**Kids on the Move (Grades K-2)**

What is a car and how does it move? Explore the history and science of automobiles at the Petersen Automotive Museum. Stop, go, fast, slow—keep your eyes on the road and explore street signs through creative movement.

Using a blend of science-based hands-on activities and creative movement exercises, students will gain a deeper understanding of how cars work and how cars and roads have changed over time.

**Subjects:** History-Social Science, Science, Dance/Movement, English Language Arts  
**Curriculum Links:**

**Next Generation Science**
K-PS2-1 – Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.  
K-2-ETS-1-Ask questions, make observations and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

**History**
Kindergarten: Learning and Working Now and Long Ago  
K.6 – How are our lives different than those who lived in the past?  
Grade 1: A Child’s Place in Time and Space  
1.6 – Students compare and contrast everyday life in different times and places around the world and recognize that some aspects of people, places, and things change over time while others stay the same.  
EEI 1.4.2- Study transportation methods of earlier days.  
Grade 2: People Who Make a Difference  
2.1- Student Differentiate between things that happened long ago and things that happened yesterday.  
2.1.2 –Compare and contrast their daily lives with those of their parents, grandparents, or guardians.

**Performing Arts**
Kindergarten -1.1 1-3 - Build the range and capacity to move in a variety of ways; perform basic locomotor skills (walk, run, gallop, hop, balance); understand a wide range of opposites (high/low, forward/backward, wiggle/freeze).  
2.2 – Respond to a wide range of stimuli with original movements

**English Language Arts**
Speaking and Listening Grades K-2  
K1.1, 1.1 - Participate in collaborative conversation with diverse partners about topics with peers and adults in small and larger groups.  
K.4, 1.4 – Describe familiar people places, things, and events.  
2.3 – Ask and answer questions about what a speaker says in order to clarify comprehension, gather information, or deepen understanding of a topic or issue.  
2.47 - Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
Made in LA (Grades 3-5)

Discover the history of Los Angeles through the cars in our collection. How did Los Angeles become the center of car design? Find out why when you explore the oldest surviving gasoline-powered car, learn all about kustoms (with a ‘k’) and study the cars that are movie stars—all made in LA. Discover how cars reflect your personal identity or try your hand at designing your very own racecar.

Students will explore the history of Los Angeles through the lens of car culture. Students will engage with a cross-section of local cars from the collection – and learn the stories behind the people who designed, built, and customized them.

Subject Areas: History-Social Science, Science, Visual Arts, English Language Arts, Digital Literacy

Curriculum Links:

Next Generation Science
4-ESS3-1 – Obtain and combine information to describe that energy and fuels are derived from natural resources and their use affect the environment.
5-ESS3 -1 - Obtain and combine information about ways individual communities use science ideas to protect the Earth’s resources and environment.
3-5ETS1-1 – Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.

History-Social Science
Grade 3: Continuity and Change
3.1, 3.3 – Students will describe physical and human geography, draw from historical resources and trace why their community was established and how it changed over time.

Grade 4: California: A Changing State
4.1, 4.4, 4.6 – Students will demonstrate and understand the physical and human geographic features of California; explain how California became an industrial power; describe the development and locations of the automotive industry.

English Language Arts
Speaking and Listening Grades 3-5
3.1 – Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, building on others’ ideas and expressing their own clearly and persuasively.

Visual Arts
1.0-5.0 – Learn to speak about cars as works of art, as objects of creative expression that emerge from a historical and cultural context. Students are introduced to careers in the auto detailing and design industry.
3.5 - Write about a work of art that reflects a student’s own cultural background.
4.4, 4.5 – Identify and describe how various cultures define and value art differently; describe how the individual experiences of an artist may influence the development of specific works of art.

Grade 5: Visual Literacy/Careers
Learn about what various types of artists (car designers) produce and how their works play a role in our everyday environment.

