Activity 1: What kinds of homes belong in different environments?**

*Duration of Activity: 60 minutes*

**Objectives:**

- The students will show they understand that “where we live influences how we live.”

**Instructions:**

1. Give students descriptions of different environments.
2. Students will then draw homes that they think will work well in those environments.
3. Show the students images of actual homes in those environments.

**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?

[www.historymiami.org](http://www.historymiami.org)

- 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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