The Freedom Tower
A 1920's Jazz Age Landmark

Museum Education Program
Miami Dade county Public Schools
Educational Resource Guide
Marlon Zuniga, Museum Educator
THE SCHOOL BOARD OF MIAMI-DADE COUNTY, FLORIDA

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Welcome to the Museum Education Program. Thirty-two years ago, the Art Education Program developed the Museum Education Program, a collaborative effort between Miami-Dade County Public Schools, local museums, and galleries. This program is designed to provide all students attending art classes, kindergarten through senior high school, with an opportunity to view and discuss original works of art and architecture in a museum, historic site, or gallery setting.

Museum educators, who are Miami-Dade County art teachers, guide students through interdisciplinary tours of modern, classical, contemporary, and student produced art. Specially designed educational resource guides emphasize the connection between art, language arts, math, science, social studies, and career awareness. On-site and follow-up art, reading, and writing activities reinforce the concepts explored through the museum tour. These multi-curricular experiences serve to foster student awareness of the link between themselves and artists who express personal thoughts, feelings and experiences through works of art. The art reflects the cultural, historical, social, and economic climate of the times in which it is created.

The Museum Education Program represents twenty one museums, galleries, and outreach programs. The museum educators are art teachers who have been chosen for their ability to plan tours, develop educational resource guides, and create relevant and interesting tours of permanent collections and traveling exhibitions. This unique program has become a nationally recognized model by the National School Boards Association as one of the outstanding curriculum ideas in the United States.
CONTACT INFORMATION

MUSEUM EDUCATOR: Marlon Zuniga

ASSIGNED DAY: TBA

PHOTOGRAPHS: TBA

BUS DROP OFF 10:00 AM

PICK UP: 1:00 PM

LUNCH: Bagged Lunches

CONTACT FOR BOOKING: Marlon Zuniga
G. W. Carver Elementary
Cell Phone: (305) 962-8866
Email: marlonzuniga@dadeschools.net
The Freedom Tower

The Freedom Tower is a building in Miami, Florida, designed by Schultze and Weaver. It is used currently as a memorial to Cuban immigration to the United States. It is located at 600 Biscayne Boulevard on the Wolfson Campus of Miami Dade College. On September 10, 1979, it was added to the U.S. National Register of Historic Places. It was designated a U.S. National Historic Landmark on October 6, 2008.[3] On April 18, 2012, the AIA's Florida Chapter placed the building on its list of Florida Architecture: 100 Years. 100 Places as the Freedom Tower / Formerly Miami News and Metropolis Building.[4]

History

Originally completed in 1925 as the headquarters and printing facility of the newspaper The Miami News, it is an example of Mediterranean Revival style with design elements borrowed from the Giralda in Seville, Spain. Its cupola on a 255 foot (78 m) tower contained a decorative beacon.

The Miami News vacated the building in 1957 to relocate to a new facility on the Miami River. As refugees from Cuba fleeing Fidel Castro's communist regime arrived in Miami during the 1960s, the federal government used the facility to process, document and provide medical and dental services for the newcomers. After the major era of refugees ended in 1972, the government sold the building to private ownership in 1974. In 1979, the building was listed
on the National Register of Historic Places.[5]

In 1997 the building was purchased for US$4.1 million by Jorge Mas Canosa, founder of MasTec and initiator of the Cuban American National Foundation, and restored and converted into a monument for the refugees who fled to the United States from communist Cuba. It housed a museum, library, meeting hall, and the offices of the Cuban American National Foundation. Salsa legend Celia Cruz was memorialized at The Freedom Tower upon her death in 2003, with more than 200,000 turning out to show their respects.[6]

In 2004, the Freedom Tower was purchased by developer Pedro Martin and his company, Terra Group, who proposed a new building (possibly condominiums) on an adjacent part of the property. Preservationists opposed the plan, and during 2005 the developers donated Freedom Tower to Miami Dade College, which is using it as a cultural and educational center. The city later granted approval to the developers to build on the back of the property without demolishing the original tower.

