

# The Henry Ford® Trip Helper | Moving Away, Settling In for teachers

Enrich your field trip experience with these new “for the teachers, by the teachers” itineraries. Created by **The Henry Ford 2009 Teacher Fellows** and tested with their students, these new curriculum-aligned tools for teachers, group leaders and students will deepen student learning and understanding of selected topics, sites and exhibits.

## SUGGESTED PRE-VISIT ACTIVITIES

### Objectives

- This themed itinerary focuses on migration, regions and technology in the mid to late 1800s and the early 1900s with emphasis on employment relocation. It contains imagined scenarios with visits to locations within *Greenfield Village*.
- Pre- and post-visit lessons are critical to the success of this itinerary. Pre-visit instruction provides needed background information and sets the tone for the visit. The post-visit includes a comparison of information gathered during the visit to 21st-century progress.
- This itinerary is best conducted in the spring. The itinerary fulfills a good deal of required social studies content typically covered throughout the school year.
- The logistics of this field trip could occur in various formats. Use of group leaders is recommended to provide smaller group experiences. Scripts are provided for each site for the teacher/chaperone to read:
  - Whole day: Whole class/whole day visits to both mid to late 1800s and early 1900 scenarios in the Village.
  - Half day: Class is divided and each group visits one scenario (and reports facts to class during post-visit).

### Materials

- Moving Away, Settling In Overview and Comparison Talking Points
- Teacher/Group Leader Instructions scripts for Scenario 1 and Scenario 2
- Teacher/Group Leader Scripts for Scenario 1 and Scenario 2
- Teacher Fellow-created railroad ID for Scenario 1
- Teacher Fellow-created business cards from the Eagle Tavern for Scenario 1

- Teacher Fellow-created Ford Motor Company ID badges for Scenario 2
- Teacher Fellow-created business cards for Wright bicycle Shop for Scenario 2
- Moving Away, Settling In student booklets for Scenario 1 and Scenario 2
- Crayons, colored pencils, lead pencils, glue sticks for trip
- Map of *Greenfield Village* (found online at [www.thehenryford.org](http://www.thehenryford.org))
- Photos of sites at *Greenfield Village*; photos of types of technology, agriculture, food, clothing, transportation, tools, railroads, roundhouses, sharecropping, Model T, Henry Ford, Ford Motor Company on Mack Ave., Wright Cycle Shop, bicycle, plane
- Children’s books focusing on migration: A family’s migration from Alabama to Nebraska is depicted in “Going North” by Janice N. Harrington. For older students, chapter books include “The Watsons Go to Birmingham-1963” by Christopher Paul Curtis about a family who migrated to Flint, Michigan, from the South. Also, various books about immigrants to the U.S., such as “Letters from Rifka” by Karen Hesse, about migrating from Russia to the United States (Social Studies/Language Arts). Consider comparison to animal migration, including use of children’s picture books such as “Wings of Light: The Migration of the Yellow Butterfly” by Stephen R. Swinburne. Also, books about ecosystems at Midwest farms. (Science/Language Arts)

### Vocabulary

Accommodations	Occupations
Agriculture	Railroads
Goods/services	Regions
Industrial Revolution	Roundhouse
Industry	Rural life
Innovation	Station assembly method
Invention	Steam engines
Migration	Technology
Model A	Transportation
Model T	Urban life
Moving assembly line	

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## Background Instruction Required

- Characteristics of the Midwest and Southeast region
- Maps with locations of these cities:
  - Scenario 1 - Columbiana, OH, to Clinton, MI, to Marshall, MI.
  - Scenario 2 - Bryan County, GA, to Dayton, OH, to Detroit, MI. Consider using Google Earth for a real-life view of the topography from place-to-place.
- Transportation examples from mid to late 1800s and early 1900s including foot, horse, railroads (steam trains, freight), automobiles.
- Introduce some key concepts before you go on your journey to *Greenfield Village*. Work as a class or in partners to define the following:
  - Technology is:
  - Tools are:
  - Lifestyles are:
  - Natural resources are:
  - Agriculture is:
  - Transportation is:
  - Occupations are:
  - Goods and services are:
  - Compare these words by giving or collecting examples of their meanings from the early 1900s and today.

