



**Tour Topic:** Geography & Exploration

**Tour Theme:** How does Vizcaya help us understand concepts of geography and the history of exploration? How can geography and exploration help us learn about Vizcaya?

**Grade Levels:** 2<sup>nd</sup>–6<sup>th</sup> grades

**Location:** Main House and Gardens

**Understandings:**

- Students will understand the role of exploration in the context of Vizcaya’s history.
- Students will understand how exploration has changed over time.
- Students will understand how historic exploration relates to the history of Florida.
- Students will understand select tools used for various aspects of geography and exploration.
- Students will understand that explorers travel the globe in the past and present to understand geography.
- Students will understand how Vizcaya was named and its relation to historical exploration.

**Essential Questions:**

- Why do people explore unknown regions?
- What makes exploration possible?
- What do we learn by understanding and documenting geography?
- What is the benefit of interacting with new people and visiting new places?
- What motivates people to explore and travel in the past and present?

**Knowledge:**

- Students will know about select tools, used in the past and present, related to navigation and weather.
- Students will know how Vizcaya got its name.
- Students will know that Ponce de Leon explored Florida, and that the expedition occurred by boat.
- Students will know that the historical significance of the caravel and why it is a symbol of Vizcaya.
- Students will know that maps come in many different formats and may be created in different types of materials.
- Students will know that all of us can be explorers when we travel.

**Skills:**

- Discuss the contributions of explorers in the past and present.
- Imagine past events based on select objects and the environment of Vizcaya.
- Understand the basic goals and concepts of exploration.
- Understand how select navigation and weather instruments operate.

## Field Study: Geography & Exploration

- Differentiate between primary and secondary sources based upon an archival resource.
- Compare and contrast various objects (such as caravels, maps and instruments).
- Observation and interpretation of objects.
- Observation and identification of historic and geographic references in artist maps.

### 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 outdoor grounds and select areas of Main House during field study.
- Guided tour of Main House during field study.

### Note to Educators:

- Facilitators will modify tour content to audience age and level.
- 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 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.

## Field Study: Geography & Exploration

### Florida Standards for Field Study:

#### ***Elementary School***

##### *2nd Grade*

SS.2.A.1.1  
SS.2.A.1.2  
SS.2.A.3.1  
SS.2.G.1.1  
VA.2.C.3.1  
VA.2.S.1.3  
VA.2.S.1.4  
VA.2.H.1.2  
VA.2.H.2.3  
LAFS.2.RF.3.3  
LAFS.2.RF.4.4

##### *3rd Grade*

SS.3.A.1.1  
SS.3.A.1.3  
SS.3.G.1.1  
SS.3.G.1.1  
SS.3.G.1.2  
SS.3.G.3.1  
SS.3.G.4.2  
SS.3.G.4.4  
VA.3.C.1.2

VA.3.C.3.2  
VA.3.S.1.4  
VA.3.H.1.2  
VA.3.H.1.3  
LAFS.3.RF.3.3  
LAFS.3.RF.4.4

##### *4th Grade*

SS.4.A.1.1  
SS.4.A.3.1  
SS.4.A.6.2  
SS.4.A.6.3  
SS.4.G.1.2  
SS.4.G.1.3  
SS.4.G.1.4  
VA.4.C.1.2  
VA.4.C.3.1  
VA.4.S.1.4  
VA.4.H.1.2  
VA.4.H.1.3  
LAFS.4.RF.3.3  
LAFS.4.RF.4.4

##### *5th Grade*

SS.5.A.1.1

SS.5.G.1.1  
VA.5.C.1.2  
VA.5.C.3.3  
VA.5.S.1.4  
VA.5.H.1.2  
LAFS.5.RF.3.3  
LAFS.5.RF.4.4

#### ***Middle School***

##### *6th Grade*

SS.6.G.1.5  
SS.6.W.1.3  
SS.6.W.1.4  
VA.68.C.1.2  
VA.68.C.3.3  
VA.68.S.1.4  
VA.68.O.3.2  
VA.68.H.1.2  
VA.68.H.2.3  
LAFS.68.RH.1.1  
LAFS.68.RH.1.2  
LAFS.68.RH.2.4  
LAFS.68.RH.3.7

### **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.