More recently, Miami Dade College has hosted major exhibitions including showcasing the works of masters Dali, Goya and Da Vinci since the Martin family donated the tower to the institution. It has plans to expand the offerings at the Tower and install exhibitions commemorating the Freedom Tower’s past as the home of a major newspaper and the site where hundreds of thousands of Cuban refugees were processed. The college will also commemorate the building’s architecture. It recently restored The New World Mural, Painted by The Miami Artisans in 1988. Wade S. Foy, John Conroy, William Mark Coulthard, Phylis Shaw, Gerome Villa Bergsen and Ana Bikic.
MUSEUM EDUCATION PROGRAM PREVIEW

This exhibition preview has been prepared to assist art teachers in the correlation of resources in the visual arts galleries with the authorized curriculum of the Miami-Dade County Public Schools, Miami, Florida.

MUSEUM / GALLERY: The Freedom Tpwer

EXHIBITION TITLE: Various Exhibits on going

EXHIBITION DESCRIPTION: NA

EXHIBITION DATES: NA

SUGGESTED APPROPRIATE STUDENT LEVEL: All levels

O Secondary  O Middle  O Elementary

MEDIA/TECHNIQUE: All techniques
O Drawing  O Painting  O Textile/Fiber  O Mixed Media
O Photography  O Sculpture  O Architecture  O Ceramic  O Printmaking
O Craft  O Jewelry  O Art History

DESIGN ELEMENTS: (Key: O Major Focus  O Minor Focus) All
O Line  O Shape  O Color  O Space  O Texture

DESIGN PRINCIPLES: (Key: O Major Focus  O Minor Focus) All
O Balance  O Rhythm  O Contrast  O Tension  O Proportion  O Emphasis

ARTISTIC STYLE: All Styles
O Naive  O Non-Objective  O Expressionistic  O Utilitarian / Functional
O Decorative  O Conceptual  O Abstract  O Realism  O Surrealism
O Other __________________________________________

CONTENT / MEANING: All
O Figurative  O Portraiture  O Landscape  O Imaginary Events  O Satirical
O Common Events  O Psychological  O Religious  O Political

(Signature)
NOTE TO THE TEACHER:

This exhibition may contain (nudity) and/or (images of violence). It is suggested that teachers may wish to preview the exhibition before the date of the class visit.

The Museum Education Program is not responsible for content of exhibited artwork. Please discuss any concern with your assigned Museum Educator before your tour.
**VOCABULARY**

1. **Historic Landmark:** A building or site with historical significance, especially one marked for preservation by a municipal or national government.

2. **Immigration:** The action of coming to live permanently in a foreign country.

3. **Immigrant:** A person who comes to live permanently in a foreign country.

4. **Refugee:** a person who has been forced to leave their country in order to escape war, persecution, or natural disaster.

5. **Political asylum:** the protection granted by a nation to someone who has left their native country as a political refugee.

6. **Artist:** A person who creates works of art such as paintings, sculptures, prints, collage, installations and other creative venues.

7. **Art Collector:** A person who buys or trades artwork.

8. **Art Dealer:** A person who buys and sells artwork for a living.

9. **Art Gallery:** A room or building for the exhibition and or sale of paintings, sculptures, installations and other works of art.

10. **Art Museum:** A building that houses significant works of art on view for the general public. They collect, store, and display thousands of art items that have artistic and historical value.

11. **Art opening:** A special first viewing event where the artist can interact not only with his/her collectors but also with other artists, the press, and the general public. An art opening is a very exciting time for everyone.

12. **Collection:** A group of things kept together that have something in common.

13. **Critic:** A person who is skilled in judging. An expert on a subject who writes or discusses a work of art including films, plays, or books.

14. **Curator:** A person who chooses the various works of art to include in an exhibition and where to place those art objects in an exhibition.

15. **Director:** A person who is in charge of a museum, gallery, or art center. He/she makes certain things run smoothly and plans for the future of the business. A director continually learns about art and artists.

