



MICCOSUKEE INDIAN VILLAGE

INTRODUCTION

Dear Educator,

Thank you for reserving a Historic Site Visit program (HSVP) at the Historical Museum of Southern Florida (HMSF). We look forward to working with you and your students.

The HSVP is a very exciting program, through which your students will have the opportunity to explore and discover, firsthand, the treasures of the Historical Museum of Southern Florida and the historic sites we partner with.

These programs incorporate standards that address skills tested on the FCAT:

- Cape Florida Lighthouse
- Miccosukee Indian Village
- Matheson Hammock Park and Marina
- The Barnacle house
- Lummus Park (Fort Dallas, The Miami River, Lummus Park and Wagner Home)
- Virginia Key Beach
- Miami-Dade County Courthouse in Downtown Miami

The purpose of the HSVP is to help students:

- Learn what a historical museum is and its role in preserving and presenting historical evidence.
- Expand their knowledge of our regional and national history.
- Experience Miami's rich multicultural history of the past 10,000 years.
- Involve the students in the process of documenting their own past.

Completion of the History Mysteries program, pre-visit and post-visit activities satisfy the following Sunshine State Standards:

SS.A.1.3.1, SS.A.2.3.1, SS.A.3.3.1, SS.A.4.3.1, SS.A.4.3.2, SS.A.4.3.3, SS.A.4.3.4, SS.A.5.3.1, SS.A.5.3.3, SS.A.6.3.1, SS.A.6.3.2, SS.A.6.3.3, SS.A.6.3.4, SS.A.6.3.5, SS.B.1.3.1, SS.B.2.3.4, SS.C.1.3.1, LA.A.1.3.3, LA.A.2.3.2, LA.A.2.3.6, LA.A.2.3.8, LA.B.2.3.1, LA.C.1.3.1, LA.C.1.3.4, LA.C.2.3.1, LA.C.3.3.3, LA.E.2.3.5, MA.A.3.3.1, MA.A.3.3.3, MA.A.4.3.1, MA.B.1.3.2, MA.B.1.3.4, MA.B.3.3.1, MA.B.4.3.2, MA.C.3.3.1, MA.D.1.3.1, MA.D.1.3.2, MA.E.1.3.1, MA.E.3.3.1, SC.H.1.3.1, SC.H.3.3.5, SC.H.3.3.6

Enclosed, you will find packets for your use with your students. The teacher booklet contains pre-visit and post-visit activities, as well as a list of suggested resources. This booklet is designed to introduce the museum to your students before their museum program and to reinforce and supplement concepts after their visit.

Sincerely,

The HMSF Education Team

MUSEUM TOUR GUIDELINES

Museum Tour Guidelines

We look forward to your visit with the Historical Museum (HMSF). Below are important points of information to help us coordinate a successful experience for you and your students.

RESERVATIONS – All programs must be scheduled in advance.

TOUR TIME 10 a.m. to noon (3 day HSVP); 9:30 AM to 1 PM (1 day HSVP) – On time arrival is imperative. Your tour maybe be shortened according to the amount of time you are late.

BUS LOADING – The driver should bring your class to the south side of 101 W. Flagler Street, to unload. Proceed up the staircase or ramp to the plaza. Our building is located on the north side of the plaza.

MEET US ON THE PLAZA – The Museum Educator will meet you at 10 a.m. on the plaza at our entrance. Look for us under the three arches.

MEET US AT THE SITE – The Museum Educator will greet you at the main entrance of the Historic Site. Time will be determined by type of HSVP you choose.

DISCIPLINE – Student’s disciplining must handled by a teacher and/or chaperones. Cell phones must be turned off or put on vibrate during the program. Please refrain from using your phone.

FACILITIES – Restroom facilities are located in the museum. Students should use them after their tour, if possible.

FACILITIES FOR STUDENTS WITH DISABILITIES- Teachers should notify the museum in advance if accessibility needs are required. The staff will be on hand to assist you accordingly.

LUNCH – Please bring your lunch to enjoy, just remember to dispose of all trash so the plaza or the site will be clean for the next visitors.

GENERAL PROGRAM DESCRIPTION

General Program Description:

HSVP has three components. First, students will visit the HMSF and be given a tour of the areas pertinent to subject matter and theme chosen. Next, students will experience a significant historical site in South Florida. Last, they will create imaginative and instructive artwork, pertaining to their previous educational experience with the program.