## ON-SITE ACTIVITIES

- Decide in advance if students will participate in each scenario or just one and divide students accordingly.
- Communicate plans to your group leaders in advance so they can facilitate the experience for your students.
- Copy and distribute in advance needed materials to each group leader—instructions, scripts, handouts.
- Distribute Moving Away, Settling In student booklets for students to draw in and record observation and reflections.
- Provide maps of *Greenfield Village* and identify sites to be visited. Sites correspond with numbers on the map.

## POST-VISIT OR EXTENSION ACTIVITIES

- Compare mid to late 1800s and/or early 1900s in-

formation to 21st-century progress using the graphic organizer for discussion ideas.

- Have students use the booklets from their field trip as starting points. Then have them give examples of their modern-day counterparts.
- Present comparison of mid to late 1800s information and/or early 1900s information to class. Discuss similarities and differences.
- Why do people migrate within the United States today? Why do they migrate from another country to the United States? Do people still migrate for employment?
- Write a narrative story based on one of the scenarios.
- Create a skit of one of the scenarios.

## CREDITS

Developed by 2009 Teacher Fellow:

Monica Nick, Jefferson Elementary, Redford

## RELATED MICHIGAN GRADE LEVEL CONTENT EXPECTATIONS

### Michigan Social Studies Grade Level Content Expectations

- 3 - H3.0.1, 2, 7, 8; G1.0.2, G2.0.1, 2; G4.0.1, 2, 3; G5.0.1, 2; E1.0.3, 4, 5
- 4 - H3.0.1, 2, 3, 4, 5; G1.0.2, 3, 4; G2.0.1, 2; G4.0.1, 2; E.1.0.5; E.2.0.1

### Michigan English Language Arts Grade Level Content Expectations

- 3 - 3R.NT.03.01, R.CM.03.01, 02, 03, 04; W.GN.03.01, 03, 04; S.DS.03.01, 04
- 4 - R.NT.04.01, R.CM.04.01, 02, 03, 04, W.GN.04.01, 03, 04; S.DS.04.01, 04
- 5 - R.NT.05.01, R.CM.05.01, 02, 03, 04, W.GN.05.01, 03, 04, S.DS.05.01, 04

### Michigan Science Grade Level Content Expectations

- 5 - S.IP.05.11, 16, S.IA.05.13, 15, S. RS.05.11, 15, 16, 19

Visit [thehenryford.org/education/resourcebank.aspx](http://thehenryford.org/education/resourcebank.aspx) for curriculum connections.

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## OVERVIEW AND COMPARISON TALKING POINTS

### Scenario 1

#### Firestone Farm (Ohio)

- Technology in use
- Agriculture types
- Tools in use



#### Eagle Tavern (Michigan)

- Technology used
- Food
- Accommodations



#### Detroit, Toledo & Milwaukee Roundhouse (Michigan)

- Technology (roundhouse, machines used)
- Occupations
- Natural resources involved



### 21st-Century Connections

#### Modern Examples

- Technology
- Agriculture
- Tools
- Transportation
- Lifestyles
- Occupations
- Natural resources
- Accommodations
- Food
- Goods/services

### Scenario 2

#### Mattox Family Home (Georgia)

- Technology in use
- Agriculture types
- Tools in use



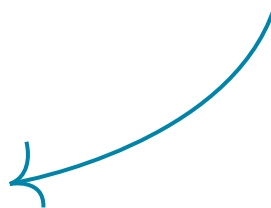
#### Wright Cycle Shop (Ohio)

- Technology used
- Occupations
- Goods/Services



#### Ford Motor Company (Michigan)

- Car assembly
- Model A
- Natural resources involved



# The Henry Ford® Trip Helper | Moving Away, Settling In for teachers

## SCENARIO 1 INSTRUCTIONS

### Mid to Late 1800s: Scenario Instructions

#### Sites to Visit

- Firestone Farm
- Eagle Tavern
- Detroit, Toledo & Milwaukee Roundhouse



#### SITE 1: FIRESTONE FARM

##### Teacher/Group Leader Procedures

1. Read the Script for Scenario 1, Firestone Farm, Handout A.
2. Use discussion probes in script to engage students in site observations.
3. Have students use their journal booklet and complete the applicable entries.

