



Topic: Preservation

Program Theme: Explore issues of survival relative to a complex, multi-faceted historic site that serves as an international cultural heritage destination.

Objective: In small groups students explore preservation through the identification of issues throughout the Main House. Students use visual evidence (taking photographs throughout the Main House) to identify and consider preservation challenges and needs of the historic house and its collection.

Program Length: one hour

Grade Levels: 9th–12th 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 delicate balance between preservation and cultural heritage access.
- Students will understand that preservation applies to objects, architecture and human experience.
- Students will understand that preservation is a central value to the museum and choices that have been made in the past and present to support preservation.

Essential Questions:

- How does the human experience affect preservation?
- What are the challenges of preserving an historic site?
- What choices does museum staff face in preservation efforts?
- Who is responsible for preservation efforts?
- Why study and preserve art and architecture of the past?

Knowledge:

- Students will know that Vizcaya faces many challenges to preservation.
- Students will know that preservation encompasses objects, architecture and the human experience.
- Students will know that preservation is a core function of an historic site.

- Students will know that there are different kinds of obstacles to preservation.
- Students will know how to use a map and legend.
- Students will know that museum staff exercise choices in preservation efforts.

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

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.