

HISTORYMIAMI

Everglades Adventure Pre and Post Visit Activities

Introduction:

The following are a list of ideas of how to introduce the rich history of the Miccosukee people. 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 Miccosukee culture while touring the Miccosukee Indian village.
- Students will understand that where we live influences how we live.
- Students will understand we have a place in the natural world.

Vocabulary:

Airboat
Alligator
Chickee
Culture
Draining
Dugout Canoe
Ecosystem
Environment
Everglades
Green Corn Festival
Hammock
Indian
Life cycle
Limestone
Miccosukee
Minority
Native
Pa-hay-okee
Patchwork
River of Grass
Sawgrass
Sofkee
Symbol

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

The story of the Miccosukee has been a story of survival through adaptation. In 1821, when Spain sold Florida to the United States, the Miccosukees, together with the Seminoles, were living in Central Florida. During the Indian Wars of the 1830s through 1850s, some escaped deportation by hiding out in

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the Everglades. Present tribal members are descendents of those who eluded capture. To survive in the new environment, they had to adapt, and a culture like the one alive today developed.

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: Transformation Nation

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

Objectives:

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

Instructions:

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- 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/your family had to make?
 - What is different about the United States from your/your ancestor’s native country?

Post-Visit Conversations

Activity 1: Map it out

Duration of Activity: 60 minutes

Objectives:

- The students will show they have learned, understood, and remembered the content of the Everglades adventure program.

Instructions:

- Have students map out a Miccosukee village.
- Key Questions for students
 - What would the village look like?
 - What kind of structures would there be?
 - What types of structures are needed?

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 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?

Thank You!

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

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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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