16. **Docent:** A person who gives guided tours of an exhibition in a museum.
Pre-visit Pre-test

School _______________________ Student’s Name _____________________ Gr. _____

1. What is Historic Landmark?

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

2. What is an immigrant?

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

3. What is a refugee?

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

4. What is the difference between an immigrant and a refugee?

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

5. What is an artist?

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

6. What is an Art Gallery?

____________________________________________________________________
Test Answers

1. **A Historic Landmark** is a building or site with historical significance, especially one marked for preservation by a municipal or national government.

2. **An immigrant** is a person who comes to live permanently in a foreign country.

3. **A refugee** is a person who has been forced to leave their country in order to escape war, persecution, or natural disaster.

4. The difference between an immigrant and a refugee is that the immigrant came willingly to live in a foreign country, while the refugee has been forced to leave his/her country in order to escape persecution or natural disaster.

5. An artist is a person who creates works of art such as paintings, sculptures, prints, collage, installations and other creative venues.

6. An Art Gallery is a room or building for the exhibition and or sale of paintings, sculptures, installations and other works of art.
Suggested Activity for the Freedom Tower

Mediterranean Revival Architecture Background

Mediterranean Revival is a design style introduced in the United States in the waning nineteenth century variously incorporating references from Spanish Renaissance, Spanish Colonial, Beaux-Arts, Italian Renaissance, and Venetian Gothic architecture.

Peaking in popularity during the 1920s and 1930s, the movement drew heavily on the style of palaces and seaside villas and applied them to the rapidly expanding coastal resorts of California and Florida.

Structures are typically based on a rectangular floor plan, and feature massive, symmetrical primary façades. Stuccoed walls, red tiled roofs, windows in the shape of arches or circles, one or two stories, wood or wrought iron balconies with window grilles, and articulated door surrounds are characteristic.[1] Keystones were occasionally employed. Ornamentation may be simple or dramatic. Lush gardens often appear.

The style was most commonly applied to hotels, apartment buildings, commercial structures, and residences. Architects August Geiger and Addison Mizner were foremost in Florida, while Bertram Goodhue, Sumner Spaulding, and Paul Williams were in California.

Activity Idea

1. Have the students look at photos of Mediterranean Revival Architecture.
2. Discuss design elements such as symmetrical façades, arches and round windows.
3. Have the students create a design based on these concepts and similar motifs. Below is a link to a website that has many designs.

http://www.decorartsnow.com/category/decorative-arts/page/5/
MUSEUM EDUCATION PROGRAM
PARTICIPATION / EVALUATION FORM

Each year a review is conducted to affect change and make adjustments to the Museum Education Program. During this review, comments made by the teachers are the single most important factors.

School: ___________________________  Teacher: ___________________________
Museum Educator: Marlon Zuniga  Date: ___________________________
Museum Site: Freedom Tower
Exhibition: ____________________________________________

Please rate the following aspects of the Museum Education Program as excellent, very good, good, fair, poor, or not applicable.

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<td>Communication from the museum educator</td>
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<td>Information regarding schedules / tour</td>
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<td>Preparatory materials / Resource Guide</td>
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<td>Bus transportation (on time/polite/safe)</td>
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<td>Presentation of the tour</td>
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<td>Preparation of museum educator</td>
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<td>Quality of the art objects or site</td>
<td>O</td>
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How do you plan to coordinate this museum experience with your art curriculum?

______________________________________________________________________________
______________________________________________________________________________

Do you have any suggestions for improving the Educational Resource Guides or other suggestions for improvements that might enhance future museum visits?

______________________________________________________________________________
______________________________________________________________________________

Please return this form to:
#9626  Room 316
Art Education Program / Museum Education
Attn: Linda Mangual, Lead Museum Educator

Thank you for your time.
Resources

http://www.nps.gov/history/nr/travel/american_latino_heritage/Freedom_Tower.html

http://www.miamiherald.com/2008/12/16/815401/miamis-freedom-tower-was-first.html

HOW TO LOOK AT ART

This process of evaluating and critiquing artwork is but one of many ways that students can come to some understanding of the work they are viewing. Modify or embellish this process, or choose one of your own that is more appropriate for your student population.

