

# Moving to Michigan: Migration, Immigration and Transportation

## Culminating Projects

Consider introducing the projects at the outset of the unit *Moving to Michigan* so students can gather information along the way. These projects are designed as opportunities for students to demonstrate their learning and their response to the overarching question for this unit, “What influence do prior experiences, class, race, language and culture have on people’s lives?”

Choose the project option or options that best fit your class’s needs:

### Off-line Individual Project

#### A Communication from Last Century

Were Ford Motor Company’s solutions the answer to its problems? Put yourself in the shoes of a person living in the early 20th century. Choose a form of communication that would have been used then, such as a newspaper article, a letter, a diary entry or a conversation, to express your opinion. Your written piece should make predictions about the long-term consequences of Ford’s solutions as well as make arguments about what should be done. You should incorporate some of the ideas about the question – “What influence do prior experiences, class, race, language and culture have on people’s lives?” – discussed in this unit.

### Online Individual Project

#### ExhibitBuilder: Curate Your Own Exhibition

Create your own exhibition through **The Henry Ford’s** website, using digital artifacts and the ideas and information you learned through this unit. Your exhibition should be on the topic, “What influence do prior experiences, class, race, language and culture have on people’s lives?” and should tie current news on jobs in manufacturing to what you have learned in this unit about how the early 20th century set up today’s situation. There are a number of angles to take with this, so focus on what aspect of the topic matters most for you and be creative!

Use **The Henry Ford’s** Transportation in America website to access ExhibitBuilder – or [click here](#).

### Off-line Team Project

#### Dramatic Performance

Work in a group of 4–5 people to plan and perform a short play using the ideas and information you explored in this unit. Each student should take part in the planning and/or performance of the play. Your play could take as its theme the question “What influence do prior experiences, class, race, language and culture have on people’s lives?” and should tie the experiences of manufacturing workers in the early 20th century to the current situation in manufacturing.