



Thematic Tour Lesson Plan

7/11

Tour Topic: Garden Tour Overview

Tour Theme: Vizcaya is the result of European traditions combined with an American context. Vizcaya's natural and built environments were shaped by Miami's subtropical climate, plants and materials.

Grade Levels: 6th–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 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.
- Students will understand the purpose of Vizcaya has changed over time (private home to public museum).
- Students will understand the concept of preservation as it applies to the natural and built environments, and the role of a museum.

Essential Questions:

- Why study and preserve the past?
- What are the challenges of preserving the natural environment in an urban area?
- What is the connection between the built environment and the natural environment?
- How does the design of a landscape affect the human experience?
- What happens when one culture “borrows” or adapts traditions from another?

Knowledge:

- 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 the difference between an architect and a landscape architect.
- Students will know the difference between a natural and built environment.
- 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:

- Compare and contrast.
- Determine part : whole relationships.
- Define and apply: scale, symmetry, proportion, axis.
- Read an historical site map.
- Develop supported observations.
- Consider multiple possibilities.

Instructional Strategies:

- Pre field study classroom lesson provided by Vizcaya Museum and Gardens and led by classroom teacher.
- Object and image-based discussions during field study and pre-field study lesson.
- Inquiry-based facilitated discussions during field study and pre-field study lesson.
- Guided tour of gardens during field study.

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.