

# Pre-Visit

# Field Trip

# Guide



## Welcome!

Thank you for choosing the Detroit Historical Museum for a classroom field trip. We want to make sure that you and your students get the most out of your visit. In this packet, you will find valuable information that will:

- Prepare you for your visit by outlining museum visitation guidelines and providing tips for making your trip memorable
- Define the learning objectives and goals of the program and tie them to Michigan Grade Level Content Expectations
- Provide you with lesson plan ideas and resources that will introduce your students to the key social studies concepts they will encounter on their visit.

We know you have many choices for your field trip experiences, and we are glad you chose the Detroit Historical Museum. Please let us know if you have any questions about the program or about our teacher resources by contacting Bree Boettner, Manager of School Programs, at 313-833-1419 or by email at [breeb@detroithistorical.org](mailto:breeb@detroithistorical.org).

We look forward to seeing you soon!

## About the Detroit Historical Museum



The Detroit Historical Museum is managed by the Detroit Historical Society, which was founded in 1921. The Detroit Historical Society preserves the history of Detroit and the region so that current and future generations can better understand the people, places and events that helped shape our lives.

The Detroit Historical Society's leaders founded the Detroit Historical Museum in 1928, and ran and operated it until 1945 when they gave the Museum and its collections to the City of Detroit. For over 50 years, the Detroit Historical Society and the City of Detroit worked together to preserve and interpret the past. The Society raised funds and recruited volunteers for the Detroit Historical Museum (and later, the Dossin Great Lakes Museum), while the City handled all the staffing and day-to-day operations of the museums. In 2006, the Detroit Historical Society once

again became the day-to-day manager of the Detroit Historical Museum, the Dossin Great Lakes Museum and the more than 250,000 artifacts held in the collections.

Between 2009 and 2014, the Detroit Historical Society raised \$21 million to finance new exhibits, educational programs and more at the Detroit Historical Museum and the Dossin Great Lakes Museum.

### Inside the Guide

Preparing for Your Visit.....	2
Chaperone Information.....	3
Michigan GLCEs Met.....	4
Pre-Visit Activity Vocabulary Game.....	5
Pre-Visit Activity What Is a Museum?.....	6
Object Cards.....	7

## Preparing for your visit

### Preparing teachers and chaperones

- Review confirmation materials received via email. Distribute copies to all teachers coming on the field trip.
- Recruit chaperones. We require one chaperone for every 10 students. Contact the Education Department at 313-833-7979 for more information on our chaperone policy.
- Give chaperones the names of students for which they will be responsible. Review museum rules and chaperone responsibilities.

### Preparing students

- Use the resources and lesson plans in this guide to prepare your students for the field trip.
- **Please review museum rules.**

### On arrival

- Please arrive **15 minutes** prior to your scheduled tour.
- If arriving by bus, please pull up to the Kirby Street entrance and proceed to the Visitor Center to check in with our Visitor Services Associate. We recommend that your group remain on the bus while you handle any business transactions.
- If arriving by car, parking is conveniently located in the lot adjacent to the museum. Please note that we cannot guarantee parking in the museum lot, but there are several convenient lots nearby.

## Important contact information

**Before the day of the tour**, please contact the Education Department at 313-833-7979 for:

- General tour questions
- Rescheduling/change of date
- Change of number of students or additional chaperones
- Change of type of tour or adding a program or service

**On the day of the tour**, please contact Visitor Services at 313-833-1726 for:

- Day of tour cancellations
- Parking instructions for buses
- Late arrival of your group
- Addition of lunchroom

### Museum Rules:

- Please walk. Running is dangerous to both you and the artifacts in our museum.
- Leave all food, beverages (including water), gum and pens in your bus or car, or in the designated lunchroom.
- Please use inside voices. Screaming and yelling interrupts other tours and the groups visit!
- Please look with your eyes and not with your hands. Touching our exhibits and artifacts damages them.
- Ask questions! Museum staff and volunteers are eager to help.
- Be open-minded and have a good time!

