



School Programs Field Study

Thematic Tour Lesson Plan

12/08; Updated 7/10

Tour Topic: Vizcaya & the European Classical Tradition

Tour Theme: How does Vizcaya combine “Old World” European ideas with “New World” American ideas?

Grade Levels: 6th–12th 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 how the design of Vizcaya is both based in European classical traditions as well as American ideas and Miami influences.
- Students will understand that much of Vizcaya’s design and collections represent previous eras in European art history, such as Classical, Italian Renaissance, and Neo-Classical.
- Students will understand the differences and similarities between the Italian Renaissance and the American Renaissance.
- Students will understand select technological aspects of Vizcaya.

Essential Questions:

- How can objects represent the ideas of a time period, a culture, or artistic style?
- Why preserve art and architecture of the past?
- How does the past inform the present?
- In what ways does society preserve objects and architecture?
- In what ways does society preserve ideas?

Knowledge:

- Students will know how Vizcaya exemplifies both European traditions and American ideas and Miami influences.
- Students will know the difference between the Italian Renaissance and the American Renaissance.
- Students will know that Vizcaya represents the distant past and recent past.
- Students will know how Vizcaya represents both tradition and innovation.

Skills:

- Compare and contrast styles from different time periods.
- Determine part to whole relationships.
- Track and order time periods and artistic styles.
- Develop supported observations.

- Consider multiple possibilities.
- Discuss characteristics of different artistic styles.

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 Main House 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 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.