Project Description:

Visit #1- Tropical Dreams Gallery Walk & Data Collecting:

An experienced guide will lead students through the Tropical Dreams galleries focusing on the history of Native Americans in southern Florida. We will learn about the earliest known arrivals, more than 10,000 years ago, and their survival. Artifacts from the now famous “Miami Circle,” shall be observed. Students will see the eventual destruction of all local natives as a result of European contact. We’ll then explore the arrival of the Seminole and Miccosukee in Florida in the 1700s as a result of forced removal and a search for freedom. Runaway slaves and others who joined the Indians will be included. The tragic Seminole Wars of the 1800s and the ultimate victory will conclude the gallery walk.

Visit #2- Miccosukee Indian Village and Everglades National Park:

Armed with notebooks and cameras, the students will visit the site; the outing will include a visit to a Miccosukee village, airboat ride, and museum. Students will be given a guided walk of the village where they will see, firsthand, the way of life and customs of the tribe. As part of a thrilling airboat ride through the Everglades, the boat will stop on a “tree island,” where students will see an authentic “chickee”. Last, there will be a visit to the Miccosukee Museum, filled with fascinating artifacts. Throughout the visit, the students will document their experience, including the natural history of the Everglades, with provided materials and the aid of a Museum Educator.

Visit #3-Book Making:

Students will put together a book about their visit to HMSF and the Miccosukee Indian Village and Everglades National Park, utilizing their pictures, notes and drawings.

QUESTIONS TO ASK STUDENTS

What is a Museum?

Soon, you will be going on a learning expedition to the Historical Museum of Southern Florida and an historic site in our community. A museum is a place where a collection of objects is kept and displayed in exhibits.

Do you collect anything?

Why do you like to collect these things?

Have you ever been to a museum?

Have you ever seen things you collect at a museum?
Or have you been inspired to collect something you saw at a museum?

List 3 things you know about the history of South Florida:

A historical museum is a place where objects from the past are collected, cared for and exhibited, so you can explore and learn from them. At the Historical Museum of Southern Florida, you can investigate objects from more than 10,000 years of South Florida and Caribbean history.

At the museum, our collection is made up of: artifacts, documents, fossils and replicas.

An **ARTIFACT** is anything made or used by humans. A canoe made by a Seminole crafter is an artifact.

A **DOCUMENT** is something that is written or printed. A photograph is a document, as is a book.

A **FOSSIL** is the remains from an organism from a past geological age, such as bones or a leaf imprint.

A **REPLICA** is an exact copy of something. Sometimes, people who work in a museum use a replica when the original artifact is too fragile for visitors to touch or hold.

LOOK AROUND YOUR CLASSROOM

What is real?

What is a replica?



MICCOSUKEE VILLAGE

Just 30 minutes west of the Florida Turnpike, in the heart of the Everglades, is the Miccosukee Indian Village. It is an example of a real family settlement. Sleeping chickees and other working chickees surround the cooking chickee with its symbolic, star-shaped fire.

The story of the Miccosukees has been a story of survival through adaptation. In 1821, Spain sold Florida to the United States, the Miccosukees, together with the Seminoles, were

living in Central Florida. During the Indian Wars of the 1850s, some escaped deportation by hiding out in the Everglades. Present tribal members are descendants of those who eluded capture. To survive in the new environment, they had to adapt to living in small groups in temporary camps. Fishing and hunting continued to provide the main staples of their diets. They learned to harvest the native fruits of the hammocks, in addition to the coontie and cabbage palm of higher ground.

During the 1870s, life was still a struggle, but game was abundant and there was a surplus of alligator skins, deer hides and feathers. They traded these goods in town for cloth, tools, guns, salt and coffee. Throughout the 1900s, the tribe continued to adapt without becoming assimilated. Miami became an expanding metropolis, canals drained the land and the Tamiami Trail cut off the natural flow of the Everglades. But the most significant change came in 1947, when the Everglades National Park was established, declaring most of the tribe's lands off-limits. From an isolated community that was nearly self-reliant, the Miccosukee Indians found themselves thrust into the 20th century. They now experienced a need for more money, education, and all that goes with the modern way of life. The lands that were once theirs to roam and hunt were eliminated from their use through development. The tribal leaders decided that it was now time to seek outside aid to protect themselves for the future. The Miccosukee Tribe of Florida officially attained U.S. recognition in 1962 and in 1971, it took over the administration of all its programs from the government. In adapting to new ways, the Miccosukee have always managed to retain their own culture.