**Make copies and give to your bus driver and chaperones**

### Bus Driver Information

- There is a loading and unloading zone directly in front of the Kirby Street entrance to the museum. Please drop off and pick up your students at this entrance.
- Buses can park in metered parking spots throughout Midtown, be sure to abide by all parking signage.
- Note: Many buses tend to park on John R Rd, Brush Street, Piquette St and E Kirby St.



## Chaperone Information

Thank you for volunteering to be a chaperone for your school's visit to the Detroit Historical Museum! We want to ensure that your field trip is positive for both you and the students. We ask that you help us by taking on the following responsibilities:

- Ask the teacher for a list of students for which you will be responsible.  
**Please stay with these students throughout the entire tour.**
- **Please participate in the tour and activities.** We want you to have an enjoyable experience, too!
- Please keep our museum and artifacts safe by helping enforce the museum rules.

### Museum Rules:

- **Please walk.** Running is dangerous to both you and the artifacts in our museum.
- Leave all food, beverages (including water), gum and pens in your bus or car, or in the designated lunchroom.
- **Please use inside voices.** Screaming and yelling interrupts other tours and the groups visit!
- Please look with your eyes and not with your hands. Touching our exhibits and artifacts damages them.
- **Ask questions!** Museum staff and volunteers are eager to help.
- Be open-minded and have a good time!

## Chaperone Information

Thank you for volunteering to be a chaperone for your school's visit to the Detroit Historical Museum! We want to ensure that your field trip is positive for both you and the students. We ask that you help us by taking on the following responsibilities:

- Ask the teacher for a list of students for which you will be responsible.  
**Please stay with these students throughout the entire tour.**
- **Please participate in the tour and activities.** We want you to have an enjoyable experience, too!
- Please keep our museum and artifacts safe by helping enforce the museum rules.

### Museum Rules:

- **Please walk.** Running is dangerous to both you and the artifacts in our museum.
- Leave all food, beverages (including water), gum and pens in your bus or car, or in the designated lunchroom.
- **Please use inside voices.** Screaming and yelling interrupts other tours and the groups visit!
- Please look with your eyes and not with your hands. Touching our exhibits and artifacts damages them.
- **Ask questions!** Museum staff and volunteers are eager to help.
- Be open-minded and have a good time!

## Historical Perspectives Tour & Trading Post Workshop Learning Objectives

After their visit to the Detroit Historical Museum, the students will be able to discuss significant geographic, economic, social and cultural developments of the city. During the tour, students will:



Students handle furs and reproduction trade goods in the *Frontiers to Factories* exhibit.

- Learn that beaver fur was the primary reason why the French settled in the Detroit area.
- Discover that Antoine de La Mothe Cadillac chose Detroit because its natural features made it easy to reach by boat and to defend from invaders.
- Understand how and why trading and bartering occurred between Native Americans and early European settlers.
- Explore how natural resources – like iron and copper – from northern Michigan and the Upper Peninsula were important to the development of Detroit.
- See that Detroit’s early industries - refining metal and building rail cars, ships and stoves - made it an ideal location for the automotive industry.
- Discover how and why people from many different countries came to Detroit and Michigan, where they lived and what they did for work.
- Learn about some of Detroit’s earliest businesses and discover the ones that still exist today.
- Understand how Detroit became the Motor City by exploring the stories surrounding Henry Ford and other automobile pioneers.
- Walk through the *Streets of Old Detroit* exhibit to see how Detroit looked and how Detroiter’s lived in 1840, 1870 and 1900.

**Would you like more information about Michigan State Learning Standards?  
Head to [www.detroithistorical.org/learn/teacher-portal](http://www.detroithistorical.org/learn/teacher-portal)**

Michigan State Learning Standards - Social Studies														
	Grades 2–4							Grade 5				Grades 6–7		
Tours and Programs	H2	H3	G1	G2	G4	G5	E1	U1.1	U1.2	U1.4	U2.2	H1	G1	G2
Historical Perspective Tour	•	•	•	•	•		•	•	•	•				
StoryLiving— Fire of 1805	•	•			•	•								
StoryLiving— Underground Railroad	•	•	•	•	•						•			
StoryLiving— Great Migration				•	•						•	•	•	•
Trading Post Workshop	•	•	•	•	•		•	•	•	•				
Innovators Workshop		•	•	•			•		•	•				



## Pre-Visit Activity

### Vocabulary Word Game

Students will hear or read the following words during their visit to the Historical Museum. Helping your students define these terms before they arrive will ensure that they get the most out of their experience.

