



School Programs Field Study

Thematic Tour Lesson Plan

2/08

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?

Grade Levels: 4th – 8th grades

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 the concept of an estate
- Students will understand the purpose of select rooms and areas on the first and second floors
- Students will understand Vizcaya through the lens of a guest of Mr. Deering *or* a staff member of Vizcaya ca. 1910s and 1920s
- Students will understand how an estate represents concepts related to work and leisure

Essential Questions:

- 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:

- Vizcaya represents an estate that accommodates both work and leisure
- The purpose of select rooms, areas and objects
- The difference between an estate and a home
- Roles of select domestic staff from the Deering era
- Vizcaya represents a history which includes many people in addition to James Deering
- There are many time periods represented at Vizcaya: the distant past, the recent past (Deering era) and the present
- Museums play a crucial role in preservation of ideas and material culture

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

Instructional Strategies:

- Pre field study classroom lesson
 - Powerpoint presentation provided by Vizcaya Museum and Gardens at no charge, and led by 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 main house during field study
- Text-based discussions using archival resources during field study
- Self 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 tours are led by Volunteer Guides specifically certified and prepared by Vizcaya Museum and Gardens to work with school audiences as School Program Guides.
- 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. In this way, the field study guided tour serves as an opportunity for educators to observe their students, and to consider how learning in the school classroom is applied and expanded upon in a new learning environment. We ask that you allow students time to consider and to respond to these questions.
- Guided tours often include a reproduction of archival resources and/or quotes regarding the history of Vizcaya. During the guided tour students will 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 School Program Guides. In this way, students' literacy skills are challenged at an appropriate level and educators have 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.