

Impact of the Model T – Then and Now

Unit Plan Overview

High School

Overarching Question

How do people create society-changing innovations?

Key Concepts

- Innovation
- Vision
- Car for the multitude
- Curious
- Took advantage of opportunities to learn
- Mechanically inclined
- Perseverance after failure
- Willing to take risks
- Able to identify and attract outstanding people
- Visionary
- Craft system
- Mass production
- Moving assembly line
- Interchangeable parts
- Division of labor
- Industrial workforce
- Unskilled workers
- Skilled workers
- Scientific management
- \$5 day
- Market
- Consumer
- Producer

Key Concepts Continued

- Marketing
- Mass consumption
- Mass advertising
- Consumer culture
- Niche market
- Land use
- Mass automobility
- Infrastructure
- Suburbanization
- Pollution
- Personal mobility/freedom
- Curiosity
- Breaking the rules
- Collaboration
- Recognizing and solving problems that address real needs
- Embracing risk and the lessons of failure

Lessons and Main Ideas

Lesson 1 Innovation

- An innovation is an invention, an idea or an improvement or change that is successfully introduced into and widely adopted by the society at large.
- Henry Ford’s innovative vision was to produce a car for average people.

Lesson 2

Case Study of an Innovator: Henry Ford

- A successful innovator has qualities that contribute to his/her success.
- Henry Ford used his love of tinkering, his persistence, his willingness to take risks and his ability to build good teams to create the Model T.

Lesson 3

Case Study of an Innovation: The Moving Assembly Line and the Industrial Workforce

- Henry Ford’s moving assembly line changed the nature of work for many Americans.

Lesson 4

Case Study of Social Change: Mass Advertising and Consumption in the 1920s

- Everyday people take part in the innovation process through their buying power.
- Henry Ford influenced mass consumption of the Model T with marketing techniques (some innovative, some not).

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Unit Plan Overview Continued

High School

Lesson 5

Society Changes, Both Intentionally and Unintentionally

- Innovations change society in many ways, sometimes unintentionally.
- We have the opportunity to create our own society-changing innovations.

Lesson 6

Innovating: Past, Present and Future

- Innovators seem to share some key qualities and approaches to their work.
- We all have qualities that can help us be innovators.

Duration 10 class periods
(45 minutes each)

- **Lesson Plans** 8 class periods
- **Unit Project** 2 class periods for in-class work, plus 1 period for presentations

Field Trips

- *Greenfield Village*
- *Henry Ford Museum*
- *Ford Rouge Factory Tour*

Assessment

- Performance assessments for each lesson plan
- Culminating projects (see Supplemental Resources)
- Review/assessment questions (see Supplemental Resources)

Tip For Connections to National and Michigan Standards and Expectations, see the Teacher Guide.

Digitized Artifacts

from the Collections of **The Henry Ford**:

Lesson 1

Innovation

- [Ford Model T Touring Car, 1914, Given to John Burroughs by Henry Ford](#) ID# THF70573
- [Letter from James H. Bear to Edsel Ford Praising Henry Ford and the Model T, 1938](#) (page 1 ID# THF68267) (page 2 ID# THF68268)
- [First Official Ford Motor Company Portrait of Henry Ford, 1904](#) ID# THF36449

Lesson 2

Case Study of an Innovator:
Henry Ford

- [Westinghouse Portable Steam Engine No. 345, Made circa 1881 and Used by Henry Ford](#) ID# THF74884
- [Henry Ford with Other Employees at Edison Illuminating Company Plant, circa 1895](#) ID# THF22975
- [Ford Quadricycle, 1896, First Car Built by Henry Ford](#) ID# THF3854
- [Detroit Automobile Company Delivery Truck Outside the Factory, 1899-1900](#) ID# THF25005
- [Henry Ford and Ed \(Spider\) Huff Driving the Ford Sweepstakes Racer at Grosse Pointe, Michigan, October 10, 1901](#) ID# THF23800
- [Ford Race Car "Sweepstakes," 1901](#) ID# THF70565
- [Henry Ford and Ford Motor Company Executives at Henry Ford Museum, 1933](#) ID# THF22279
- [Ford Model T Touring Car, 1914, Given to John Burroughs by Henry Ford](#) ID# THF70573
- [Henry Ford with the First Ford V-8 Engine, March 26, 1932](#) ID# THF22218

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Unit Plan Overview Continued

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Lesson 3

Case Study of an Innovation: The Moving Assembly Line and the Industrial Workforce

- Swift & Company’s Meat Packing House, Chicago, Illinois, “Splitting Backbones and Final Inspection of Hogs,” 1910-1915 ID# THF32081
- 1924 Ford Model T Cars on Assembly Line at Highland Park Plant, October 1923 ID# THF23577
- Women Workers Assembling Magnetos at Ford Highland Park Plant, circa 1913 ID# THF23810
- Letter to Henry Ford from the Wife of an Assembly Line Worker, 1914 ID# THF32100
- Ford Motor Company Clipping Book, Volume 2, January 6-10, 1914 (page 10 ID# THF68272) (page 11 ID# THF68273)

