

# HISTORYMIAMI

## FLORIDA'S NATIVES PROGRAM

### Pre and Post Visit Activities

#### Introduction:

The following are ideas of how to introduce the history of Florida and its geography. We recommend these ideas be used

as pre- and/or post-visit lessons for any one of our programs.

**Grades:** 3-12

#### Objectives for Florida's Natives program:

-To learn about different Native American cultures, in particular the Seminoles, lifestyles, customs and how they are influenced by the surrounding environment.

#### Vocabulary:

Adobe

Adapt

Archaeologist

Artifact

Calusa

Chickee

Corn Pounder

Document

Environment

Fossil

Hunter-gatherer

Moccasin

Native

Patchwork

Replica

River of Grass

Teepee

Tequesta

Totem Pole

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#### Introduction to the Native Americans:

In addition to focusing on Florida's Natives through time, the program will look at four different distinct regions and five distinct lifestyles areas are analyzed. The four regions are: Eastern Woodlands, Great Plains, the Southwest and the Northwest Coast. The lifestyles and customs include Housing, Clothing, Food, Transportation and Tools. Adaptation to the environment was the key for survival of the Native Americans. From the plank houses of the Northwest Coast, the adobe houses of the Southwest, the tepee of the Great Plains and the chickee of the Seminoles, the dwellings of the Native Americans were perfectly adapted to their surroundings. Transportation was another basic adaptation: large boats in the Pacific Northwest, walking and riding in the Great Plains, small canoes in the Eastern Woodlands are some examples. Similarly in the areas of clothing, food and tools, the Native Americans showed a masterful and efficient use of nature while satisfying their needs. Their survival and thriving is a classic example of environmental adaptation.

## Pre-Visit Conversations

### Activity 1: What is in a museum?

Duration of Activity: 40 minutes

#### Objectives:

- 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: Man vs. Nature**

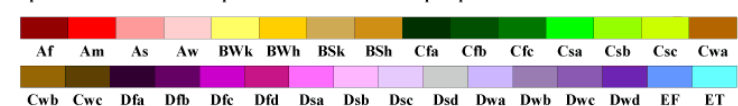
Duration of Activity: 60 minutes or 1 class period

**Objectives:**

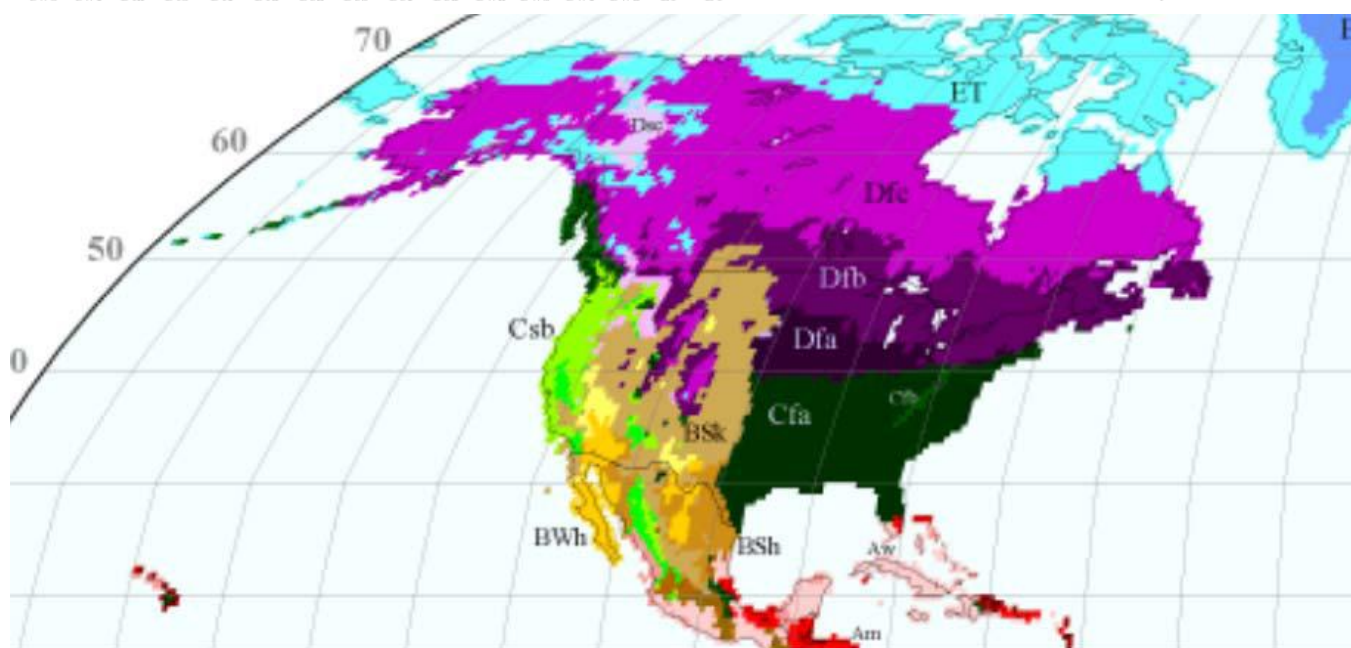
- Classify and recognize the different effects climate had on the migration of people and their adaptation to the land.

