

HISTORYMIAMI

TECHNOLOGY THROUGH THE AGES Pre and Post Visit Activities

Introduction:

The following are a list of ideas of how to introduce the history of technology in South Florida through the ages. 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 identify changes in materials, tools and techniques over time while exploring the relationship between science and history.

Vocabulary:

Aeronautics

Agriculture

Air-conditioning

Aviation

Cargo

Comptie or coontie

Cruise Ships

Drainage

Homestead

Invention

Over-sea-Highway

Pioneer

Railroad

Salvage

Settlement

Sponging

Starch

Technology

Trading Post

Wreckers

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

Technology is not limited to modern day inventions. Going back as early as the Tequesta, technology and invention has played a vital role in South Florida's history. The Tequesta utilized shells, animal bones and other natural materials to create tools to assist them in their daily living. Technology also played a large role in the drainage of the Everglades and the arrival of the first train. The railroad changed the future of South Florida because with the train came a huge influx of people. This program explores the roots of technology in South Florida through the modern inventions that made Miami home for so many different people.

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: A picture is worth a million words

Duration of Activity: *1 homework assignment*

Objectives:

- ❖ To utilize photographs as resources.
- ❖ To research technological inventions through time, as captured by photographers and painters.

(**MODIFICATION-** Teachers! You can change this to fit any subject you are teaching. If, for example, you want to make the focus on the subject or unit you are currently teaching, simply change the focus on the research).

Instructions:

Instruct students to search for an image that has an invention or tool that has changed the course of our city.

Students may find images in their textbooks, archives of local and national newspapers, photograph collections at

www.historymiami.org, Library of Congress or the National Archives. Once students have found the tool or invention they would like to focus on, they must write a 1 page paper on the object's origin, note whether or not the object evolved from a preexisting invention or how the object has impacted human life. Students must turn in the picture that inspired them, along with their 1 page report.

Key Questions for Students:

- What is your invention made of?
 - Where does it originate?
 - How has it made life easier for humans?
 - Are there any cons of this invention? Any negative by products?
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Post-Visit Conversations

Activity 1: An object is worth a thousand words

Duration of Activity: *2 homework assignments*

Objectives:

- ❖ To build upon their pre-visit to recreate a 3 dimensional object.
- ❖ Students will use their museum visit for inspiration.

Instructions:

Following their museum visit, students will have to build a 3 dimensional model of the invention or tool they researched prior to their museum visit.

Students must utilize found materials, cardboard, aluminum foil, or natural materials to build a 3-D version.

After creating this model, students will present their research, image and 3-D model to the class.

Go Green!= Project the students' image on the board for all students to see, instead of photocopies!

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.

www.historymiami.org