Lesson 4

Case Study of Social Change: Mass Advertising and Consumption in the 1920s

- Ford Motor Company Sales Leaflet, 1908, “Ford Motor Cars Model T Advance Catalog” ID# THF32124
- Advertisement for the 1924 Ford Model T, “Freedom for the Woman Who Owns a Ford” ID# THF60074
- Ford Motor Company Clipping Book, Volume 2, January 6-10, 1914 ID# THF80232
- Ford Motor Company Advertisement, 1924, “How Did He Ever Get the Money to Buy a Car?” ID# THF32136
- Sales Brochure Featuring the 1925 Ford Model T Sedan, “Her Personal Car” ID# THF32135
- Large Ford Sign at the Rouge Plant above the Train Entrance, circa 1964 ID# THF68322
- Advertisement for the 1925 Ford Model T, “Dependable as the Doctor Himself” ID# THF67880
- Advertisement for the 1904 Ford Line of Cars, “Boosted into Popular Favor by the Knocks of the Trust” ID# THF32117

- Advertisement for the 1924 Ford Model T, “Cancel Distance & Conquer Weather” ID# THF39661
- Advertisement for the 1904 Ford Model A, “One Mile in 39-2/5 Seconds, Ford World’s Record” ID# THF32119
- Advertisement for the 1925 Ford Model T, “Within the Means of Millions” ID# THF32137
- Ford Times Cover, March 1917 ID# THF35039
- Sales Brochure for the 1911 Ford Model T, “Ford Motor Cars: The Good Car for Bad Roads” ID# THF32128
- Newspaper Headline “Gold Rush Is Started by Ford’s \$5 Offer” January 7, 1914 ID# THF21999

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Unit Plan Overview Continued

High School

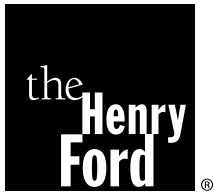
Materials

- Computers with access to the Internet, digital projector and screen (preferred) OR printed handouts of digitized artifacts' images and descriptions
- Student Activity Sheet: Innovations Survey
- Sign: “How do people create society-changing innovations?”
- Student Activity Sheet 1A: Reading Primary Sources: Letter, James H. Bear to Edsel Ford
- Answer Key 1A: Reading Primary Sources: Letter, James H. Bear to Edsel Ford
- Student Activity Sheet 1B: Henry Ford and Innovation
- Student Activity Sheet 2A: Analyzing Artifacts of Henry Ford
- Student Activity Sheet 2B: Henry Ford: Biography of an Innovator
- Answer Key 2B: Henry Ford: Biography of an Innovator
- Scrap paper – lots
- Full roll of wrapping paper
- Empty wrapping paper tube
- Tape
- 10 feet of continuous flat surface, like desks or tables pushed together
- Student Activity Sheet 4A: Marketing Strategies
- Answer Key 4A: Marketing Strategies
- Student Activity Sheet 4B: Marketing Strategies Essay
- Collection of magazines from last 1-2 years on wide range of topics
- Posterboard
- Scissors
- Markers
- Glue
- Computers with access to the Internet for student use (optional)
- Student Activity Sheet 5A: Legacies of an Innovation
- Student Activity Sheet 5B: Legacies of the Model T and the Assembly Line in Artifacts Today
- Student Activity Sheet 6A: Analyzing Our Artifacts
- Student Activity Sheet 6B: Innovating: Past, Present and Future – Essay
- Culminating Projects
- Extension Activities
- Student Activity Sheet 7: Review/Assessment Questions
- Answer Key 7: Review/Assessment Questions

Pre-Unit Activity

To set the stage and collect some statistics for students to work with during this unit, distribute Student Activity Sheet: Innovations Survey a few days before beginning the unit. Ask students to use the survey to interview at least 5 friends and family members and to then bring their results to class on the first day of the unit.

Introduce the overarching question by posting the sign “How do people create society-changing innovations?” in a prominent place in the classroom so that it can be referenced throughout the unit.



innovations survey

Name _____

Use this survey to collect and tally answers from family and friends to the questions below. Record any comments on this survey. Use the back if you need more space. Keep this to use with future lessons.

1. Number of people surveyed

2. Age of people surveyed

A 0-12 _____

B 13-20 _____

C 21-40 _____

D 41-60 _____

E 61-80 _____

F 81 or older _____

3. What innovation do you think has most changed the way Americans live?

A Automobile _____

B Electricity _____

C Indoor plumbing _____

D Internet _____

E Telephone _____

F Cellular phone _____

G Television _____

H Air Conditioning _____

I Other _____

4. What Innovation could you **not** live without?

A Automobile _____

B Electricity _____

C Indoor plumbing _____

D Internet _____

E Telephone _____

F Cellular phone _____

G Television _____

H Air Conditioning _____

I Other _____

How do people create society-changing innovations