##### Student Procedures

1. Write a sentence on why you left the farm.
2. Draw an example of each of these important aspects of your farm and include a caption describing your drawing:
  - Technology in use
  - Agriculture types
  - Tools in use

#### SITE 2: EAGLE TAVERN

##### Teacher/Group Leader Procedures

1. Read the script for Scenario 1, Eagle Tavern, Handout A.
2. Use discussion probes in script to engage students in site observations.
3. Have students use their journal booklet and complete the applicable entries.

##### Student Procedures

1. Write a sentence on the transportation you've used so far on your journey.
2. Draw an example of these things you observed at the Tavern.
  - Technology used
  - Food offered
  - Occupations of customers

#### SITE 3: DETROIT TOLEDO & MILWAUKEE ROUNDHOUSE

##### Teacher/Group Leader Procedures

1. Read the script for Scenario 1, Detroit, Toledo & Milwaukee roundhouse, Handout A.
2. Use discussion probes in script to engage students in site observations.
3. Have students use their journal booklet and complete the applicable entries.

##### Student Procedures

1. Write a sentence on why you came to the Detroit, Toledo & Milwaukee roundhouse.
2. Draw an example of each of these items you viewed at the roundhouse:
  - Technology (Roundhouse, machines, trains)
  - Natural resources involved/used
  - Occupations of workers

## SCENARIO 1 TEACHER/GROUP LEADER SCRIPT

### FIRESTONE FARM

**Background information:** The Firestone farmhouse was built in 1828 in Columbiana, Ohio. It is a farmhouse that reflects an 1885 time period, but it has evolved to this time from 1828. The family who lived here provided most of their food sources throughout the year.

#### Script

Imagine you live in the mid to late 1800s. Imagine you are migrating from a house like the Firestone farmhouse in Ohio to a small town in Michigan. Your farm has had its third unsuccessful harvest due to drought, and you need to look for a new means to raise your family. You've heard there are railroading jobs available that offer good wages near Marshall, Michigan. You are going to travel to Marshall by yourself, and if you are hired, you will send for your family and establish a home near Marshall.

#### Questions/probes to ask students:

1. What type of technology do you see on the farm and in the house? How did it help them?
2. What type of agriculture (crops) do you see on the farm? How would the family use this?
3. What type of tools do you see? What did these tools do?

Before you go, you decide to construct a picture journal. You've worked most of your life on a farm like Firestone. It's been a tough life but you've grown fond of the farm and don't want to forget it. You also want to document what you see along your journey.

Take a few minutes to answer the first question in the journal booklet and then draw an example of and provide a caption for:

- Technology used
- Agriculture used
- Tools used

Now, let's move on to our next location on our migration to Michigan. Walk to Eagle Tavern. On your way, discuss the type of transportation you're using and what you see along the way.

### EAGLE TAVERN

**Background information:** The Clinton Inn was a stage-coach stop in Clinton, Michigan. Like most taverns of its time, it provided dining, drinks and accommodations. It was also a place for patrons to meet and share news. By the 1850s, its business was dramatically reduced when it failed to encourage a railroad line to build near its location, thereby reducing traffic flow.

#### Script

It's been a long trip to Michigan, and you're almost to your destination. You're just about to enter Clinton, Michigan, and heard of a great place to stay for the night and get a bite to eat. You stop here, at the Eagle Tavern. The owner complains about the lack of business due to the railroads taking away business. You decide not to mention that you're on your way to obtain a railroad job!

