

**Tour Topic:** Design & Architecture

**Program Theme:** To explore the design and architectural features of Vizcaya to better understand the concepts behind Vizcaya's design, and in turn, those of Italian country houses.

**Objective:** In small groups students explore Vizcaya as a villa through the identification of architecture and design elements throughout the Main House. Students use visual evidence (taking photographs throughout the Main House) to identify and consider specific elements.

**Program Length:** one hour

**Grade Levels:** 9<sup>th</sup>–12<sup>th</sup> grades

**Understandings:**

- Students will understand the purpose of Vizcaya has changed over time (private home to public museum).
- Students will understand that Vizcaya is designed in the style of an Italian country home, or villa.
- Students will understand the relationship of the Main House to the exterior natural environment.
- Students will understand select basic elements of architecture.
- Students will understand the concept of preservation and the role of a museum.

**Essential Questions:**

- How does the design or architecture of a building affect the human experience?
- What is the connection between the built environment and the natural environment?
- Why study and preserve art and architecture of the past?

**Knowledge:**

- Students will know that Vizcaya's architecture is inspired by Italian villas.
- Students will know that there is a relationship between the architecture of Vizcaya's Main House and its surrounding natural environments.
- Students will know how to use a map and legend.
- Students will know that preservation is a core function of an historic site.

**Skills:**

- Determine part to whole relationships.
- Develop supported observations.
- Consider multiple possibilities.
- Make connections between the past and present.
- Read and navigate using a site map.
- Apply outside knowledge to thematic discussions.
- Active listening.

**Instructional Strategies:**

- Pre-visit classroom lesson provided by Vizcaya Museum and Gardens and led by classroom teacher.
- Inquiry-based facilitated discussions during field study and classroom lesson provided by Vizcaya.
- Facilitated lesson in Main House during field study.
- Additional optional Guided tour of Main House or gardens during field study.
- Post-visit writing lessons provided by Vizcaya Museum and Gardens and led by classroom teacher.

## Florida Standards for Field Study:

TBC

### 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

Additional TBC

### 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 or facilitated program 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 and facilitated programs often include the use of technical vocabulary, carefully selected to support the tour's curricular goals. 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 or facilitated program may include a reproduction of archival resources and/or quotes regarding the history of Vizcaya. 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.