# ACM Field Trip Guide

## Table of Contents:



- Lead Chaperone Guide:
  - o Check List
  - Travel Tips
- Chaperone Guide:
  - o Your Role
  - Answers to Common Questions
- Student Learning Activities
  - Guiding Questions
  - Museum Activities
  - Extension Activities
- Additional Resources
  - Books
  - Non-fiction Book for Young Readers
  - Stories for Young Readers

Thank you for booking an Education Group Visit with LeMay- America's Car Museum! We look forward to your arrival. In anticipation of your field trip, please use this guide to help prepare your students and chaperones.

This packet includes a preparation check-list, travel tips, and a guide for all chaperones. Please fill in any necessary information and make copies of the *Chaperone Guide* to distribute to all those responsible for supervising your students during your visit.

Suggestions for museum activities and extension lessons are also provided to help enhance your museum experience. To further integrate your museum visit into your classroom curriculum, please view the *Curriculum Guides* available online that correspond to our student workshops and focused gallery tours. These will provide background information for teachers, pre-and post-visit lesson plans, a glossary of terms, and a list of corresponding state standards.

When you receive confirmation of your education group visit:

- Immediately check the date, time and program type of your education group tour.
- Plan your transportation.
- Share this guide with all participating teachers.

If you have any questions or concerns, don't hesitate to email <u>education@lemaymuseum.org</u> or call (253) 779-8490.



## **Travel Tips**

#### **Lunch Storage:**

- Encourage your students to pack lunches in bags.
- If you need lunch storage, please place all packed lunches in larger boxes so that they can easily be moved in the museum.

#### What to Wear/Bring:

- Encourage children to wear comfortable shoes for their museum visit.
- Leave backpacks and coats on the bus, or place in an area designated by staff.
- Guests are allowed to take pictures, but please keep phones on silent and out of sight while tour guides and/or museum educators are speaking.

#### Payment:

- Admission fees may be paid by cash, check or credit card.
- Payment should be made upon arrival and in a single transaction.

#### Parking:

- When you check in, a guest services representative will advise you where to park your bus or van for free.
- Most likely, you will park and unload students on the Show Field.

# ACM Lead Chaperone Guide

## **Check List**

#### One week before your visit:

- o Familiarize yourself with the *Curriculum Guide* for your corresponding tour/workshop and utilize the pre-visit lesson plans.
- O Use the <u>Rules for the Road</u> to acquaint all students with what behavior is expected in a museum.
- Read about the current exhibits at <u>www.lemaymuseum.org</u> under the "About" tab.

#### The morning before your visit:

- For groups participating in a workshop, distribute nametags to students. Be sure that first names are large and legible.
- O Bring a roster of all participants as well as their emergency contact information and pertinent allergies/medications.
- O Hand out a copy of the <u>Chaperone Guide</u> to all participating chaperones.
- On the bus ride, review the "Rules of the Road" again.

#### At the museum:

- o Plan to arrive fifteen minutes before the start of your tour.
- O Upon arrival, please have one teacher or adult check in the group and pay admission charges. You will need to know the total number of students, complimentary chaperones (1 free chaperone per 10 students) and any additional paying chaperones.
- Please keep your students on the bus until a member of the museum staff explains where to drop them off and park.
- o A museum educator will meet your students <u>outside</u> to conduct a brief orientation.
- O Before entering the museum, students must be split up into groups of 10 or smaller with their assigned chaperones.
- O Chaperones are responsible for helping their small group put on their wristband tickets. Each student *and* chaperone must wear a wristband ticket for admission.
- Be flexible about beginning your tour on different floors to avoid overcrowding.
- o Make sure no more than 20 students are in the museum store or Family Zone at one time.
- o Most importantly, enjoy your visit!

#### After your visit:

- o Please complete the participant survey online.
- O Utilize the post-visit lesson plans found in the *Curriculum Guide* for your corresponding tour/workshop.



## Answers to Common Questions

#### Can we take photographs?

Yes! Cameras and photographs for personal use are allowed (no tripods are permitted in the galleries).

#### Where are the restrooms?

Restrooms and water fountains are located near the elevator on all floors except the bottom floor (Level 1).