#### Questions/probes to ask students:

1. What type of technology do you see used here? How did it help the tavern?
2. What type of food is offered in the tavern?
3. What type of occupations do customers of the tavern have?

The owners are pleased you stopped by and give you each a business card from the tavern. Give students Eagle Tavern business cards.

Take a few minutes to answer the first question in the journal booklet and then draw an example of and provide a caption for:

- Technology used
- Food observed
- Occupations from the time period

We're almost to Marshall, Michigan. Let's continue the last leg of our journey.

Walk to the Detroit, Toledo & Milwaukee roundhouse. On your way to the Roundhouse, discuss the type of transportation you're using and what you see along the way.

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## DETROIT, TOLEDO & MILWAUKEE ROUNDHOUSE

**Background information:** A roundhouse is a type of engine house used for the care, repair and maintenance of steam locomotives. “Engine house” is the real term for this type of building, which could be round or rectangular. The roundhouse refers to the work area with pits and stalls, where the engines would be housed. The DT&M Roundhouse is a smaller version of an engine house.

### Script

At last! You’ve arrived in Marshall and at the Roundhouse. People seem friendly but are working hard around dangerous equipment. Yet, you are determined to find a job to help your family. The master mechanic hires you as a carpenter to repair boxcars; you will make \$1.00 a day. He also recommends a place to stay. On your first day on the job, you arrive at the Detroit, Toledo & Milwaukee Roundhouse at 7am and work until 5pm. You have a lot to learn! And you’re really tired!

### Questions/probes to ask students:

1. What type of technology do you see used here?
2. What types of natural resources are used in the roundhouse? (i.e., iron, lumber, coal)
3. What are some of the occupations of workers in the roundhouse?

**Additional Probe:** What type of freight is transported (lumber, coal, etc.)?

Take a few minutes to answer the first question in the journal booklet and then draw an example of and provide a caption for:

- Technology used (roundhouse, machines used)
- Natural resources involved
- Occupations of workers in the roundhouse

Give students railroad employee ID badges.



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## SCENARIO 2 INSTRUCTIONS

### Early 1900s: Scenario Instructions

#### Sites to Visit

- Mattox Family Home
- Wright Cycle Shop
- Ford Motor Company



#### SITE 1: MATTOX FAMILY HOME

##### Teacher/Group Leader Procedures

1. Read the script for Scenario 2, Mattox Family Home, Handout D.
2. Use discussion probes in script to engage students in site observations.
3. Have students use their journal booklet and complete the applicable entries.

##### Student Procedures

1. Write a sentence on why you left Bryan County, Georgia.
2. Draw an example of each of these important aspects of your house and include a caption describing your drawing:
  - Technology in use
  - Agriculture types
  - Tools in use

#### SITE 2: WRIGHT CYCLE SHOP

##### Teacher/Group Leader Procedures

1. Read the script for Scenario 2, Wright's Cycle Shop, Handout D.
2. Use discussion probes in script to engage students in site observations.
3. Have students use their journal booklet and complete the applicable entries.

Give students Wright Cycle Shop business cards.

##### Student Procedures

1. Write a sentence on what transportation you used to get to Dayton, Ohio from Georgia.
2. Draw an example of each of these items you observed in the bicycle shop and use a caption to describe them:
  - Technology used
  - Occupation of owners of shop
  - Goods/services for sale

#### SITE 3: FORD MOTOR COMPANY

##### Teacher/Group Leader Procedures

1. Read the script for Scenario 2, Ford Motor Company, Handout D.
2. Use discussion probes in script to engage students in site observations.
3. Have students complete journal booklet entries.

Give students Ford Motor Company employee IDs.