DESCRIPTION

A visual inventory is made
Design elements are noted
(Line, shape, color, space, texture).
Media, material or technique used for expression in the work are also noted.
(Paint, clay, metal, paper, etc.).
At this point no mention is made of subject matter, and no judgments are made.
This step serves only to accomplish an inventory of what is seen.

ANALYSIS

Relationships among design elements are inventoried
Design principles are noted.
(Balance, rhythm, contrast, tension, proportion, emphasis).
For example: Color and shape (elements) may be interacting in such way that balance and contrast (principles) are achieved.
Size, shape, color, and texture relationships are among those distinguished.

INTERPRETATION

An attempt is made to determine the idea or concept, which seems to unify all of the separate traits of the artwork
Based upon description and analysis, what is the artist communicating?

JUDGMENT

The viewer may form a judgment about the artwork
The judgment is based upon the description, analysis, and interpretation.
Personal philosophies, background, and feelings are now taken into account.

Note: DESCRIPTION and ANALYSIS accomplish several important operations. They encourage complete examination of the artwork, help avoid the viewer's tendency to jump to conclusions, build skills of observation, and help establish a consensus for purposes of discussion.
Museum Education Program / Miami-Dade County Public Schools

MUSEUM ETIQUETTE

1. Students are to remain with assigned adult leaders (chaperons) at all times during the tour. Do not allow students to wander off by themselves at any time. Bathroom breaks should be taken before or after the tour.

2. Name tags should be worn by elementary level students. It will be helpful to the teacher, the chaperons, and museum personnel if each student is wearing a tag with the following information:
   - Name of student
   - Code designation
   (Color code, teacher or chaperon's name, etc.)

3. Encourage students to wear comfortable clothing. The museum may include activities that require the students to sit on the floor.

4. The museum experience should be approached empty-handed unless otherwise specified. Do not allow students to bring items other than those requested.

5. No food, drinks, gum, or similar items will be allowed in the museum. Teachers are asked to package food, drinks, and art materials (if required) in a cardboard box for easy storage and distribution.

6. Art museum experiences are more visual than tactile. Please inform all members of your group that works of art should not be touched. Exceptions to this standard rule will be carefully explained by the museum educator whenever necessary. Chaperons should enforce this guideline.

7. Please be advised that there may be other people in the museum on the day of their visit. Please use appropriate courtesy during the tour.

8. Discussion is encouraged. In order to proceed in an orderly fashion, hands should be raised first.

9. Photography is allowed at some museum sites. Other museum sites have strict regulations concerning cameras. Check with the individual museum educator regarding policy.
GUIDELINES FOR CHAPERONS

The role of the chaperon is to supervise the behavior of the students. Students are to remain with adult leaders (chaperons) at all times during the tour. Do not allow students to wander off by themselves at any time.

Miami-Dade County Public Schools policy requires that the chaperon to student ratio be 1:10 (one chaperon for each ten students). It is essential for the safety of the students and the success of the field experience that an adequate number of chaperons be present. Make every effort to use interested, responsible, and alert adults as chaperons.

An excellent source is the school PTA. You may wish to invite the principal or the assistant principal along on the trip.

If possible, make verbal contact with your chaperons well in advance of your excursion. They should be well informed before the day of the field experience.

When contacting your chaperons, communicate the following:

- Day, date, and time of the trip
- Destination
- Where to meet the group (classroom, front office, at the bus)
- Special information (medical) regarding students in the group
- Cost, if any, and teacher policy regarding pocket money
- Transportation schedules; transportation company
- Specific chaperon responsibilities

Your chaperons should wear large, clearly identifiable nametags.

Take the time to call or write to the chaperon with a special “thank you.”
FIELD TRIP BUS PROCEDURES

All school site personnel are reminded that they are responsible to check drivers and buses operated by private school bus services for proper certification before permitting students to be transported on field experiences or activity trips.