EVERGLADES NATIONAL PARK

The Everglades is a subtropical wetland located in the southern portion of Florida. The system begins near Orlando with the Kissimmee River, which discharges into Lake Okeechobee. Water leaving the lake in the wet season forms a wide, slow-moving river flowing southward toward Florida Bay at the southern end of the state. The ever-changing Everglades are shaped by water and fire, with frequent flooding in the wet season and drought in the dry season. Famous environmentalist Marjory Stoneman Douglas popularized the term "River of Grass" to describe the sawgrass marshes, part of a complex system of interdependent ecosystems that include cypress swamps, mangrove forests, hammocks, pine rockland and the marine environment of Florida Bay. Hammocks are lands slightly elevated above the water, where trees can grow.

The Everglades is home to a vast array of animals that have adapted to the wet, subtropical environment. Some creatures such as the Florida panther, wood stork and the manatee have become symbols of the struggling ecosystem. While some of its animals are widely recognized, the Everglades is also home to many hundreds, if not thousands, of lesser-known species of fresh and saltwater fish, amphibians, reptiles, mammals and birds. Some are on the federal threatened or endangered lists. About 350 bird species have been identified in Everglades National Park alone. The most notable include the wood stork, ibis, spoonbill, egret and the endangered snail kite, an unusual bird in that it survives exclusively on the apple snail. Land animals include the raccoon, skunk, opossum, bobcat, white-tail deer and the Florida panther, the most endangered species in the Everglades, with only 30 to 50 remaining in the wild. Everglades is also the only place in the U.S. where crocodiles are found and the only place in the world where you can find both alligators and crocodiles.

Activity 1: Appreciating Historic Preservation

The purpose of this pre-visit activity is to “warm-up” the students’ thinking in terms of historic preservation. This activity will be done before their first visit at the Museum. Before the second visit, during which they will go to the specific site, instruct your class to do another short writing prompt to find out their ideas of why this site is important to the historic preservation of our community. Students should make the correlation between a famous international historic site and its worldwide importance to a South Florida historic site and its local importance.

Step 1

Before first visit- Choose a famous Historic Site. For example:

- Egyptian Pyramids or Sphinx
- St. Augustine’s Castillo de San Marcos
- Great Wall of China

Or, choose a site you want to talk about. (This is only to get the students to start thinking about historic preservation.)

Instruct students to answer the following questions in writing or prompt a discussion:

- Where is this Historic site?
- What is this site?
- Why is it important to the country in which it is located?
- Why is it important to the world?
- Why should the site be protected? Or would it be better as a parking lot?

Step 2

Before second visit- For this activity the student’s writing prompt or discussion should focus on the specific site their first visit introduced them to.

- Where is this Historic site?
- What is this site?
- Why is it important to Miami?
- Why is it important to South Florida?
- Why should it be protected? Or would it be better as a parking lot?

Activity 2: “From Wilderness to Metropolis”

Read the title of this quilt square, “From Wilderness to Metropolis” aloud to your class. Make 6 copies of this photograph so students can take a look. Prompt students to interpret what this title is referring to.

Ask students to write about what they already know of Florida’s wilderness, and to cite specific examples they see in Miami that indicate the city’s ever-growing expansion.

ABOUT THE HISTORICAL MUSEUM OF SOUTHERN FLORIDA

The Historical Museum of Southern Florida (HMSF) tells the stories of South Florida and the Caribbean. The museum promotes understanding of the past in order to inform the present and create a better quality of life. HMSF hosts a permanent exhibition gallery and a special gallery with several changing exhibitions each year. In addition, the museum houses a first-class Research Center which includes a non-circulating library, archival collection, and museum store that offers a unique array of Florida-themed books and gifts.

Your Story, Your Community...Your Museum



HISTORICAL MUSEUM
OF SOUTHERN FLORIDA

305.375.1492

www.hmsf.org

101 West Flagler Street

Downtown Miami