**School Tour Policies**

**Group Information**
From October through June, school groups are welcome to schedule virtual school tours with our staff Mondays-Fridays. Sessions start at 9:00 am and run every hour on the hour until 2 pm. The museum asks that tours are arranged by one teacher or homeschool educator who will then serve as the main point of contact for the entire group. The minimum number of students for a virtual tour is 10. The maximum number of students is 50 per session.

Standard virtual school tour is 60 minutes long. However additional segments and session slots are available for an additional discounted cost.

To ensure proper security, School staff will be responsible for hosting all virtual tour sessions and controlling access. School staff will also be responsible for monitoring all student participants. The day before the scheduled session, Museum Education staff will contact the lead Educator to discuss/test IT set up.

**Cancellation and No-Show Policies**
If a teacher needs to cancel a tour reservation, please call 323-964-6374 or email schooltours@petersen.org as soon as possible so we can give the date to another school. We request at least one week’s notice if possible. Teachers may reschedule their visit, if alternate dates are available.

The Petersen reserves the right to cancel or reschedule group tours at any time.

**Group Behavior**
We expect school groups to behave in a respectful manner. We encourage meaningful engagement with minimal disruption. Please note that unruly and disrespectful behavior will not be tolerated. Any groups that violate our policies will be asked to leave the tour session and may have their eligibility for future bookings impacted.

**Post-Visit Feedback from Teachers**
All teachers will be asked to fill out an online post-visit survey that will be emailed within one week of your visit.

**Photo Release**
Please note Museum staff may ask to photograph/records portions of the virtual tour program for internal purposes. If you are comfortable, we ask that you provide permission to photograph your students to document our school tour program. If you are willing to let us do so, we will provide a photo release form to review and sign. If you have any questions, please call 323-964-6374.
Kids on the Move (Grades K-2)

What is a car and how does it move? Explore the history and science of automobiles with the collection of the Petersen Automotive Museum. Stop, go, fast, slow—keep your eyes on the road and explore street signs through creative movement. Students will learn about how cars made, how people in the past moved around, and how cities and towns have changed over time. Age-appropriate science lessons are paired with a visit to some famous friends.

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.
K4.1, 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.

Digital Literacy
2. Communication and collaboration Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
LA Transforms (Grades 3)

The Los Angeles basin was and is the site of enormous transformation, both geographic and cultural. Students will go back in history and investigate land use by the region’s earliest human inhabitants, discuss colonial settlement, and examine the explosive growth of the city as it embraced the automobile. Accompanying lesson plans help students dig into the development of their own communities as they learn how the car directed city planners and offered new modes of cultural expression. Throughout this students will also look at the environmental impact of a car-obsessed city and what steps are being taken to remedy and accommodate the new reality.

Students will further explore the scientific principles behind automotive engineering.

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

Curriculum Links:
Next Generation Science
3-PS2-1 Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object
3-ESS2-2 Obtain and combine information to describe climates in different regions of the world
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, 3.2, 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. They will also investigate Native communities, early explorers, and later settlers and the interactions between all three, as well as the lasting economic and social influences of these groups in the region.

Speaking and Listening Standards
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.

Reading Standards
7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

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.

Digital Literacy
2. Communication and collaboration Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
Golden Roads (Grade 4)

How and why did California become a major manufacturing hub for the automotive industry? Why did California develop a strong car culture? Utilizing maps, timelines, and other visual-based strategies students will explore first peoples and colonial settlements, the development of a road system, the presence of natural resources, and the impact of World War II as the precursor to a strong automotive industry in California. Students will learn that California’s geography influenced where and how people settled, which industries developed as a function of resources, and why and how the automotive industry exploded in California. Students will explore how SoCal leisure culture and the entertainment industry influenced automotive design, while also delving further into the science behind the cars.