Divide your students into groups of three to four. Provide each group with three words from the vocabulary list. Give each group time to work together to define the terms without using a dictionary. In addition, ask the groups also to provide an example of how each word is used.

Collect the definitions from the groups and distribute copies of the vocabulary list. Without revealing the identity of any group, compare the groups' definitions with the definitions in the vocabulary list. Discuss any differences between the student's definitions and the actual meanings. Help the students create their own definitions of the words that reinforce the correct usage.



**Assembly Line:** An assembly line is a manufacturing process in which parts are added to a product in a specific order to create an end product. A modern assembly line moves the product past a series of work stations where a single part is added.

**Automotive:** Any activity having to do with the making and selling of cars and trucks as vehicles of transportation. "Detroit is the world technical center of the automotive industry."

**European:** A person from the continent of Europe. Some European nationalities that were important in American history are the English from England, the French from France, the Spanish from Spain and the Dutch from the Netherlands.

**Fort:** An enclosure built to protect the people and buildings inside it. Early forts in the Great Lakes region were built of logs driven into the ground to form a high wall. These forts were also called stockades. The original Fort Detroit was a stockade.

**Fur:** The skin or pelt of an animal with the hairy coating still on it. Many animals are valuable because of the quality of their pelts. Examples that live in the Great Lakes region are beaver, mink, ermine, and rabbit.

**Great Lakes Region:** The lands touching the five Great Lakes; Erie, Huron, Michigan, Ontario, and Superior. This region includes all of Michigan and parts of Illinois, Indiana, Minnesota, New York, Ohio, Pennsylvania, Wisconsin and Ontario.

**Immigration:** When people move from one geographic area to another to establish a permanent home. The people are called immigrants. Everyone in the United States who is not a Native American is an immigrant or is the descendent of immigrants.

**Industry:** An organization or company that makes things to sell. It also means all the companies in a one kind of industry: "Ford, General Motors, and DaimlerChrysler are among the biggest companies in the auto industry."

**Manufacturing:** When something is made by changing materials or by putting parts together to make something. "The auto industry is an example of manufacturing."

**Migration:** The movement of a large number of people from one region to another. Migration can happen one time as in the case of large numbers of people from Europe coming to North America. It can also happen on a regular event as when the Lapps of northern Norway follow the annual migration of the reindeer.

**Native Americans:** People who lived in North America before the Europeans arrived. They are also called Indians, Native People, and First People.

**Natural Resources:** Things that occur naturally in a place that can be used to make or build things for people. The most important natural resources found in Michigan were stone, water, and timber.

**Product:** Anything that is the result of a manufacturing process. This can include food, clothing, building materials, and automobiles.

**Raw Materials:** The basic materials that are needed to build or produce something useful. Raw materials occur naturally but usually must be found, gathered, and reworked in order to be useful. The most important raw materials found in Michigan are iron and copper.

**Trading Post:** A business run by European settlers in the early days, where manufactured goods were traded to the Native People for food, furs, and other items they made or grew. Early trading was done without money. It was called barter. One object was traded directly for another.

**Underground Railroad:** An organization of anti-slavery activists in the United States and Canada who helped enslaved people reach safe places such as Canada. Both blacks and whites were part of the organization, and they were often in great danger because what they were doing was illegal. There was not a real railroad used to move the people from the South.

## Pre-Visit Activity

### What is a Museum?

For many students, this field trip will be one of their first encounters with a museum. Help prepare your students for the experience by leading them in a guided discussion about museums and their purpose.

A few days prior to your field trip, set aside an hour to talk to your students about museums. Most of them may have ideas about museums from previous visits or from what they have seen on television or in the movies. Start by asking the students, “What is a museum?” Use chart paper or a white board to record their responses. After a few minutes of brainstorming, review their definitions together. Guide them into developing a definition of “museum” that includes the following: a building or space where art, scientific specimens (like dinosaur bones), and important objects from the past are stored and displayed.