Digital Literacy
3. – Demonstrate the ability to use technology for research, critical thinking, problem solving, decision making, communication, collaboration, creativity, and innovation.
Manufacturing Mobility (Grades 6-8)
How were the first automobiles seen as they lumbered down the street? And who were the daring people who built and drove these mechanical beasts? Starting with early independent tinkerers and evolving to the mammoth automotive companies of today, the history of automotive production is one filled with fascinating technological achievements as well as stylistic detours that never caught on.

Students will examine the impact the automotive industry has had on the American economy, urbanization, and infrastructure. Students will also learn how the automotive industry has offered and defined social mobility for a wide range of Americans, from incoming immigrants to long-settled populations.

Subjects: History, Science, Visual Arts, English Language Arts

Next Generation Science
MS-PS1-3 – Gather and make sense of information to describe that synthetic materials come from natural resources and impact society.
MS-PS2-1 – Apply Newton’s Third Law to design a solution to a problem involving the motion of two colliding objects
MS-PS-2 – Plan an investigation to provide evidence that the change in an object’s motion depends on the sum of the forces on the object and the mass of the object.
MSESS3-5 – Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.
MS-ETS1-3 – Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.

History
Grade 8 – United States History and Geography
8.6.2 - Outline the physical obstacles to and the economic and political factors involved in building a network of roads, canals, and railroads
8.12.4 - Discuss entrepreneurs, industrialists, and bankers in politics, commerce, and industry
8.12.5 - Examine the location and effects of urbanization, renewed immigration, and industrialization
8.12.6 - Discuss child labor, working conditions, and laissez-faire policies toward big business and examine the labor movement, including its leaders demand for collective bargaining, and its strikes and protest over labor conditions.
8.12.9 - Name the significant inventors and their inventions and identify how they improved the quality of life

English Language Arts
Grade 6-7 - Reading Standards for Information Text
Integrate information presented in different media and formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
Grades 6-8 - Speaking and Listening Standards
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 6, 7, & 8 topics, texts and issues, building on others’ ideas and expressing their own clearly.
Driven by Design (Grades 9-12)

Ever wondered why cars are the way they are? From coachbuilding to computer visualizations, explore the last 100 years of automotive innovation. Investigate the history behind everyday technologies in the automobile, learn about alternatively powered cars, and become driven to create your own concept car.

Students will learn about innovation and the design process, specifically as it relates to the evolution of car design and technology. Students will also learn about the history of alternatively powered cars and can further transportation needs of the future by engaging in a critical analysis of the social and environmental impact of transportation.

Subjects: History, Science, Visual Arts, English Language Arts

Curriculum Links:

Next Generation Science
HS-LS3-2 – Asking questions and defining problems; evaluating empirically testable questions and design problems using models and simulations; interpreting data; engaging in arguments from evidence.

HS-ESS2-2 – Influence of Engineering, Technology, and Science on Society and the Natural World; students will analyze the cost and benefits, a critical aspect of discussions about technology.

ESS3.D- Earth and Human Activity; Global Climate Change
ESS3.A, ESS3.C – Natural resources and Human Impacts on Earth Systems

ETS1.B – Developing Possible Solutions

History
Grade 9 – Our state in the Twentieth and Twenty-First Century
Students study contemporary California, its history and geography. Its multicultural heritage, its government and economy, the major issues facing the state, and the ways in which students can become active participants in its future.

Grade 11 - Continuity and Change in the Twentieth Century
11.5, 11.5.7- Students analyze the major political, social and economic, technological and cultural developments of the 1920s. Students discuss the rise of mass production techniques, the growth of cities, the impact of new technologies (automobiles, electricity) and the resulting prosperity and effect on the American landscape.

English Language Arts
Grades 9-12 Speaking and Listening
Comprehension and Collaboration
1. Prepare for and participate effectively in a range of conversations and collaboration with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Visual Arts
1.0 – Artistic Perception
Analyze and discuss complex ideas such as scale and proportion as it relates to car design.
Learn to speak about cars as works of art, as objects of creative expression that emerge from a historical and cultural context. Students are introduced to careers in the auto design industry.