

HISTORYMIAMI

Saludos Amigos! Map Program Pre and Post Visit Activities

Introduction:

Following is a list of ideas of how to introduce the cultural and geographic heritage of Latin America, and its connections to southern Florida, to your students. We recommend these ideas be used as pre- and/or post-visit lessons for this living map program.

Grades: 3-5

Objectives for PROGRAM:

- Students will explore the cultural heritage of the Americas through the use of a large floor map, artifacts and the Museum galleries.
- Students will understand how Miami and South Florida have seen the development of a rich cultural diversity and a deep connection to its international neighbors.

Vocabulary:

Andes
Aztec
Cardinal points
Civilization
Conservation
Continent
Desert
Glacier
Habitat
Inca
Maya
Native
Pampas
Rainforest

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

Miami and South Florida have become the nation's gateway to the Americas. From our city's humble beginnings to the present, it seems that just about everybody has come from somewhere else. In particular Latin American immigration has given the region its unique cultural identity. Explore the history of our southern neighbors on an artifact-packed floor map. Then travel the Museum's galleries seeing how immigration has shaped our great community. We also want to know your family's story, since everybody's account is a part of our area's history.

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: Across Latin America

Duration of Activity: *At home up to 60 minutes + 15 minutes each group for summary for class*

Objectives:

- ❖ Familiarize oneself with a specific country in Latin American.
- ❖ To be able to locate the country on a map and estimate the distance the country is to Miami or south Florida.

Instructions: Have students, individually or in small groups, research in depth a single country in Latin America.

Determine physical geography characteristics, climate, history, culture and other information. Find out how far away from here the country is, and try to determine how many people from that country live in the Miami area. If applicable, identify characteristics of that country (food, music, language, etc.) that can be seen locally. Use library books, internet, maps or any other method available to the class. Report your findings to the class at a later time, and show where on map the country is found.

Key questions for students:

- What countries have given our area the largest percentage of people, and why?
- Do many of the countries speak the same language?
- Are cultural factors (music, food, clothing styles, etc.) similar throughout, or are there large differences?
- Do larger countries have more influence than smaller ones?
- Does proximity to the US play a role in immigration?

- What other factors cause people to move?
-

Post-Visit Conversations

Activity 1: International Connections

Duration of Activity: 30-45 *minutes*

Objectives:

- ❖ To determine to what extent immigration has shaped the makeup of the student's class.

Instructions: Have all students in class write down where their parents are born. Figure out which percentage was born in the US, internationally, and finally percentages from individual countries. If possible, contact a school (or a few) via e-mail or other pen-pal methods in other areas of the country and have them do the same exercise. Share and compare results.

Key Questions for students:

- Why is Miami called a gateway city? Is this true, and why?
- Can you think of other places that could be called gateway cities also?
- Do you think other classes and schools in the area have the same results?
- Are the findings in other places similar to your class? If they are different, why?
- Does geography always affect immigration patterns? Are there other factors?

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,

HistoryMiami
101 West Flagler Street
305.375.1492
www.historymiami.org

HISTORYMIAMI

If you need a sign language interpreter, or materials in accessible format, please call 305-375-5379 or email: accessibility@historymiami.org.