Ask them why they think museums are important. Encourage them to view museums as places of learning where, instead of reading about art, science and history in a textbook, they can see it for themselves.

Explain that you will be taking them on a visit to the Detroit Historical Museum. Ask them if they can guess what type of museum it is: art, science or history. Explain that they will get a chance to learn about the history of Detroit and the region. Use the object cards in this guide to talk about the different types of items they will see at the museum and ask them questions about what they can learn from them. (Later, during your visit, encourage the students to find the items. They are all on display in the exhibits they will see.) Help them understand that objects, documents and labels are important tools for learning about the past.

Lastly, lead a discussion on the proper way to behave in a museum using the museum rules featured earlier in this document. Stress the importance that good behavior is necessary to keep the objects and documents safe. Let them know that even though there are rules, we want them to get excited about their visit and have a good time. They will have time for talking and exploring in addition to the guided tour. Encourage them to ask the tour guide questions about the objects and the history that they see.



## Pre-Visit Activity

### What is a Museum? Object Card Info

#### Object Cards

The next several pages contain images of objects, documents and labels that students will encounter during their tour. Use them to help your students become familiar with the types of items that are in our museum—and in museums in general.

1. **Flag of Detroit**—The flag is an object that your students will see soon after arriving. It is divided into four different sections with a seal in the middle. Each section represents the three countries that have controlled the city over its history: France, Great Britain (or England) and the United States. The seal represents the despair and hope Detroiters felt after their city burned to the ground in 1805. Ask your students: “Why do you think people created flags for their city or country? Why would this flag be in the museum?”
2. **Map of Detroit**—This map is a document, many of which your students will see on the walls and in cases. This one shows Judge Augustus Woodward’s plan for rebuilding the city after the 1805 fire. It may look a little like a current map of downtown. Ask your students: “What can we learn about Detroit and other cities from looking at old maps?”
3. **Iron Ore**—This iron ore is one of the few objects the students can touch in the museum. It was mined in the Upper Peninsula, loaded into a freighter, and brought to Detroit. Once in Detroit, factories would turn this rock into metals, which they used to build stoves and eventually, cars. Ask your students: “What do you think you will learn from touching an object in a museum?”
4. **Charles Brady King’s Car**—This is a one of the biggest objects in the museum. It is a model of the car that Charles Brady King invented and drove on the streets of Detroit in 1896. Ask your students: “Why do you think museums put big objects like these in their exhibits?”
5. **Exhibit Case** - Exhibits work best when they pair artifacts with text panels that share information about the topic. In this case, the panel talks about how cars are designed and the objects show the different tools and drawings Ask your students, “How do these artifacts help show the process of car design?”
6. **Exhibit Label**—This is an example of an exhibit label. You will see this label and some objects and photographs next to it when you arrive. Ask your students: “Why are exhibit labels important when they are next to artifacts or images?”
7. **Historic Medicines** –Museums are full of objects that people used in their homes hundreds of years ago. These jars have powders and other items that were turned into medicines. People would buy items like these at a drug store, just like we do today when we are sick. Ask your students: “How do you think drug stores in 1900 were different than drug stores today?”
8. **19th Century Broadside**—This is one of the oldest types of documents in our museum. It is called a “broadside.” Broadside were printed like newspapers, but they were posted on walls of buildings. Broadside are any early type of billboard. Ask your students: “What kind of information do you think people put on broadsides in the 19th century?”

---

**EXTENSION ACTIVITY:** Ask the Education Department to send you enough Visitor Guides for your class. Give the students time to look at the museum floor plans. Ask them to find the exhibits they will visit (*Frontiers to Factories, Motor City and Streets of Old Detroit*), the restrooms and/or the gift shop. This activity will help your students become familiar and comfortable with our museum before they arrive.





Flag of Detroit

---



Iron Ore



King of all Elephants, the Lovinian, Monster, Mastodon Old "DOLLY"...

THE LARGEST ELEPHANT EVER CAPTURED

THE GREATEST HERD OF TRAINED MASTODONS THE WORLD EVER SAW

ALBION, WIZARD OF THE WHIRLING WHEEL

ON HIS ORNAMENTIC REEF-HIGH BICYCLE WITH A LARGER...