##### Student Procedures

1. Write a sentence on why you came to the Ford Motor Company.
2. Draw an example of each of these things you viewed at the plant and use a caption to describe them:
  - Example of how the cars were assembled (this is an important teaching point for station assembly vs. moving assembly line); machines
  - Model A
  - Natural resources involved

# The Henry Ford® Trip Helper | Moving Away, Settling In for teachers

## SCENARIO 2 TEACHER/GROUP LEADER SCRIPT

### MATTOX FAMILY HOME

**Background information:** Amos and Grace Mattox and their two children lived in this house. The house appears as it might have during the Depression in the 1930s.

#### Script

Imagine you are migrating from a home like the Mattox Family Home in the early 1900s. Your life has been very difficult. You have many jobs. You are a barber, farmer, and shoemaker, yet you still don't have enough money to make ends meet. You've heard of a man named Henry Ford who is building horseless carriages near Detroit, Michigan, and offering a wage far more than what you earn with your present jobs. While Detroit is a long way from home, you are willing to give it a try in order to offer your family a better life. You leave your home.

Before you go, you construct a picture journal. You have lived your life in a house just like the Mattoxes. It's been a tough life, but you've grown fond of your life in Georgia and don't want to forget it. You also want to document what you see along your journey.

#### Questions/probes to ask students:

1. What type of technology do you see in use? How did it help the Mattoxes?
2. What type of agriculture do you see on the farm? How would the family use this?
3. What type of tools do you see? What did these tools do?

Take a few minutes to answer the first question in the journal booklet and then draw an example of and provide a caption for:

- Technology used
- Agriculture used
- Tools used

Now, let's move on to our next location on our migration to Michigan. Walk to the Wright Cycle Shop. On your way, discuss the type of transportation you're using and what you see along the way.

### WRIGHT CYCLE SHOP

**Background information:** The Wrights used the bicycle shop in Dayton, Ohio, as a laboratory for their experiments. They built the 1903 flyer (which now hangs in the Smithsonian) in the shop. Hundreds of bicycles were made, sold and repaired here.

#### Script

Hooray! You've made it as far as Dayton, Ohio. The weather is cooler here in the North. You're not sure of what road to take out of Dayton to get to Detroit. You stop here, at the Wright Cycle Shop, to ask directions. You are amazed at the items available for sale in this shop in the city. In fact, you've never seen a bicycle. It's so different from your life in Bryant County. The owners, Wilbur and Orville Wright, invite you into the back of their shop to see his newest invention—a vehicle that may fly one day!

#### Questions/probes to ask students:

1. What type of technology do you see used here?
2. What is the occupation of the owners? Do they have more than one occupation?
3. What are some of the goods and services for sale?

Take a few minutes to answer the first question in the journal booklet and then draw an example of and provide a caption for:

- Technology used
- Occupation of owners of shop
- Goods and services for sale

The owners are pleased you stopped by and give you each a business card from the bicycle shop. Give students Wright Cycle Shop business cards.

Now, let's move on to our next location on our migration to Michigan. On your way to Ford Motor Company, discuss the type of transportation you're using and what you see along the way.



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## FORD MOTOR COMPANY

**Background information:** The Ford Motor Company in *Greenfield Village* is modeled after the first Ford plant. It was a rented building on Mack Avenue in Detroit. It operated in 1903 and 1904. Model As and Cs were assembled here using the station assembly method in which each car was assembled in one place, by one crew. This type of assembly predates the assembly line where parts were placed along a moving line.

### Script

At last! You've arrived in Detroit. The city is far different than your little town in Georgia. On the first day on the job, you arrive at the Ford Motor Company at 7am. You have a lot to learn! First, your supervisor gives you a tour of the building and tells you what you can expect.

### Questions/probes to ask students:

1. How were the cars assembled here?
2. What does the Model A look like?
3. What types of natural resources are used in this business (i.e., iron, lumber, coal)

**Additional probes:** How did automobiles change the transportation methods of the past? How do goods and services relate to the automobile business?

Take a few minutes to answer the first question in the journal booklet and then draw an example of and provide a caption for:

- Car assembly
- Model A
- Natural resources involved

Give students employee ID badges.

