



American Hop Museum

Teacher's Essentials Guide



Location:

American Hop Museum, 22 So. B Street, Toppenish, WA

Target Audience:

Elementary School (1st - 5th grade)

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Teacher Overview

The core experience is designed for **Grades 1-5**, with activities naturally adapting to different age levels:

- **Grades 1-2** focus on sensory observation and simple comparisons
- **Grades 3-5** include discussion about change over time, tools, and people

No prior knowledge of hops or agriculture is required.

Field Trip Focus

This field trip introduces students to **plants, farming, tools, and community history** using hop plants as the focus. Students learn by looking closely, touching real materials, talking with their group, and asking questions.

What This Is (and Is Not)

This museum visit explores how plants grow and are cared for, how people work together to grow and harvest crops, how tools and machines help farmers do their jobs, and how farming connects families and communities. Students learn through real objects, machines, live plants (seasonal) and stories. It is not about alcohol or drinking.

What Makes This Field Trip Work For Elementary Students

- Observation-based
- Built-in movement and rotation
- Hands-on and sensory learning
- Flexible pacing for different ages
- Clear roles for teachers and chaperones

Recommended Grade Levels

- Best fit: Grades **2-4**
- Works for Grades **1 and 5** with age-appropriate discussion and pacing

Total Time At Museum

- Approximately **60 minutes**

Group Size & Support

- **6 students per adult**
- Chaperones help students stay together, move between areas, and talk about what they see
- **No hop knowledge required**

What Students Will Experience

Students will explore the museum through **movement, observation, and hands-on experiences**. Learning is active and sensory, with frequent opportunities to talk, notice, and wonder.

Student Experience Includes

Students will:

- Stand next to **real hop plants** and learn how they grow tall (seasonal)
- Touch and smell **real hop cones**
- See **large, historical farming machines** and tools used in hop growing and harvest
- Notice how plants, tools, and machines have changed over time
- Explore a large outdoor hop history mural
- Learn about the **people and families** who worked in hop farming in the U.S.

Important Note

This is an **observation-based visit**. Students learn by **seeing, touching, discussing, and moving**.

Grade-Level Notes

Teachers may adjust questions and pacing to fit their students.

- **Grades 1-2:** Focus on sensory experiences, naming objects, and simple comparisons (big/small, then/now).
- **Grades 3-5:** Include discussion about how tools help people, how farming has changed, and why plants grow the way they do.

Bottom Line for Teachers

Students leave with a **concrete understanding of farming and plants** based on real-world experiences – not worksheets – making learning memorable and accessible for all elementary learners.

Before the Visit: What Teachers Need to Do

This field trip requires **minimal preparation**. A short conversation and clear expectations are enough.

Required (20-30 minutes total)

- Assign students to small groups (6 students per adult)
- Review basic museum behavior expectations
- Let students know they will be:
 - Walking
 - Looking closely
 - Listening to adults
 - Talking quietly within their group

No worksheets or research are required before the visit.

Strongly Recommended (Choose One)

Pick **one short pre-visit conversation** to help students feel prepared:

- What do plants need to grow?
- How do people use tools to help them do work?
- What rules help us learn in new places?

You DO NOT Need To

- Teach plant science or chemistry in advance
- Explain how hops are used after harvest
- Assign vocabulary quizzes or written work

Students will learn through experience at the museum.

Helpful Vocabulary (Optional)

- **Hop:** A fast-growing plant grown for its flowers.
- **Cones:** The flower of the hop plant.
- **Tool:** Something people use to help them do work.

- **Harvest:** When crops are gathered

Grade-Level Notes

- **Grades 1-2:** Focus on behavior expectations and curiosity. Vocabulary may be introduced orally.
- **Grades 3-5:** Vocabulary can be discussed briefly before or after the visit to support reflection.

During the Visit: How the Field Trip Works

Group Rotation

The best way to experience the museum is by forming smaller groups of 6 students. Groups rotate through **three main areas**:

- **Front of museum** (hop plants and cones, seasonal)
- **Indoor exhibits** (tools, machines, and stories)
- **Outdoor hop history mural**

Chaperones help keep groups together and encourage students to stop, look, and talk about what they see.

Suggested Timing

- 30-45 min - Indoor exhibits
- 10-15 min - Hop plants & smelling cones
- 10-15 min - Outdoor mural

Teachers may shorten or extend time in any area based on student needs.

Best Teaching Strategy

Encourage students to:

- Look before reading
- Talk with their group
- Take turns sharing ideas or answering *“What do you notice?”*

“Hoppy” the Frog (Optional)

Hoppy is a friendly frog mascot hidden around the museum to encourage curiosity and close looking.

- Best for: **Grades 1-2**
- Optional for: **Grades 3-5**
- Scavenger hunt materials are provided **upon request**

👉 Please tell us when booking if you would like to include Hoppy.

Helpful Reminders For Teachers

- The visit is **observation-based**, not worksheet-based
- Students do not need to see everything to have a successful visit
- Curiosity and engagement matter more than coverage

Must-See Exhibits (If Time Is Short)

If you only have time for a few stops, focus on these **high-impact experiences**. Students do **not** need to see everything to have a meaningful visit.

Choose **3 - 4 stops** that work best for your group.