Look at LEONATI, the Gymnastic Autocrat of Aerial Art

ASTONISHING AND ASTOUNDING SPIRIT BICYCLE ASCENSIONS AND DESCENSIONS

DARING DEMON RIDER

DOWN THE DIZZY CURVING COURSE

A 2-MILLION-DOLLAR MENAGERIE

BEHOLD THE MAGNIFICENT ORIENTAL PAGEANT



Trained Wild Beasts Giants Dwarfs and Living Wonders

POPULAR PRICES, AS USUAL, CHILDREN UNDER 9 YEARS, HALF PRICE.

EXCURSION TRAINS AND LOW RATES ON ALL RAILROADS.

WILL P. HILBERT, M.T.



1807 - Map of Detroit





Charles Brady King's Car

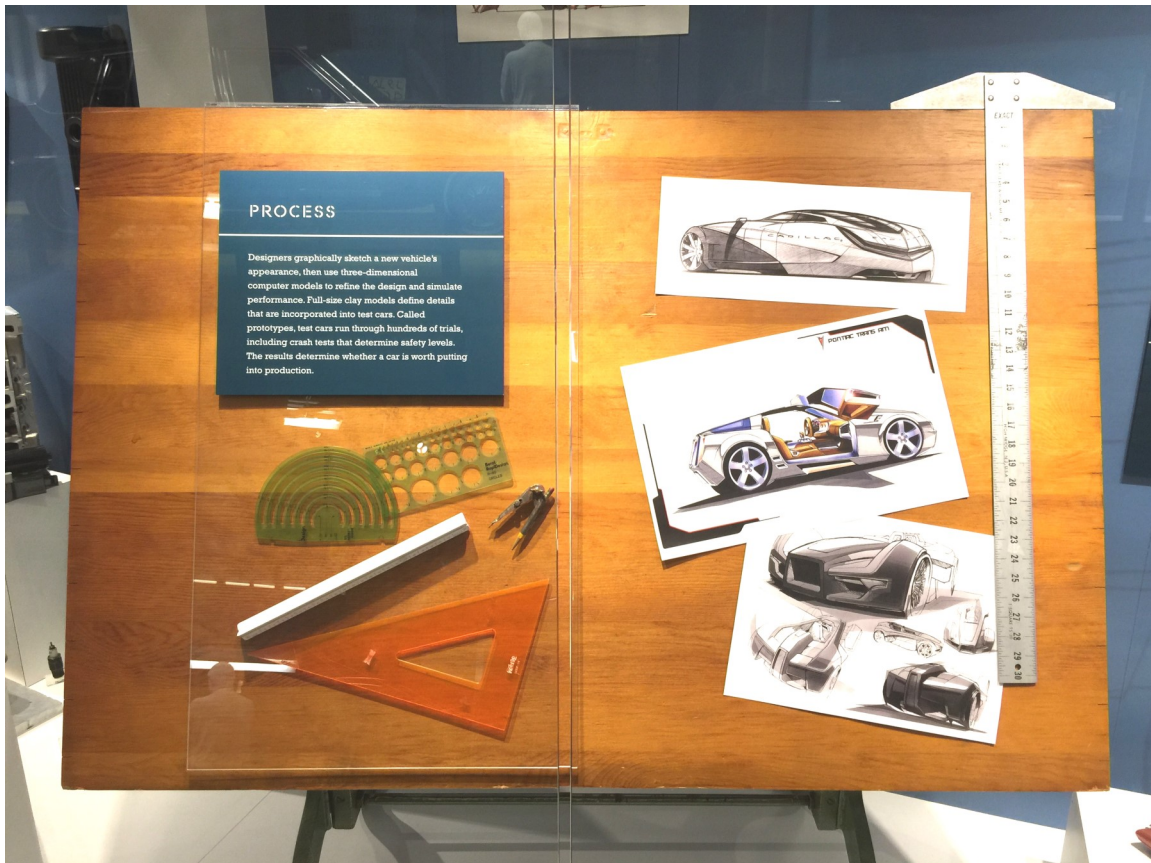


Exhibit Case





Historic Medicines



Exhibit Label