



# School Group Tour

## Thematic Tour Lesson Plan

---

7-2016

**Tour Topic:** Design & Architecture

**Tour Theme:** To explore the design and architectural features of Vizcaya to better understand the primary inspirations for Vizcaya's design, Italian country houses and Miami's tropical environment.

**Grade Levels:** 4<sup>th</sup>-5<sup>th</sup> grades

### **Understandings:**

- Students will understand that Vizcaya was created by a team of people and the role of each one: James Deering, Paul Chalfin, F. Burrall Hoffman, and Diego Suarez.
- Students will understand that Vizcaya is designed in the style of an Italian country home, with specific inspirations taken from its Miami location.
- Students will understand the relationship of form and function.
- Students will understand the relationship of the Main House to the outdoor environment.
- Students will understand that the Main House and the gardens are both designed elements of Vizcaya.
- Students will understand select basic elements of design.
- 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.

### **Essential Questions:**

- Why study and preserve art and architecture of the past?
- What is the connection between the built environment and the natural environment?
- How does the design of a building or a room within a building affect the human experience?
- What does it mean when form follows function?
- Why do people choose to decorate their homes?

### **Knowledge:**

- Students will know select elements of design:
  - Scale
  - Symmetry
  - Axis
- Students will know the difference between an architect, a designer, and a landscape architect.
- Students will know the main characteristics of an Italian country home.

**Skills:**

- Compare and contrast.
- Determine part to whole relationships.
- Define and apply:
  - Scale
  - Symmetry
  - Axis
- Read a design study for the formal gardens.
- Develop supported observations.
- Consider multiple possibilities.

**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.
- 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	VA.5.C.3.2	
VA.4.C.3.1	VA.5.C.3.3	LAFS.K12.R.3.7
VA.4.C.3.2	VA.5.S.1.4	LAFS.K12.SL.1.1
VA.4.C.3.3	VA.5.O.1.3	LAFS.K12.SL.1.2
VA.4.S.1.4	VA.5.O.2.1	LAFS.K12.SL.1.3
VA.4.O.1.1	VA.5.O.2.2	LAFS.K12.SL.2.4
VA.4.O.1.2	VA.5.H.1.1	LAFS.K12.L.1.1
VA.4.H.1.1	VA.5.H.1.2	LAFS.K12.L.3.6
VA.4.H.1.2	VA.5.H.1.4	
VA.4.H.1.3	VA.5.H.2.1	SS.4.A.1.1
VA.4.H.2.2	VA.5.H.2.2	SS.4.A.1.2
VA.4.H.3.1	VA.5.H.2.3	SS.4.A.6.3
VA.4.F.2.1	VA.5.H.3.1	SS.4.FL.1.1
VA.5.C.1.2	VA.5.F.2.1	SS.5.A.1.1
VA.5.C.1.3	VA.5.F.2.2	
VA.5.C.3.1	VA.5.F.2.3	

**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.