

# HISTORYMIAMI

## WORLD MAP Pre and Post visit Activities

### **Introduction:**

Following is a list of ideas of how to introduce the World Map and its geography. We recommend these ideas be used as pre- and/or post-visit lessons for any one of our living map or tour programs.

### **Grades:**

3-5

### **Objectives for World Map Program:**

To engage students in a qualitative program that educates and engages them about our world, the different people that encompass it and how it gives insight into our own culture.

### **Vocabulary:**

Aborigine  
Adapt  
Antarctica  
Australia  
Asia  
Calusa  
Continent  
Culture  
Economy  
Exchange  
Explore  
Extinct  
Gold  
Guaraní  
Hunter-gatherer  
Labor  
Pioneer  
Research  
Survival  
Tequesta  
Tran-Saharan  
Timbuktu  
Trade  
Wampanoag

### **Introduction to the world:**

The World Map is a look at our globe from a geographic and cultural standpoint. At the museum the students will learn about different peoples all over the world, and how are similar and different. We will explore all 7 continents, the environmental issues that face its inhabitants, and how the past has influenced the present world that we all live in.

# Pre-Visit Activities

## 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 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: Diary Entry, part 1

Duration of Activity: *30 minutes*

### Objectives:

- ❖ To encourage students thinking about everyday lives. Although people throughout the world are different, we all are human and live our day to day lives.

### Instructions:

Students can either do this alone, as a diary entry writing prompt, or write a compilation diary entry in groups. Ask the following questions:

#### Key questions for students:

- What do you eat for breakfast?
- What do you wear to school?
- What activities do you do throughout the day? Do you have chores? Do you help with your younger siblings? Do they help you?
- Can you describe your surrounding? What do you see?

# Post-Visit Activities

## Activity 1: Diary Entry, part 2

Duration of Activity: *30 minutes*

### Objectives:

- ❖ To compare and contrast the daily lives of another culture; past or present.

### Instructions:

Students will understand that children may have day to day activities that are different in some aspect, but also similar depending on where you live. We all eat, help out family and have some form of education, whether formal or not. Have students choose one continent/area that was discussed in the program at the museum. Give them the following options:

- Penguin
- Afua from Ghana
- Aborigine child
- Child from the Middle East
- An explorer from Portugal sailing the seas

### Key Questions for students:

- What do you eat for breakfast?
- What do you wear to school?
- What activities do you do throughout the day? Do you have chores? Do you help with your younger siblings? Do they help you?
- Can you describe your surrounding? What do you see?

## 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?

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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 [www.HistoryMiami.org](http://www.HistoryMiami.org) and can also be seen in our brochure.

Regards,

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# HISTORYMIAMI

*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).*