**World Map of Köppen–Geiger Climate Classification**

updated with CRU TS 2.1 temperature and VASCLimO v1.1 precipitation data 1951 to 2000



Main climates	Precipitation	Temperature
A: equatorial	W: desert	h: hot arid
B: arid	S: steppe	k: cold arid
C: warm temperate	f: fully humid	a: hot summer
D: snow	s: summer dry	b: warm summer
E: polar	w: winter dry	c: cool summer
	m: monsoonal	d: extremely continental
		F: polar frost
		T: polar tundra



<http://koeppen-geiger.vu-wien.ac.at>

**Instructions:**

Using the world climate map OR another similar map, analyze, in depth, the different climates in the United States.

Students should be split into 4 groups:

- East Coast
- Great Plains
- South West
- North West Coast

Instruct students to use the map's key to understand the climate i.e. BSk- Arid, stepe and cold air. Some of the assigned regions may have more than 1 climate classification. Ask students to draw or represent those terms and present them to their peers.

**Activity 3: 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:**

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?

**Activity 4: Native American Family**

Duration of Activity: 30 minutes

**Objectives:**

- To understand the stereotypes and ideas of what is "Native American" and dispel myths that they may have about Native culture.

**Instructions:**

Direct students to draw or write a depiction of what they think a Native American Family looks like. Students can do this individually or in groups of 2 or 3. Use the following questions to prompt students to create a "Native" family:

**Key questions for students:**

- Where do they live? What does their house look like?
- What does the family look like? What are they wearing?
- What kind of food are they eating?
- Do they have animals?
- What do their surroundings look like? Are there trees? Mountains?

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# Post-Visit Conversations

**Activity 1: Nature**

Duration of Activity: 1 homework assignment

**Objectives:**

- Connect personal experiences of respecting nature to those of the Native Americans of the United States.

**Instructions:**

Prompt students to think about ways they value nature in their daily lives. Assign students, as homework, to write and illustrate a handbook. This handbook will detail ways in which they respect and value nature. This handbook will then be given to a fellow classmate, at random. The students must write an essay answering the following questions:

**Key questions for students:**

- Is there a better solution to helping the environment?
- What works with how your classmate does in order to value nature? What doesn't?

**Activity 2: Re-evaluation of Native Family**

Duration of Activity: 30 minutes

**Objectives:**

- To reevaluate what first impressions of what is a Native American family
- Build a new understanding after the museum, to more successfully understand certain characteristic of individual tribes and varying native people across the U.S..

**Instructions:**

Guide students to look at their original drawing. In groups or individually, have students identify different geographical and cultural influences of their drawing.

**Key questions for students:**

- What is different about the Seminole and Miccosukee from your original drawing?
- How did geography and weather decide how different Native American groups lived?
- Students may also draw a specific Native American group and answer the same questions based on the knowledge they received in their Museum visit.

**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?

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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 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](mailto:accessibility@historymiami.org).*