# The Henry Ford® Trip Helper | Moving Away, Settling In

## student journal pages for scenario 1

### FIRESTONE FARM

**Background:** Before you leave the farm to find a new job, you decide to construct a picture journal so you don't forget the farm you're fond of. You also want to document what you see along your journey.

**You will use this booklet as a journal.**

As you go from place to place, be sure to take note of the things that a person on the move may find interesting or different. Then, take a few minutes to respond to the question about the Firestone Farm. Next, draw an example of the technology, agriculture and tools, and provide a caption for each.

Why did I leave the farm?

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Draw a picture of the items you used on the farm. Then, write a caption that describes the item.

### TECHNOLOGY:

Caption:

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### AGRICULTURE:

Caption:

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### TOOLS:

Caption:

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Here is a photo of me on my journey. I'm migrating from an Ohio farm to a Michigan railroad job.

# The Henry Ford® Trip Helper | Moving Away, Settling In

## student journal pages for scenario 1

### EAGLE TAVERN

**Background:** It's been a long trip to Michigan, and you're almost to your destination. In fact, you're just about to enter Clinton, Michigan, and you've heard of a great place to stay for the night and get a bite to eat. You stop here, at the Eagle Tavern. The owner complains about the lack of business due to the railroads taking away business. You decide not to mention that you're on your way to obtain a railroad job!

Take a few minutes to respond to the question about the Eagle Tavern. Next, draw an example of the accommodations, food and occupations seen at the tavern and provide a caption for each.

What transportation did I use on my way to the tavern?  
How did I feel about it?

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Draw a picture of the items you observed at the tavern. Then, write a caption that describes the item.

### ACCOMMODATIONS:

Caption:

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### FOOD:

Caption:

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### OCCUPATIONS:

Caption:

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Here is the business card I received at the Tavern.

# The Henry Ford® Trip Helper | Moving Away, Settling In

## student journal pages for scenario 1

### DETROIT, TOLEDO & MILWAUKEE ROUNDHOUSE

**Background:** At last! You've arrived in Marshall and at the roundhouse. People seem friendly but are working hard around dangerous equipment. Yet, you are determined to find a job to help your family. The master mechanic hires you as a carpenter to repair boxcars; you will make \$1.00 a day. He also recommends a place to stay. On your first day on the job, you arrive at the Detroit, Toledo & Milwaukee Roundhouse at 7am and work until 5pm. You have a lot to learn! And you're really tired!

Take a few minutes to respond to the question about the Detroit, Toledo & Milwaukee roundhouse. Next, draw an example of the technology, natural resources and occupations, and provide a caption for each.

Why did I come to the Detroit, Toledo & Milwaukee roundhouse and what did I find out?

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Draw a picture of the items you saw in use at the roundhouse. Then, write a caption that describes the item.

#### TECHNOLOGY:

Caption:

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#### NATURAL RESOURCES:

Caption:

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#### OCCUPATIONS:

Caption:

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Here is the employee identification badge I received when I got to the Roundhouse.



# The Henry Ford® Trip Helper | Moving Away, Settling In

## student journal pages for scenario 2

### MATTOX FAMILY HOME

**Background:** The Mattox home appears as it would have in the early 1900s. Imagine you're the owner of the home. Your life has been very difficult. You've had to work very hard. You've heard of a man named Henry Ford who is building horseless carriages near Detroit, Michigan, and offering good money to build them. Detroit's far from Georgia, but you are willing to move your family to have a better life.

**You will use this booklet as a journal.**

As you go from place to place, be sure to take note of the things that a person on the move may find interesting or different. Then, take a few minutes to respond to the question about the Mattox home. Next, draw an example of the technology, agriculture and tools and provide a caption for each.

Why did I leave my house in Georgia?

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Draw a picture of the items you used around the home. Then, write a caption that describes the item.

