



# School Group Tour

## Thematic Tour Lesson Plan

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7-2016

**Tour Name:** A Day in the Life of Vizcaya

**Tour Theme:** How was Vizcaya understood in the past, by both guests and staff of James Deering?

**Grade Levels:** 4<sup>th</sup>–6<sup>th</sup> grades

### **Understandings:**

- Students will understand the purpose of Vizcaya has changed over time (private home to public museum).
- Students will understand the concept of preservation and the role of a museum.
- Students will understand the concept of an estate.
- Students will understand that Vizcaya was carefully planned and built, and that its décor, furnishing and technology was not arbitrary, but built with a practical, aesthetic or conceptual purpose.
- Students will understand the purpose of select rooms and areas on the first and second floors of the Main House.
- Students will understand Vizcaya through the lens of guests of Mr. Deering and staff members of Vizcaya ca. 1910s and 1920s.
- Students will understand how an estate represents concepts related to work and leisure.

### **Essential Questions:**

- What can you learn from exploring a museum through the eyes of someone else?
- Whose story does Vizcaya represent?
- How are leisure and work connected?
- What can we learn from exploring objects?
- What can we learn from exploring a historic home?

### **Knowledge:**

- Students will know that Vizcaya represents an estate that accommodates both work and leisure.
- Students will know the purpose of select rooms, areas, and objects.
- Students will know the difference between an estate and a home.
- Students will know the roles of select domestic staff from the Deering era.
- Students will know that Vizcaya represents a history that includes many people in addition to James Deering.
- Students will know that there are many time periods represented at Vizcaya: the distant past, the recent past (Deering era), and the present.
- Students will know that museums play a crucial role in preservation of ideas and material culture.

**Skills:**

- Make connections between the past and present.
- Role play; imagine self as someone else.
- Observation and interpretation of objects.
- Interpretation of first person historical accounts.
- Compare and contrast images, objects, experiences and ideas.

**Instructional Strategies:**

- Classroom lessons provided by Vizcaya Museum and Gardens and led by classroom teacher.
- Object and image-based discussions during field study and classroom lessons provided by Vizcaya.
- Inquiry-based facilitated discussions during field study and classroom lessons provided by Vizcaya.
- Text-based discussions using archival resources during field study.
- Guided tour of Main House during field study.
- Self-guided or guided tour of gardens during field study.

**Florida Standards for Field Study:**

VA.4.C.1.2	LAFS.4.RF.3.3	LAFS.K12.L.1.1
VA.4.C.3.2	LAFS.4.RF.4.4	LAFS.K12.L.3.4
VA.4.C.3.3	LAFS.5.RF.3.3	LAFS.K12.L.3.5
VA.4.S.1.4	LAFS.5.RF.4.4	LAFS.K12.L.3.6
VA.4.H.1.2	LAFS.68.RH.1.1	
VA.4.H.1.3	LAFS.68.RH.1.2	SS.4.A.1.1
VA.5.C.1.2	LAFS.68.RH.2.4	SS.4.A.1.2
VA.5.S.1.4	LAFS.K12.R.1.1	SS.4.FL.1.1
VA.5.H.1.2	LAFS.K12.R.1.2	SS.5.A.1.1
VA.5.H.2.2	LAFS.K12.R.2.4	SS.6.W.1.3
VA.5.H.2.3	LAFS.K12.R.3.7	SS.6.W.1.4
VA.68.C.1.2	LAFS.K12.R.4.10	SS.6.W.1.6
VA.68.C.3.3	LAFS.K12.W.3.9	SS.8.A.1.1
VA.68.H.1.1	LAFS.K12.SL.1.1	SS.8.A.1.5
VA.68.H.1.2	LAFS.K12.SL.1.2	SS.8.A.1.7
VA.68.H.2.2	LAFS.K12.SL.1.3	
	LAFS.K12.SL.2.4	

**Florida Standards for Pre-Visit Writing Lesson:**

LAFS.K12.R.3.7	LAFS.K12.W.4.10	LAFS.K12.L.3.6
LAFS.K12.W.2.4	LAFS.K12.SL.1.2	LAFS.K12.W.1.3
LAFS.K12.W.3.9	LAFS.K12.L.1.1	

**Florida Standards for Post-visit Writing Lesson**

LAFS.K12.W.2.4	LAFS.K12.L.1.1
LAFS.K12.W.4.10	LAFS.K12.L.3.6

**Note to Educators:**

- The field study will take place rain or shine. Comfortable shoes and casual clothes are suggested.

- All school tour facilitators are specifically trained and certified by Vizcaya Museum and Gardens to work with school audiences.
- During the guided tour students will have the opportunity to consider many different kinds of questions, and we welcome many responses. We do this to encourage thinking skills. We ask that you allow students time to consider and to respond to these questions.
- Guided tours often include the use of technical vocabulary, carefully selected to support the tour's curricular goals. During the guided tour students will have the opportunity to hear new vocabulary and to work as a group to consider meaning. This is an opportunity for students to use context clues to understand unique and unfamiliar terminology. We ask that you allow students time to puzzle through new vocabulary, as facilitated by the tour leader.
- This guided tour may include a reproduction of archival resources and/or quotes regarding the history of Vizcaya. During the guided tour students may have the opportunity to read independently and aloud. As archival and historical resources they may be difficult to decipher or contain unfamiliar vocabulary—and this is the point. This is an opportunity for students to use context clues to read and understand unique and unfamiliar documents. We ask that you allow students time to puzzle through their reading, as facilitated by the tour leader.
- The above experiences allow educators the opportunity to observe their students and to consider how learning in the school classroom is applied and expanded upon in a new learning environment.

**Lesson Plan Format Based On:** Understanding by Design

Wiggins, G. and McTighe, J. (2005). Understanding by design. Alexandria, VA: Association for Supervision and Curriculum Development.