

HISTORYMIAMI

MIAMI EXPRESSIONS Pre and Post Visit Activities

Introduction:

The following are activities to introduce your students to the museum and the topic of art in the city of Miami and how there are various genres in our community. 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 an understanding of art.

Vocabulary:

Beadwork
Drawing
Painting
Photography
Pioneer
Pottery
Seminole
Sketching
Tequesta

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 art people have been making in Miami for over 10,000 years. Art serves many purposes. It reflects a culture, it records culture and it changes over time. Art can be drawing, painting, music, dance, fashion, pottery, jewelry, photography, architecture and even cooking. We are going to explore some of these art forms and see how they fit into Miami's history and have helped shape it into the community it is today.

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: An Illustrated City

Duration of Activity: *40 minutes*

Objectives: To use their observational skills to capture the image of the school.

Instructions:

Equipped with paper and pencil, students will go to a spot at the school with you and they will have 10 minutes to sketch that area of the school. When students have finished sketching, have a few share the drawing and ask them what they found.

Key questions for students:

- Was it a difficult task to draw this part of the school?
- What did you focus on?
- Would there be another way you would prefer to capture this portion of the school?
- Are there other tools you'd like to have to capture this portion of the school?
- What else could we use?

Post-Visit Conversations

Activity 1: Miami Art

Duration of Activity: *1 homework assignment + presentations next day*

Objectives:

- ❖ To discover Miami centric pieces of art.

Instructions:

DAY 1

Have students go home and research, art, music, poetry etc. inspired by Miami.
Be sure students make a list and include their sources.

DAY 2

Encourage students share their findings by presenting a photo or model of the artwork.

Key questions for students:

- Where they easy or difficult to find?
- How many were 10+ years old?
- How many were newer?
- Why do you think you were able to find as many as you did?
- Which genre of art was most popular?

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? –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.