Front of the Museum: Live Hop Plants (Seasonal)

Seeing and touching the plant itself

Students:

- Stand next to all hop plants
- Touch and smell hop cones (when available)
- Observe how plants grow upward using support

Exhibit 2: Planting & Tending Hops

How plants grow with help from people

Students:

- Learn how hop plants start growing
- Observe strings, poles, and supports
- Connect plant growth to care and work

Exhibit 5 & 6: Harvest & Harvest Camp

People and families in farming

Students:

- See tools used to harvest hops
- Learn how families lived and worked during harvest season
- Connect farming to community life

Exhibit 7: Equipment Yard

How machines help people do work

Students:

- Examine large farming machines
- Compare hand tools to machines
- Notice how machines change the way work is done

Exhibit 8: Hop Kiln (Optional If Time & Readiness Allow)

Optional extension for Grades 3-5: The hop kiln introduces drying and processing after harvest.

Hop History Wall (Outdoor Mural)

Telling a story through images

Students:

- Observe scenes from hop farming history
- Make connections between indoor exhibits and outdoor images
- See how pictures can tell a story

After the Visit: Choose ONE Activity

If you are short on time, pick **one simple classroom activity** to help students reflect on what they saw and experienced at the museum. These activities are **optional** and can be adapted to fit your class schedule. All activities take **20-30 minutes**.

Best All-Around Choice

- **Museum Observation Reflection**

Students:

- Share what they remember seeing
- Talk about what surprised them
- Describe how farming work looked different from today

This can be done through:

- whole-class discussion
- drawing and labeling
- short oral or written responses (as appropriate)

Best for Science Connections

- **Plant Growth & Care Discussion**

Students:

- Review what plants need to grow
- Connect museum observations to classroom plants or gardens
- Compare hop plants to other plants they know

Best suited for **Grades 2–5**, but can be simplified for younger students.

Best for Projects or Art Integration

- **Design a Farm or Museum Display**

Students:

- Draw or build a small display showing something they learned
- Include plants, tools, people, or machines
- Explain their display to a partner or group

This works well as:

- an art connection
- a short project
- a center activity

Grade-Level Notes

- **Grades 1-2:** Focus on drawing, naming, and oral sharing
- **Grades 3-5:** Include simple explanations, sequencing (first/next/last), or comparison (then/how)

What Students Will Take Away

By the end of this experience, students will:

- Recognize that plants are grown and cared for by people
- Understand that hop plants grow tall and need support
- Identify tools and machines used in farming
- Notice how farming work has changed over time
- Learn that families and communities are part of farm work
- Practice observing, talking about, and explaining what they see
- Discover why Yakima Valley is important to hop history

Washington State Standards Alignment

This field trip supports Washington State Learning Standards across multiple subject areas. Teachers may select pre- and post-visit activities that best match their grade level and curriculum pacing.

Grades 1-2

Science

- 1-LS1-1: Use observations to describe patterns of what plants need to survive
- 2-LS2-1: Investigate how plants depend on water and light

Social Studies

- 1.SS.2.1: Understand how people use resources to meet needs
- 2.SS.2.1: Explain how communities use resources and tools

Mathematics

- 1-2.MD: Measure and compare length, height, and size

English Language Arts (ELA)

- SL.1-2.1: Participate in collaborative conversations with peers
- SL.1-2.4: Describe people, places, and events with relevant details

Grades 3-4

Science

- 3-LS3-2: Use evidence to explain how traits affect plant survival
- 4-LS1-1: Explain how plant structures support growth and reproduction

Social Studies

- 3.SS.2.1: Understand how tools and technology change how work is done
- 4.SS.2.1: Explain how environment influences human activity

Mathematics

- 3–4.MD: Measure, estimate, and compare quantities and distances

English Language Arts (ELA)

- SL.3–4.1: Engage effectively in collaborative discussions
- SL.3–4.4: Report on a topic using appropriate facts and details

Grade 5

Science

- 5-LS1-1: Support arguments about how plant structures contribute to survival
- 5-ESS3-1: Understand how humans depend on and affect natural systems

Social Studies

- 5.SS.2.1: Explain how economic activities support communities
- 5.SS.3.1: Analyze how technology has changed work over time

Mathematics

- 5.MD: Apply measurement concepts to real-world problems

English Language Arts (ELA)

- SL.5.1: Participate in collaborative discussions, building on others' ideas
- SL.5.4: Report on a topic in an organized manner with relevant evidence

Quick Logistics & Booking Checklist

Having a plan for your field trip will allow you time to engage in preliminary classroom activities, arrange for transportation, contact the museum, and receive appropriate school and parent permissions.

Scheduling

- ☐ Choose a field trip date (have 2 backups) _____
- ☐ Estimate the number of students _____
- ☐ Identify your Secondary Contact, phone and email _____
- ☐ Notify the museum in advance if you would like hop cones, the Hoppy scavenger hunt, or have accessibility or sensory considerations.
- ☐ Visit americanhopmuseum.org/group-tour to book your tour.

Task List

- ☐ Received confirmation of a scheduled trip for (date/time) _____
- ☐ Arrange transportation
- ☐ Sent home permission slips
- ☐ Assign chaperones
- ☐ Discuss museum etiquette with students

Museum Provides

Exhibits, Staff Support, Hop Cones

Teachers Bring

Students, Chaperones, Curiosity