

NAME: _____

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

BIG IDEA! What drivers and riders expect to find in a car has changed over time.

TEAM UP & TALK

How might driving or riding in a car from the past differ from driving or riding in a car built today?

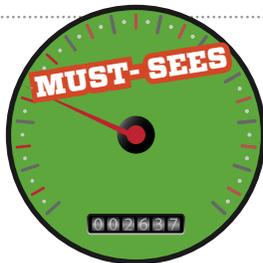
STOP #1: 1909 Model T and “Test Drive the Model T” interactive touch-screen activity
Driving this car might be like:

A car from today is like:

STOP #2: Child seat from 1965
Riding in this child seat might be like:

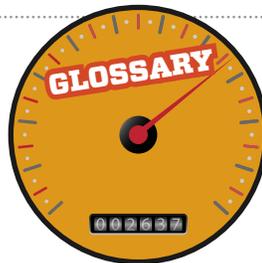
A child seat from today is like:

What are some ways that people you know use cars for work or for fun?



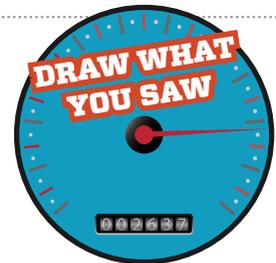
STOP #3: See one of the films in the Drive-In Theater.

STOP #4: Design a car in the interactive touch-screen activity “From Concept to Reality,” and see how users like it.



CONSUMER: a person who buys things

FUEL ECONOMY: the distance a car can travel on a certain amount of gasoline (miles per gallon)



Choose a car in the exhibit you would like to have. Draw a picture of it. Label it with its name and year.

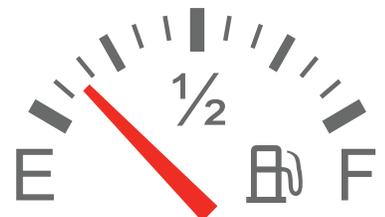
Use the back of the page!



CREATIVE THINKING & PROBLEM SOLVING

If you were buying a car today, what would be on your must-have list: safety, fuel economy, style or speed?

Many people are concerned about how using cars can affect the environment. Do we even need cars? Brainstorm some other ways to get from place to place.



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: What drivers and riders expect to find in a car has changed over time.

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 1909 Model T and other cars from the 1890s through 1920s on the Timeline, ask:

- Do you see anything missing on the Model T that we have on all cars today?
- Look for pictures showing cars on the road. How would you describe the roads in the early days of cars?

Also encourage the students to try the “Test Drive the Model T” interactive touch-screen activity.

Stop #2: As you look at the 1965 Sit-N-Stand Child Safety Seat, the three additional child safety seats and other artifacts in the Safety section, ask:

- Which child seat looks the safest to you? Which looks the most comfortable?
- What do you think it was like to ride in a car before seat belts?

Stop #3: See one of the films in the Drive-In Theater, between the Timeline and the Trains. The films are about 10 minutes long and are on a repeating loop. The countdown clock above the doors shows how long until the next show starts. After the films, ask students one of the questions that apply:

- How do consumers influence which kinds of cars are made? (Note: Students can find the definition of “consumer” in the History Hunter glossary.)
- Why do you think racing has been important to the history of cars?

Stop #4: In Design section, ask:

- What makes a car cool?
- What makes a car good for everyday driving and riding?
- How do you think people decide which car to buy?

Encourage the students to try the “From Concept Car to Reality” interactive touch-screen activity.

INVESTIGATING

Using Cars
in *Driving America*
at Henry Ford Museum
of American Innovation™

