

ACM Field Trip Guide

Table of Contents:



- [Lead Chaperone Guide:](#)
 - Check List
 - *Before* your visit
 - *During* your visit
 - *After* your visit
 - Important Reminders
 - Check-in
 - Payment
 - Parking
- [Chaperone Guide:](#)
 - “Rules of the Road”
 - Answers to Common Questions
 - Restrooms
 - Museum Store
 - Family Zone
 - Ill Children
 - Chaperone Notes
 - Student Assignments
 - Lead Teacher Contacts
 - Additional Reminders
- [Student Learning Activities](#)
 - Guiding Questions for each Exhibit
 - Museum Activities
 - Extension Activities

Thank you for booking an education group visit with LeMay- America’s Car Museum! When you receive a confirmation email for your reservation, immediately check the date, time, and program type of your visit. Then, please use this guide to help prepare your students and chaperones.

This packet includes a preparation check-list and important reminders for the lead chaperone. 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. Activity suggestions 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 “Stylish Speed” and “Powerful Propulsion” guided 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.

We look forward to your arrival! If you have a question or concern, please do not hesitate to contact us.



AMERICA’S CAR MUSEUM®

2702 East D Street, Tacoma, WA 98421

www.americascarmuseum.org

Phone: 253.779.8490

Fax: 253.779.8499

ACM Education Department Staff

education@americascarmuseum.org

Debbie Kray, Education Manager

debbie.kray@americascarmuseum.org

Direct: 253.683.3964

Carolyn Dunand, Education Coordinator

carolyn.dunand@americascarmuseum.org

Direct: 253.683.3978



ACM Lead Chaperone Guide

Reminders:

Check-in:

- Do not unload your students until you have checked-in and been informed where to park. You may temporarily park your vehicle(s) near the flag pole during the check-in process as long as your driver does not leave the vehicle.
- 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 at a designated location inside the Museum.
- If you need storage for sack lunches, please place them in a large box that is labeled with the school and teacher's name.
- Leave backpacks and coats on the bus, or place in an area designated by staff.

Payment:

- Admission fees may be paid by cash, check or credit card upon arrival.
- Payment should be made in a single transaction.
- A copy of your purchase order must be provided in advance if you prefer to be invoiced.

Parking:

- Complimentary parking is available for buses and vans. It is possible that you will be directed to park on the Family Field track, which will remain locked until after you check-in.
- Vehicles that are not categorized as buses or vans must pay \$5 for parking. This fee can be paid at an outdoor kiosk in the parking lot or at the guest services desk in the lobby. Parking fees must be paid separately from group admission.

Check List:

Before the day of your visit:

- Review our website www.americascarmuseum.org for directions to the Museum, an overview of the Museum's history, and a description of current exhibits
- Familiarize yourself with the corresponding *Curriculum Guide* for your guided tour and utilize the pre-visit lesson plans.
- Use our "[Rules of the Road](#)" to acquaint all students with behavior expectations at the Museum.
- Encourage appropriate attire for students and staff. All should wear comfortable shoes and dress in order to be easily identified as belonging to your group. This is important in case someone must be contacted by Museum staff in an emergency. Nametags are also required by students participating in a guided tour/workshop.
- Coordinate transportation and payment.
- Determine which students (10 or less) will be assigned to which chaperone.
- Distribute copies of the completed *Chaperone Guide* to all participating chaperones.

Before arriving at the Museum on the day of your visit:

- Bring a roster of all participants as well as their emergency contact information and pertinent allergies/medications.
- Distribute nametags, if needed.
- Store lunches in large box that is labeled with the school and teacher's name.
- Remind chaperones of the students in their group. Distribute *Chaperone Guides* again, if needed.
- Confirm the total number of students, required chaperones (1:10 ratio), and any additional chaperones (who exceed the required 1:10 ratio).
- Review the "Rules of the Road" again with students.

During your visit:

- Model the behavior you want to see.
- Most importantly, have FUN!

After your visit:

- Please complete an [online post-visit survey](#).
- Utilize the post-visit lesson plans found in the *Curriculum Guide* that corresponds to your guided tour.



ACM Chaperone Guide

Answers to Common Questions:

Where are the restrooms?

Restrooms and water fountains are located near the elevator on Levels Four, Three, and Two. Water fountains are located near the women's restroom.

Can students visit the museum store?

Yes! Groups that book time for self-guided exploration may visit the store. 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 your lead teacher or chaperone. Museum staff can assist you in locating a first aid kit, if needed.

Your Important 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 adhere to our Museum expectations below. Don't forget to model the correct behavior!

Rules of the Road

- Help us maintain our collection by using your **eyes only** to explore the cars. Only two cars may be touched including the photo car on Level Two and the play car in the Family Zone on Level One.
- 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, gum, and backpacks out** of the museum galleries.
- **Photography is allowed**, but tripods are not permitted in the 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:	Lead Teacher Contacts:	Additional Reminders:
1. _____		
2. _____	<u>Name:</u> _____	
3. _____	<u>Cell phone #:</u> _____	
4. _____		
5. _____	<u>Name:</u> _____	
6. _____	<u>Cell phone #:</u> _____	
7. _____		
8. _____	<u>Name:</u> _____	
9. _____	<u>Cell phone #:</u> _____	
10. _____		



ACM Student Learning Activities

Guiding Questions:

- *Muscle Cars* exhibit: What characteristics are used to define a muscle car?
- *Ford F-Series* exhibit: How has the design/purpose of these trucks evolved since 1948?
- *Classics and Custom Coachwork* exhibit: How did the upper class customize their cars in the early twentieth century?
- *Lucky's Garage* exhibit: What types of vehicles did Harold E. LeMay collect?
- *Master Collector* exhibit: What is the difference between restoration, preservation, and conservation?
- *Route 66* exhibit: What factors impacted the development and later decline of Route 66?
- *Family Zone*: How does weight affect the speed of pinewood derby cars on a ramp?
- *Alternative Propulsion* exhibit: What are important considerations when choosing a fuel type? What energy sources do you think should power cars in the future?
- *NASCAR* exhibit: How are race cars built differently than regular cars?
- *British Invasion* exhibit: How are British cars designed differently than American cars, especially in the 1950-1960s?

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/post-visit lesson plans or additional resources in your classroom. Below are some additional suggested activities to help engage students during their field trip. Feel free to modify as needed.

Museum Activities:

If requested in advance, our education staff can provide clipboards, pencils, activity guides, lined paper and/or copy paper for students. You may also consider incorporating one of the following activities:

- Photograph or 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.
- Complete a Venn diagram that compares and contrasts new and old vehicles.

Extension Activities:

- Identify internal and external parts of a car. Encourage students to draw and label their own diagrams.
- 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 toy vehicle or healthy snack.
- 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.
- Interview and record the car-related memories of an elderly person.
- Research and interview someone in an automotive-related field.
- Decode the VIN number of your family's vehicle.
- Use this inflation calculator to study the price of vintage vehicles: http://www.bls.gov/data/inflation_calculator.htm. Estimate current costs with the NADA appraisal guide.