1. The licenses of private company school bus drivers must be checked before permitting students to be transported:
   a. Drivers must have a current Florida driver’s license
   b. Drivers must also have a current ESE 481 (License to drive a school bus) signed by the superintendent of schools

*If the driver cannot show you a valid Florida driver's license and a valid ESE 481 you must not permit that driver to transport your students. It is extremely important that you check both the Florida driver’s license and the ESE 481. We have recently received several reports from schools that ESE 481’s were being traded around among private company drivers and that several uncertified individuals had “borrowed” ESE 481’s and were attempting to drive private company buses for field trips. Checking the Florida driver’s license along with the ESE 481 will give you positive identification of the individual and ensure that only certified drivers are being used for contracted field trips and activity trips.*

2. Private company school buses must also be checked for a current MDCPS inspection sticker. The MDCPS inspection sticker will be located on the front windshield of the bus next to the front door. Each sticker will have an expiration date written on it. If the bus does not have a MDCPS inspection sticker on it, or if the sticker has expired, you must not allow students to be transported on that bus.

*Again, we want to emphasize that checking the inspection stickers on private school buses before you allow a field trip to depart from the school is extremely important. Not all of the approved private school buses have all of the buses they own and operate inspected and certified by us. We have received complaints from several schools that private companies showed up at their location for a field trip with a bus that did not have a MDCPS inspection sticker or which had an expired sticker. Schools need to check for this and make sure that unauthorized buses are not used to transport students.*

Detailed procedures and an explanation of the responsibilities of school site personnel with respect to private school bus services can be found in Board Rule 6GX13E1.101 (Private School Bus Companies under Contract to Miami-Dade County Public Schools). If you have questions concerning a private school bus service driver you should call the Transportation Office at 234-3365. If you have questions concerning MDCPS inspection sticker or condition of a private school bus you should contact the Director of Transportation Maintenance, Mr. Thomas Harrison at 305-234-3365. Your cooperation to ensure these requirements and procedures are adhered to is appreciated.
Map to the Freedom Tower
The School Board of Miami-Dade County, Florida adheres to a policy of nondiscrimination in employment and educational programs/activities and strives affirmatively to provide equal opportunity for all as required by:

**Title VI of the Civil Rights Act of 1964** – prohibits discrimination on the basis of race, color, religion, or national origin.

**Title VII of the Civil Rights Act of 1964**, as amended – prohibits discrimination in employment on the basis of race, color, religion, gender, or national origin.

**Title IX of the Education Amendment of 1972** – prohibits discrimination on the basis of gender.

**Age Discrimination in Employment Act of 1967 (ADEA)**, as amended – prohibits discrimination on the basis of age with respect to individuals who are at least 40.

**The Equal Pay Act of 1963**, as amended, prohibits sex discrimination in payment of wages to women and men performing substantially equal work in the same establishment.

**Section 504 of the Rehabilitation Act of 1973**. – prohibits discrimination against the disabled.

**Americans with Disabilities Act if 1990 (ADA)** – prohibits discrimination against individuals with disabilities in employment, public service, public accommodations and telecommunications.

**The Family and Medical Leave Act of 1993 (FMLA)** – requires covered employers to provide up to 12 weeks of unpaid, job-protected leave to “eligible” employees for certain family and medical reasons.


**Florida Educational Equity Act (FEEA)** – prohibits discrimination on the bases of race, gender, national origin, marital status, or handicap against a student or employee.

**Florida Civil Rights Act of 1992** – secures for all individuals within the state freedom from discrimination because of race, color, religion, sex, national origin, age, handicap, or marital status.

**School Board Rules 6Gx13– 4A-1.01, 6Gx13 – 4A-1.32, and 6Gx13 – 5D-1.10** - prohibit harassment and/or discrimination against an employee or student on the basis of gender, race, color, religion, ethnic or national origin, political beliefs, marital status, age, sexual orientation, social and family background, linguistic preference or disability.

*Veterans are provided re-employment rights in accordance with P. L. 93-508 (Federal Law) and Section 295.07 (Florida Statutes), which stipulate categorical preferences for employment.*

REVISED 07/01/01