

## **Lummus Park Pre and Post Visit Activities**

### **Introduction:**

The following are a list of ideas of how to introduce the rich history of southern Florida, inquire about the threats to these special places, and discover ways that we can make a difference in Miami's preservation. 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 understand that where we live influences how we live.

### **Vocabulary:**

Coontie

Creole

Florida East Coast Railway

Foundry

Homesteader

Plantation

Segregation

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

Built in 1909 Lummus Park was one of the first parks built in Miami. It was traditionally a green space in the city, however now it is home to some of the oldest buildings in the city. The Wagner Homestead, the oldest home in Miami-Dade County, was once home to the Wagner family. Fort Dallas/William English Slave Quarters was established as Fort Dallas during the Seminole Wars.

# 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: Wish you were here!

*Duration of Activity: 30 minutes*

### Objectives of Activity:

- To have students gain an understanding of what life might have been like when the homesteaders were moving to Miami.

### Materials

- 4x6 index card
- Colored pencils

**Instructions:**

- Have students create a post card to a loved one about what it would be like to live in Miami during the 1860s.
- The card should have an image on one side and a note on the other.

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## Post-Visit Conversations

**Activity 1: Make a Difference**

*Duration of Activity: 60 minutes*

**Objectives:**

- The students demonstrate that they have learned, understood, and remembered the content of the Lummus Park Program

**Instructions:**

- Divide students into groups, groups of 4 students are ideal.
- Have students discuss and create a plan to help restore Lummus Park.

**Other Potential Post-Visit Ideas**

**Clean-Up Activity:** Take part in and/or organize a clean-up activity in the community.

**Create a Podcast:** Choose one of the ideas you discussed for a way you can help the park and create a podcast telling others how they can do it too!

**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.

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

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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