

Table of Contents:



- [Lead Chaperone Guide:](#)
 - Check List
 - Travel Tips
- [Chaperone Guide:](#)
 - 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 education@lemaymuseum.org 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 when museum staff or volunteers are speaking directly to students.

Payment:

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

Parking:

- Complimentary parking is available for buses and vans. A staff member will advise you where to park when you arrive.
- It is possible that you will be advised to park and unload students on the Show Field, which will remain locked until you arrive.

ACM **Lead Chaperone Guide**

Check List

One week before your visit:

- Familiarize yourself with the *Curriculum Guide* for your corresponding tour/workshop and utilize the pre-visit lesson plans.
- Use the [Rules for the Road](#) to acquaint all students with what behavior is expected in a museum.
- Read about the current exhibits at www.lemaymuseum.org under the “About” tab.

The morning before your visit:

- Ensure that chaperones are easily identified as belonging to your group in case they must be contacted by museum staff in an emergency. Nametags can be provided by the museum if necessary.
- For groups participating in a workshop, distribute nametags to students. Be sure that first names are large and legible.
- Bring a roster of all participants as well as their emergency contact information and pertinent allergies/medications.
- Hand out a copy of the [Chaperone Guide](#) to all participating chaperones. Remind chaperones of the students in their group.
- On the bus ride, review the “Rules of the Road” again.

At the museum:

- Plan to arrive fifteen minutes before the start of your tour.
- Do not unload your students until the lead teacher has checked-in. You may temporarily park your vehicle(s) near the flag pole during the check-in process.
- Before checking-in, the lead chaperone must confirm the total number of students, chaperones, and bus drivers.
- A staff member will conduct a brief orientation with your students and assist with ticket wristband distribution before they enter the Museum galleries. This may occur on your bus, outside on the plaza, or inside the lobby.
- Before entering the galleries, organize students into small groups with their accompanying chaperones. Remember that students must be supervised at all times.
- Most importantly, enjoy your visit!

After your visit:

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



ACM Chaperone Guide

Answers to Common Questions

Can we take photographs?

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

Where are the restrooms?

Restrooms and water fountains are located near the elevator on Levels Four, Three, and Two.

Can students visit the museum store?

Yes! However, no more than 10 students and their chaperones can be in the store at one time. Please coordinate your time in the museum store with your lead teacher. Teachers may also pre-order souvenir kits.

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.

Your Role

Thank you for joining your school on their field trip. You will be responsible for supervising students at all times 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 Museum staff or volunteers 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: | | |
|---|-----------------------|-------------------------------|--|--|
| 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ 8. _____ 9. _____ 10. _____ | <u>Name:</u> _____ | Arrival Time: | | |
| | | <u>Cell phone #:</u> _____ | Guided Tour Time (optional): | |
| | | | Workshop Time (optional): | |
| | | | Racing Simulator/Car Slot Time (optional): | |
| | | | Lunch Time (optional): | |
| | | <u>Name:</u> _____ | Museum Store Time (optional): | |
| | | <u>Cell phone #:</u> _____ | Departure Time: | |
| | | | Notes: | |



ACM Student Learning Activities

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?
- What is the difference between restoration, preservation, and conservation?

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 and discuss any of the books listed in the [Additional Resources](#) section of this guide.
- Research Henry Ford and the creation of assembly line production. Assign different jobs to students as if on an assembly line with the goal of making a vehicle. 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 the cardinal and relative directions from school to the museum.
- Research the development of the national highway system and plan a hypothetical road trip across the country. In the itinerary, include the locations of tourist attractions and develop a budget for gas, hotels, food, entertainment, etc. Compare prices from decade to decade.
- 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.
- Have each student create a collage and/or poem to represent their 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