**TECHNOLOGY:**

Caption:

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**AGRICULTURE:**

Caption:

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**TOOLS:**

Caption:

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Here is a photo of me on my journey. I'm migrating from my Georgia home to a job at Ford Motor Company in Detroit, Michigan.



# The Henry Ford® Trip Helper | Moving Away, Settling In

## student journal pages for scenario 2

### WRIGHT CYCLE SHOP

**Background:** Before their famous first flight, Orville and Wilbur Wright made, sold and repaired hundreds of bicycles at this location.

On your journey, you've made it to Dayton, Ohio, home of the Wright Cycle Shop. You stop and ask the owners for directions to Detroit. You are in awe at the bicycle, which you've never seen, and even more amazed at the structure they built in the back of the store. They tell you that one day that machine will fly!

Take a few minutes to respond to the question about Wright Cycle Shop. Next, draw an example of the technology, goods and services offered, and occupations from the time, and provide a caption for each.

What transportation did I use on my way to the Wright Cycle Shop? How did I feel about it?

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Draw a picture of what you observed at the shop. Then, write a caption that describes your entry.

### TECHNOLOGY:

Caption:

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### GOODS AND SERVICE:

Caption:

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### OCCUPATION:

Caption:

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Here is the business card I received at the Wright Cycle Shop.

# The Henry Ford® Trip Helper | Moving Away, Settling In

## student journal pages for scenario 2

### FORD MOTOR COMPANY

**Background:** Ford Motor Company in *Greenfield Village* is the first Ford plant. Model As and Cs were assembled here using the station assembly method in which each car was assembled in one place, by one crew. This is not the assembly line—where parts were placed along a moving line—that Henry Ford made famous. That came a few years later.

You've arrived at your destination! You are hired immediately and report for work the next day. You're confident you're heading for a better life!

Take a few minutes to respond to the question about Ford Motor Company. Next, draw an example of how cars were assembled, the Model A and the natural resources used in this location.

Why did I come to Ford Motor Company, and what did I find out?

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Draw a picture of the items you saw in use at Ford Motor Company. Then, write a caption that describes the item.

### CAR ASSEMBLY USED:

Caption:

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### MODEL A:

Caption:

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### NATURAL RESOURCES:

Caption:

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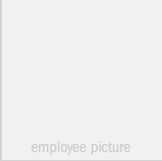
Here is the employee identification badge I received when I got to Ford Motor Company.





Employee Identification Card

**DETROIT, TOLEDO & MILWAUKEE ROUNDHOUSE**

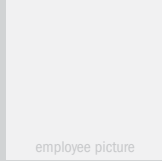


Name:

If lost or stolen, please return to the chief engineer at the Detroit, Toledo & Milwaukee Roundhouse, Marshall, Michigan.

Employee Identification Card

**DETROIT, TOLEDO & MILWAUKEE ROUNDHOUSE**

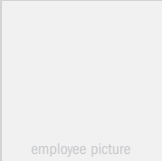


Name:

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Employee Identification Card

**DETROIT, TOLEDO & MILWAUKEE ROUNDHOUSE**

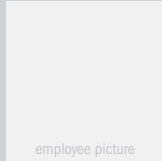


Name:

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Employee Identification Card

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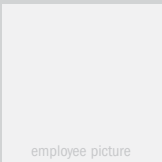


Name:

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Employee Identification Card

**DETROIT, TOLEDO & MILWAUKEE ROUNDHOUSE**



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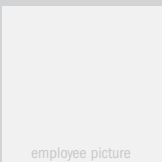


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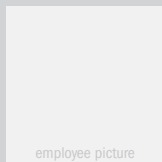


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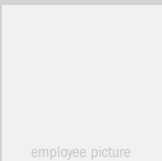


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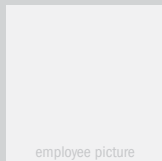


