



Tour Name: A Day in the Life of Vizcaya

Tour Theme: How was Vizcaya understood in the past, by both guests and staff of James Deering?

Location: Main House & Gardens

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 that Vizcaya was carefully planned and built, and that its décor, furnishing, and technology was not arbitrary, but built with a practical, aesthetic or conceptual purpose.
- Students will understand the purpose of select rooms and areas on the first and second floors of the Main House.
- Students will understand Vizcaya through the lens of guests of Mr. Deering and staff members of Vizcaya ca. 1910s and 1920s.
- Students will understand how an estate represents concepts related to work and leisure.
- 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 innovations and inspirations taken from its Miami location.
- Students will understand the relationship of the Main House to the outdoor environment.
- Students will understand select basic elements of design.

Essential Questions:

- Why study and preserve the past?
- What can you learn from exploring a museum through the eyes of someone else?
- Whose story does Vizcaya represent?
- How are leisure and work connected?
- What can we learn from exploring objects?
- What can we learn from exploring a historic home?

Knowledge:

- Students will know that Vizcaya represents an estate that accommodates both work and leisure.
- Students will know the purpose of select rooms, areas, and objects.
- Students will know the difference between an estate and a home.
- Students will know the roles of select domestic staff from the Deering era.
- Students will know that Vizcaya represents a history that includes many people in addition to James Deering.

Field Study: A Day in the Life of Vizcaya

- Students will know that there are many time periods represented at Vizcaya: the distant past, the recent past (Deering era), and the present.
- Students will know that museums play a crucial role in preservation of ideas and material culture.
- Students will know the various environments on the grounds of Vizcaya: rockland hammock (native forest), mangrove shore, formal gardens.
- Students will know how to use a map and legend.
- Students will know select elements of design: scale, symmetry, proportion, axis.
- Students will know which characteristics of Vizcaya's gardens are inspired by European design and which characteristics are inspired by its sub-tropical location and environment.
- Students will know that preservation and conservation issues apply to architecture and well as the environment.

Skills:

- Make connections between the past and present.
- Role play; imagine self as someone else.
- Observation and interpretation of objects.
- Interpretation of first-person historical accounts.
- Compare and contrast images, objects, experiences and ideas.
- Define and apply: scale, symmetry, proportion, axis.
- Read an historical site map.

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.
- Text-based discussions using archival resources during field study.
- Guided tour of Main House during field study.
- Guided tour of Gardens during field study.

Field Study: A Day in the Life of Vizcaya

Florida Standards for Field Study:

<p><u>Elementary</u></p> <p><i>2nd Grade</i></p> <p>VA.2.C.1.2</p> <p>VA.2.S.1.4</p> <p>VA.2.H.1.2</p> <p>VA.2.H.2.2</p> <p>VA.2.H.2.3</p> <p>VA.2.F.2.1</p> <p>SS.2.A.1.1</p> <p>SS.2.A.1.2</p> <p>SS.2.G.1.1</p> <p>SS.2.A.2.8</p> <p><i>3rd Grade</i></p> <p>VA.3.C.1.2</p> <p>VA.3.C.3.2</p> <p>VA.3.C.3.3</p> <p>VA.3.H.1.2</p> <p>VA.3.H.1.3</p> <p>VA.3.H.2.3</p> <p>SS.3.A.1.1</p> <p>SS.3.A.1.1</p> <p>SS.3.G.1.2</p> <p>SS.3.G.4.4</p> <p><i>4th Grade</i></p> <p>VA.4.C.1.2</p> <p>VA.4.C.3.1</p> <p>VA.4.C.3.2</p> <p>VA.4.C.3.3</p> <p>VA.4.S.1.4</p> <p>VA.4.H.1.1</p> <p>VA.4.H.1.2</p> <p>VA.4.H.1.3</p> <p>VA.4.H.2.1</p> <p>VA.4.H.3.1</p>	<p>VA.4.O.1.1</p> <p>VA.4.O.1.2</p> <p>VA.4.F.2.1</p> <p>SS.4.A.1.1</p> <p>SS.4.A.1.2</p> <p>SS.4.A.4.1</p> <p>SS.4.A.6.2</p> <p>SS.4.A.6.3</p> <p>SS.4.G.1.1</p> <p>SS.4.G.1.3</p> <p>SS.4.G.1.4</p> <p>SS.4.FL.1.1</p> <p>LAFS.4.RF.3.3</p> <p>LAFS.4.RF.4.4</p> <p><i>5th grade</i></p> <p>VA.5.C.1.2</p> <p>VA.5.C.1.3</p> <p>VA.5.S.1.4</p> <p>VA.5.H.1.1</p> <p>VA.5.H.1.2</p> <p>VA.5.H.2.2</p> <p>VA.5.H.2.3</p> <p>VA.5.H.3.1</p> <p>VA.5.C.3.1</p> <p>VA.5.C.3.2</p> <p>VA.5.C.3.3</p> <p>VA.5.O.1.3</p> <p>VA.5.F.2.1</p> <p>VA.5.F.2.2</p> <p>VA.5.F.2.3</p> <p>SS.5.G.1.1</p> <p>SS.5.C.2.5</p> <p>SS.5.A.1.1</p>	<p><u>Middle</u></p> <p>VA.68.C.1.2</p> <p>VA.68.C.3.3</p> <p>VA.68.H.1.1</p> <p>VA.68.H.1.2</p> <p>VA.68.H.2.2</p> <p>VA.68.C.1.2</p> <p>VA.68.C.3.1</p> <p>VA.68.C.3.3</p> <p>VA.68.C.3.4</p> <p>VA.68.S.1.4</p> <p>VA.68.O.1.1</p> <p>SS.6.G.1.5</p> <p>SS.6.W.1.3</p> <p>SS.6.W.1.4</p> <p>SS.6.W.1.6</p> <p>SS.7.G.2.1</p> <p>SS.8.A.1.1</p> <p>SS.8.A.1.2</p> <p>SS.8.A.1.5</p> <p>SS.8.A.1.7</p> <p>SS.8.G.5.2</p> <p>LAFS.68.RH.1.1</p> <p>LAFS.68.RH.1.2</p> <p>LAFS.68.RH.2.4</p> <p><u>High</u></p> <p>VA.912.C.1.2</p> <p>VA.912.C.1.4</p> <p>VA.912.C.1.5</p> <p>VA.912.C.1.8</p> <p>VA.912.C.2.2</p> <p>VA.912.C.2.8</p> <p>VA.912.C.3.1</p> <p>VA.912.C.3.3</p> <p>VA.912.O.1.5</p> <p>VA.912.H.1.3</p> <p>VA.912.H.1.4</p>	<p>VA.912.H.1.8</p> <p>VA.912.H.1.9</p> <p>VA.912.H.2.2</p> <p>VA.912.H.2.3</p> <p>SS.912.H.2.5</p> <p>VA.912.H.3.1</p> <p>VA.912.F.2.8</p> <p>SS.912.A.1.2</p> <p>SS.912.A.3.13</p> <p>SS.912.A.4.11</p> <p>SS.912.G.1.4</p> <p>SS.912.G.2.1</p> <p>SS.912.G.5.4</p> <p>SS.912.H.1.7</p> <p>SS.912.W.1.3</p> <p>SS.912.W.1.6</p> <p>SS.912.S.5.7</p> <p>SS.912.S.8.9</p> <p><u>K-12</u></p> <p>LAFS.K12.R.1.1</p> <p>LAFS.K12.R.1.2</p> <p>LAFS.K12.R.2.4</p> <p>LAFS.K12.R.3.7</p> <p>LAFS.K12.R.4.10</p> <p>LAFS.K12.R.3.7</p> <p>LAFS.K12.R.4.10</p> <p>LAFS.K12.W.3.9</p> <p>LAFS.K12.SL.1.1</p> <p>LAFS.K12.SL.1.2</p> <p>LAFS.K12.SL.1.3</p> <p>LAFS.K12.SL.2.4</p> <p>LAFS.K12.L.1.1</p> <p>LAFS.K12.L.3.4</p> <p>LAFS.K12.L.3.5</p> <p>LAFS.K12.L.3.6</p>
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Field Study: A Day in the Life of Vizcaya

Note to Educators:

- Facilitators modify the tour presentation to fit the target age range of the students.
- 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.