



Topic: Conservation

Program Theme: Explore issues of survival relative to endangered ecosystems unique to South Florida that make up part of a complex, multi-faceted historic site and 21st century museum that serves as an international cultural heritage destination in Miami's urban core.

Objective: In small groups students compare and define preservation and environmental conservation, and observe examples of native ecosystems to propose hypotheses, discuss and draw conclusions on the historic changes to the ecosystems over time and the causes for these changes. Students use and collect visual evidence (taking photographs) and make notes of observations to identify and consider environmental conservation challenges and human impact.

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 analyze the difference between preservation and conservation.
- Students will identify and understand signs of historic change in a specific natural area.
- Students will identify and understand the challenges of conserving local ecosystems.
- Students will comprehend that human activities impact the environment.
- Students will understand that conservation is central to efficient resource management and environmental stewardship.
- Students will learn that museum preservation includes both indoor and outdoor areas, and that there are professional and specialized staff dedicated to preserving each area.
- Students will understand that preservation and conservation are central values to the museum and choices that have been made in the past and present to support preservation and conservation.

Essential Questions:

- How do human activities impact the environment?
- What are the challenges of environmental conservation?
- Who is responsible for environmental conservation efforts? Why?
- Why observe and understand historic changes in natural areas?
- Why observe and understand human impact on the environment?

Knowledge:

- Students will know that Vizcaya faces many challenges to preservation and conservation and the difference between the two.
- Students will know that conservation as applied to the environment encompasses natural resources, ecosystem balance and the human experience/impact.
- Students will know that there are different kinds of obstacles to environmental conservation.
- Students will know how to identify signs of environmental changes by observing Vizcaya's shoreline, mangrove shore, hardwood and rockland hammocks.
- Students will know that museums can play a role in preservation and environmental conservation.

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.
- Use critical thinking skills to compare, contrast, and analyze.
- Practice attention to details and identification skills.

Instructional Strategies:

- Pre-visit classroom lesson provided by Vizcaya Museum and Gardens and led by classroom teacher.
- Inquiry-based facilitated discussions and hands-on activities during school program at Vizcaya, and classroom lesson provided by Vizcaya.
- 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.W.4.10

LAFS.K12.L.1.1
LAFS.K12.L.3.6

Additional TBC

Note to Educators:

- The school program 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.