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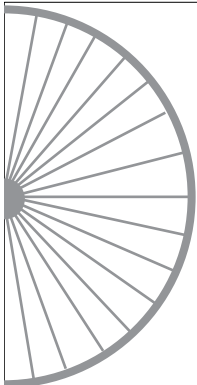
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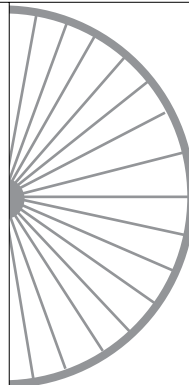
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**WRIGHT CYCLE SHOP**

Dayton, Ohio

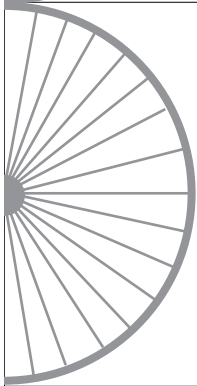
Orville and Wilbur Wright  
Manufacturers of fine bicycles



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Dayton, Ohio

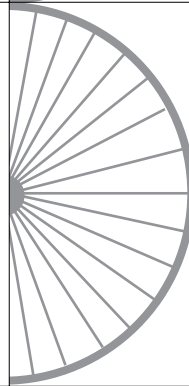
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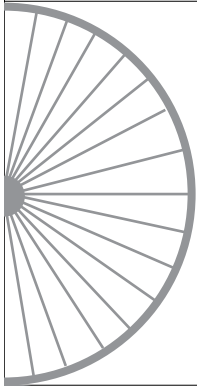
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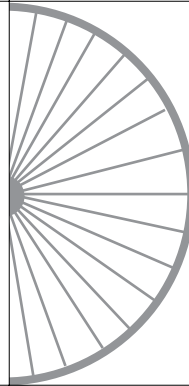
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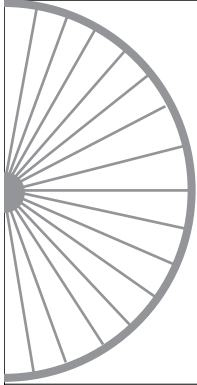
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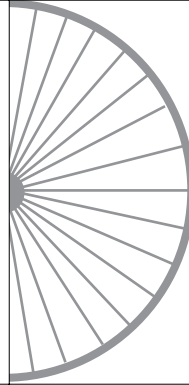
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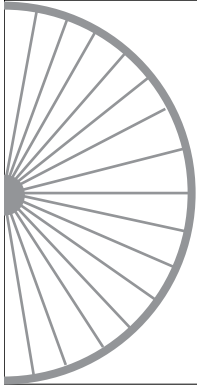
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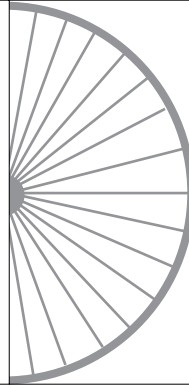
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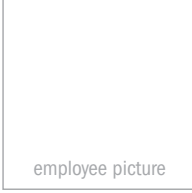
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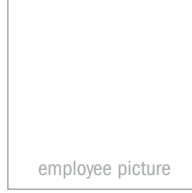
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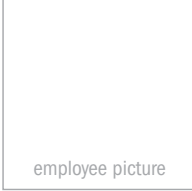
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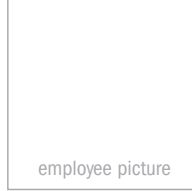
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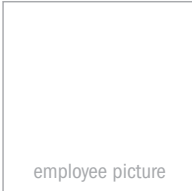
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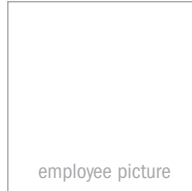
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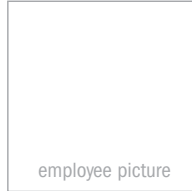
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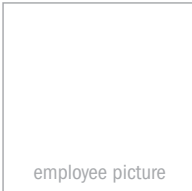
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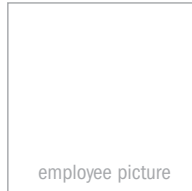
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