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

Curriculum Links:
Next Generation Science
4-ESS3-1 – Obtain and combine information to describe that energy and fuels are derived from natural resources and how their use affects the environment.
4-PS3-3 - Ask questions and predict outcomes about the changes in energy that occur when objects collide.
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 4 - California: A Changing State
4.1, 4.2, 4.4, 4.5, 4.6, 4.9 – Students will demonstrate and understand the physical and human geographic features of California; understand the life and interaction of peoples from pre-Columbian societies through the Spanish colonial and Mexican rancho periods, including exploration and colonization; understand lasting influence of westward migration; discuss effects of the Great Depression, Dust Bowl and WWII; explain how California became an industrial power; describe the development and locations of the automotive industry; analyze impact of 20th c. Californians on the nation's artistic & cultural development, including the rise of the entertainment industry.

Reading Standards
7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

Speaking and Listening Standards
1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.

Visual Arts
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.

Digital Literacy
2. Communication and collaboration Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
Cars Coast to Coast (Grade 5)

The growth of the United States is explored through a history of transportation. Students will study westward migration, past and present, and the infrastructure that sprung up in response. A look at automobile safety, with accompanying activities, will deepen student understanding of engineering principles. Students will also consider the different roles the car plays in everyday life, offering practical commuter transportation but also leisurely escapes and even serving as a canvas for artists.

Topics for this tour vary widely, including westward migration, the development of the nation’s road system, the relationship between the entertainment industry and cars, alternative fuels and their environmental impact, and more.

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

Curriculum Links:

Next Generation Science
5-ESS3 Obtain and combine information about the 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.
3-5-ETS1-2. Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

History-Social Science
Grade 5 - United States History and Geography: Making a New Nation
5.4 Students understand the political, religious, social, and economic institutions that evolved in the colonial era. Linked to later transportation movements.
5.8 Students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800s, with emphasis on the role of economic incentives, effects of the physical and political geography, and transportation systems.

Reading Standards
7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

Speaking and Listening Standards
1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.

Visual Arts
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
2. Communication and collaboration Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
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. We will also look at the influence of ancient civilization on modern infrastructure.

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

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-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 6 - World History and Geography: Ancient Civilizations

6.7 Students analyze the geographic, political, economic, religious, and social structures during the development of Rome. Particular emphasis on the Roman road system.

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, 5, 6, 9 - Discuss entrepreneurs, industrialists, and bankers in politics, commerce, and industry; Examine the location and effects of urbanization, renewed immigration, and industrialization; 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; Name significant inventors and inventions and identify how they improved quality of life

Reading Standards for Information Text

Grade 6-7 - 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.

Speaking and Listening Standards

Grades 6-8 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.

Digital Literacy

2. Communication and collaboration Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
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 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.

Digital Literacy
2. Communication and collaboration Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
How to Request a Virtual School Tour

1. Complete the School Tour Request Form. The form is emailed to attendees of our Virtual Education Preview event or can be requested by contacting the Education Department. Virtual Education Preview Day attendees will be given priority in date preference.

   Completed request forms must be returned at least two weeks prior to your first preferred date. They can be returned via:
   - EMAIL to schooltours@petersen.org;
   - MAIL to School Tours, Petersen Automotive Museum, 6060 Wilshire Blvd, Los Angeles, CA 90036.

   For any questions please contact our School Programs Coordinator at 323-964-6374.

2. The School Programs Coordinator will follow up to finalize your date and time and discuss segment options. A final tour confirmation, noting segment options and tour length, will be sent along with instructions. Tours are not confirmed until you have received written or email confirmation from the museum.

3. After your virtual tour has been confirmed, the School Programs Coordinator will contact you a week before your session date to check in and answer any remaining questions.

4. The day before your scheduled session we will set up an IT check-in to ensure your chosen platform is compatible with our program.

5. Review our pre-session activity package to prepare you and your students for the program.

6. On the day of the virtual tour, museum staff will meet with the lead educator through your preferred platform. The school will host the session, with the museum educators sharing the presentation with the classes, answering questions, and leading activities.

7. After your virtual tour, you will receive an email with a link to a survey so that we can collect your feedback about your virtual school tour experience.

Cancellation and No-Show Policies
If you need to cancel your reservation, please call 323-964-6374 or email schooltours@petersen.org as soon as possible so we can give the date to another school. We request at least a week’s notice. The Petersen reserves the right to cancel or reschedule virtual school tours at any time.

Failure to cancel in a timely manner may affect your eligibility to book future virtual sessions.