#### Can students visit the museum store?

Yes! However, no more than 20 students and their chaperones can be in the store at one time. Please coordinate your time in the museum store with your lead teacher.

#### Can students visit the Family Zone?

Yes! However, no more than two small groups (20 students maximum) and their chaperones can be in the Family Zone at one time. Please coordinate your time in the Family Zone with your lead teacher.

#### What do I do if a child becomes ill?

Please inform a gallery monitor or security guard immediately and inform your lead teacher or chaperone. Museum staff can assist you in locating a first aid kit, if needed.

# **ACM Chaperone Guide**

## Your Role

Thank you for joining your school on their field trip. You will be responsible for staying with students to ensure they have a great time and follow the *Rules of the Road* (see below).

#### **Rules of the Road**

- Help us maintain our collection by using your eyes only to explore the cars.
- Stay on the "road" inside the wire guidelines and/or keep far enough away from the cars to not touch them.
- Make sure to use walking feet to avoid any accidents
- Use inside voices to share your discoveries with your group.
- Stay together in your smaller group with your adult chaperone.
- Keep food, drink, and gum out of the museum galleries.
- Cell phones may be used to take pictures of the vehicles, but we ask that you place **phones on silent** and store out of sight while tour guides and/or museum educators are speaking to give them your full attention and respect.
- Most importantly, HAVE FUN and enjoy your trip through our museum.

Students assigned to your group:	Teacher Contacts:	Additional Reminders:
		Arrival Time:
1	Name:	Workshop Time
2	Cell phone #:	(optional):
3		Racing Simulator/Car
4		Slot Time (optional):
		Lunch Time
5	Name:	(optional):
6		Museum Store Time
7	Cell phone #:	(optional):
8		Departure Time:
9		NI-t
10		Notes:



#### **Guiding Questions**

- How have car designs changed over time and how are they a reflection of the time period in which they were created?
- Which cars are known for their power and speed and which are known for their style and sophistication?
- What makes Harold and Nancy LeMay's favorite cars unique?
- How did the upper class customize their cars in the early twentieth century?
- How did NASCAR begin?
- How are race cars built differently than regular cars?
- How are cars powered by steam, electricity, gasoline, and solar energy?

# **ACM Student Learning Activities**

No matter what type of education group tour you have booked, please view the Curriculum Guides available online and see if you can utilize any of the pre- and post-visit lesson plans in your classroom. Below are some additional suggested activities. Feel free to modify as needed.

#### **Museum Activities:**

If requested in advance, our education staff can provide clipboards, pencils, scavenger hunts, lined paper and/or copy paper for students. The following is a list of suggested activities:

- Use one of our scavenger hunts to locate specific cars based on picture and text clues.
- Draw sketches of your favorite car designs.
- Write down a list of adjectives or phrases describing different cars that will later be used in a poem or story.
- Use the museum's collection of cars as data sampling for various statistics. For example, students can determine the probability of a car in the museum being black, or gas-powered, or manufactured by Ford.
- Practice communication skills by writing down directions (cardinal and relative) to your favorite car (without describing the car itself) Starting from the lobby, switch directions with a peer and see if you can find each other's favorite cars.

#### **Extension Activities:**

- Identify internal and external parts of a car. Encourage students to draw and label their own diagrams.
- As a class, read through and discuss "The History of Cars," and/or "The Physics of Cars" that are included in this packet as background information for teachers.
- Research Henry Ford and the creation of assembly line production. Organize students to make a car as a class by assigning different jobs to students as if on an assembly line. Turn the car into a healthy snack by using grapes and toothpicks for the wheel and axle, and crackers and cheese cubes for the car body.
- Study local maps and determine cardinal and relative directions to the museum.
- Research the development of the national highway system and plan a hypothetical road trip across the country. Include where to stop and how to budget for gas, hotels, food, entertainment, etc.
- Research Henry Ford's "Five Dollar Day" program and determine how long it would take for one of Ford's factory workers to save up enough money to buy a Model T car.
- Create a collage and/or poem to represent each student's favorite car.



