



School Group Tour

Thematic Tour Lesson Plan

7-2016

Tour Name: Portrait of Vizcaya: Europe Meets America

Tour Theme: How does Vizcaya combine European traditions with its American and, specifically, Miami, context?

Grade Levels: 9th–12th 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 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 that Vizcaya is inspired by European styles and traditions combined with an American context.
- Students will understand the function of rooms and areas on the first floor of the Main House.
- Students will understand how Vizcaya’s design represents traditional and modern elements.

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 affect the human experience?
- What makes Vizcaya European and American?

Knowledge:

- Students will know that Vizcaya is inspired by select European styles.
- Students will know the function of different areas on the first floor of the Main House.
- Students will know that though Vizcaya is designed to look old, the Main House includes many modern technologies.
- Students will know the difference between an architect, a designer, and a landscape designer.
- Students will know that Vizcaya was a place of work and leisure for a diverse group of people.
- Students will know that the natural environments at Vizcaya are an important part of its architectural design.
- Students will know that select objects help demonstrate Vizcaya’s European and American contexts.

Skills:

- Detailed observations.
- Compare and contrast.
- Determine part to whole relationships.
- Develop supported observations.

- Consider multiple possibilities.
- Sequence events and distinguish the recent past from the distant past.

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.912.C.1.2	VA.912.H.2.5	SS.912.A.3.2
VA.912.C.1.3	VA.912.H.2.6	SS.912.A.4.11
VA.912.C.1.4	VA.912.H.3.1	SS.912.G.1.4
VA.912.C.1.8	VA.912.F.2.8	SS.912.G.3.2
VA.912.C.2.2		SS.912.W.1.3
VA.912.C.2.4	LAFS.910.RH.1.1	SS.912.W.1.6
VA.912.C.2.8	LAFS.910.RH.1.2	SS.912.W.6.2
VA.912.C.3.1	LAFS.1112.RH.1.1	SS.912.H.1.1
VA.912.C.3.2	LAFS.1112.RH.1.2	SS.912.H.1.2
VA.912.C.3.5	LAFS.1112.RH.3.7	SS.912.H.1.3
VA.912.C.3.6	LAFS.K12.R.3.7	SS.912.H.1.7
VA.912.S.1.4	LAFS.K12.SL.1.1	SS.912.H.2.1
VA.912.O.1.1	LAFS.K12.SL.1.2	SS.912.H.2.2
VA.912.O.1.5	LAFS.K12.SL.1.3	SS.912.H.2.3
VA.912.H.1.2	LAFS.K12.SL.2.4	SS.912.H.2.5
VA.912.H.1.4	LAFS.K12.L.1.1	SS.912.P.10.3
VA.912.H.1.8	LAFS.K12.L.3.6	SS.912.S.3.3
VA.912.H.1.9		SS.912.S.5.7
VA.912.H.2.2	SS.912.A.1.2	
VA.912.H.2.3	SS.912.A.3.13	

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.