

Your chaperone can find each stop on the map with the Chaperone Tip Sheet.

NAME: _____

BIG IDEA!

There have been many innovations in automobile history.
You could be an innovator one day, too.

TEAM UP & TALK

STOP #1) Visit the Timeline (1890s-1920s) part of the exhibit.

Henry Ford is one of the most famous automobile innovators. But there were many early automobile-related innovators. Find two more automobile innovators – ones you've never heard of – and list what they did.

INNOVATOR

INNOVATION

Henry Ford

The Model T, the moving assembly line
and the \$5 Day

**STOP #2) Visit one of the following artifacts. Circle the one you chose.
Answer the question below.**

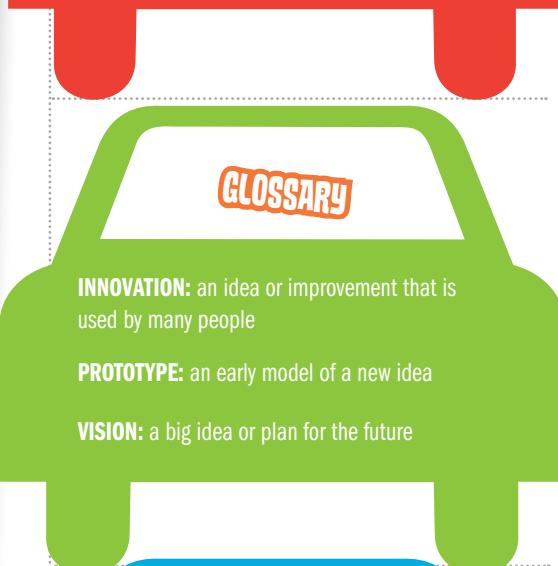
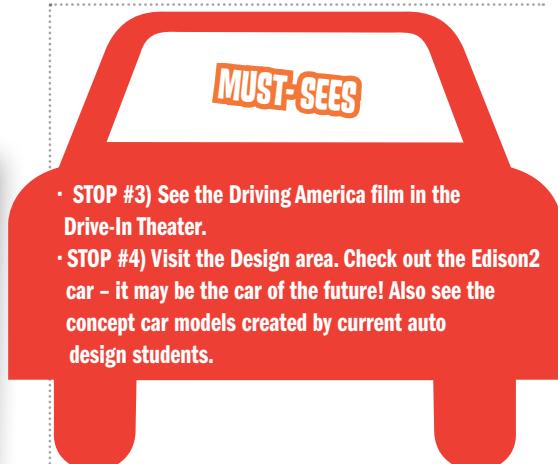
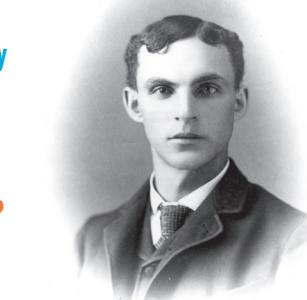
- 2a) 1957 Liberty Safety Car in the Safety area.
- 2b) 1916 Woods Dual-Power Car in the Power Options area.
- 2c) Tourist Cabin from about 1936 in the Road Trips area.

Write about one related innovation that has happened since this artifact was produced.

CREATIVE
THINKING &
PROBLEM
SOLVING }

**STOP #6) Visit the Henry Ford area of the exhibit.
Use the interactive touch-screen activity "Help Henry
Innovate" to help design the Model T. Look at the
informational panels about Henry Ford's life.**

What are some of the traits that made Henry Ford a
great innovator? Which of these traits do you share?



CHAPERONE TIP SHEET

The Henry Ford's History Hunters have been especially aligned to reinforce 21st-century skills, such as creativity and innovation, critical thinking and problem solving, and communication and collaboration. Use this tip sheet to engage students in the learning process.

Please remember that the person who does the work does the learning. Use an asking vs. telling approach.



BIG IDEA: There have been many innovations in automobiles. You could be an innovator one day, too.

The following questions help students think about corresponding activities on the History Hunter. It should be a discussion – there are no right or wrong answers.

Stop #1:

As you look at the beginning of the Timeline (1890s through 1920s), ask:

- How are the older cars in this exhibit different from the cars you ride in today?
- How do innovators get their ideas?

Stop #2:

To help students decide which of the three artifacts to see, ask them which of the following topics interests them the most:

- 2a) How car safety has changed: the 1957 Liberty Safety Car in the Safety area
- 2b) How cars have been powered: the 1916 Woods Dual-Power Car in the Power Options area
- 2c) How road trips have changed: the Tourist Cabin from about 1936 in the Road Trips area.

Stop #3:

See the Driving America film in the Drive-In Theater, between the Timeline and the Trains. The film is about 10 minutes long and is on a repeating loop. The countdown clock above the doors shows how long until the next show starts. After the film, ask:

- How do everyday people, or “users,” influence what kinds of cars are made?

Stop #4:

Look at the Edison2 car and the College for Creative Studies concept car models in the Design area (behind Lamy's Diner). Ask:

- What seems innovative about the Edison2 and the concept car models?

Stop #5:

At the K'Nex Car Designer station, ask students:

- What do you want your car to be like?
- What went well when you raced it? What do you want to improve?

Stop #6:

In the Henry Ford section, have students try the interactive touch-screen activity “Help Henry Ford Innovate.” Also encourage students to read the panels about Henry Ford’s life. To help students learn about Henry Ford’s traits, discuss the following:

- What was Henry Ford like as a child?
- What were some of Henry Ford’s mistakes or failures? How did he deal with them?

INVESTIGATING

Automobile Innovations in Driving America at Henry Ford Museum®