## ADDITIONAL RESOURCES

#### Non-fiction Books for Young Readers:

**A History of Cars,** Corbett, David; Gareth Stevens Publishing, 2005

*Around and Around*, Murphy, Patricia J.; Scholastic Library, 2002

**Back and Forth,** Murphy Patricia J.; Scholastic Library, 2002 **CAR**, Sutton, Richard and Baquedano Elizabeth; DK (Eyewitness Series), 2005

*Car Smarts: Hot Tips for the Car Crazy*, Edmonston, Phil and Sawa, Maureen; Tundra Books, 2003.

*Experiments with Motion*, Tocci, Salvatore; Children's Press (True Book Series), 2003

Force and Motion; Delta Education

Full of Energy, Hewitt, Sally; Children's Press, 1998 How Do You Lift A Lion?, Wells, Robert E.; Albert Whitman, 1996

*I Fall Down,* Cobb, Vicki; HarperCollins, 2004 *Inclined Planes,* Dahl, Michael S.; Capstone Press, 1996 *Learn about the Way Things Move,* Gold-Dworkin, Heidi; McGraw-Hill, 2000

Machines We Use, Hewitt, Sally; Children's Press, 1998 Make It Move!, VanVoorst, Jennifer; Capstone Press, 2004 Motion, Farndon, John; Benchmark Books, 2002 Motion and Movement, Frisch, Joy; Smart Apple Media, 2003

*Pulleys,* Dahl, Michael S.; Capstone Press, 1996 *Push and Pull,* Schaefer, Lola M. & Gail Saunders-Smith; Capstone Press, 1999

*Simple Machines,* Fowler, Allan; Scholastic Library, 2001 *Up and Down,* Murphy, Patricia J.; Lerner (Rookie Read-About Science Series), 2004

*The Automobile* (Great Inventions), Lincoln Collier, James; Benchmark Books (NY), 2005

*The Ways Things Move*, Nelson, Robin; Lerner, 2004 *The Way Things Work*, Macaulay, David; Dorling Kindersley Publishers Ltd;

The World of Science, Parragon Publishing; 2007 What Makes A Magnet?, Branley, Franklyn M.; HarperCollins, 1996

What's Faster than a Speeding Cheetah?, Wells, Robert E.; Albert Whitman, 1997

*Whirlers and Twirlers: Science Fun with Spinning,* Cobb, Vicki; Lerner, 2001

#### Books:

Ancient Machines: From Wedges to Waterwheels, Woods, Michael & Mary B. Woods; Lerner, 1999 Awesome Experiments in Force and Motion, DiSpezio, Michael; Sterling Publishing Co., Inc., 2006

*Car Smarts: Hot Tips for the Car Crazy*, Edmonston, Phil and Sawa, Maureen; Tundra Books, 2003.

*Forces,* Mole, Karen Bryant, Rigby Interactive Library, 1997. *Force and Motion,* FlashKids Editors; Spark (Flashcharts Series), 2004

Forces and Motion, De Pinna, Simon; Raintree, 1998

How Cars Work, Newton, Tom; Black Apple Press, 1999

Janice VanCleave's Machines: Mind-Boggling

Experiments You Can Turn into Science Fair Projects,

Pratt VanCleave, Janice; Wiley and Sons, 1993

Science Experiments with Forces, Nankivell-Aston, Sally;

Franklin Watts, 2000

Spinning Blackboard and Other Dynamic Experiments on Force and Motion, Doherty, Paul & Don Rathjen; Wiley and Sons, 1996

*The Way Things Work*, Macaulay, David; Dorling Kindersley Publishers Ltd;

*The World of Science,* Parragon Publishing; 2007 *Wedges,* Welsbacher, Anne; Capstone Press, 2001

#### **Stories for Young Readers:**

*Cars and Trucks and Things that Go*; Scarry, Richard; Giant Golden Books, 2000

If I Built a Car, Van Dusen, Chris; Puffin Books, 2007 This Car, Collicutt, Paul; Farrar, Straus and Giroux, 2002 Mirette And Bellini Cross Niagara Falls, McCully, Emily Arnold; Putnam, 2000

*Mirette On The High Wire*, McCully, Emily Arnold; Putnam, 1997

*Ten Apples Up On Top!*, LeSieg, Theo; Random House, 1961

*Tug-of-War: All About Balance*, Hall, Kiarsten; Children's Press (Beastieville Series), 2004

*Up And Down On The Merry Go Round*, Archambault, John; Henry Holt, 1991

