

Lesson 3 Work Changes Again, 21st Century

Main Idea

- Henry Ford’s \$5 day and assembly line established a culture that continues to affect the descendants of early 20th-century workers.

Key Concepts

- High-wage, low-skill job
- Labor union
- Industrial workforce
- Mechanization
- Globalization
- Rustbelt to Sunbelt migration
- Right-to-work state

Digitized Artifacts from the Collections of **The Henry Ford**

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- [Workers in Ford Rouge Plant Cyanide Foundry, 1931](#) ID# THF68318
- [Union Representatives Handing Out Literature at Ford Rouge Plant, August 1937](#) ID# THF23922
- [Robot, First Unimate Robot Ever Installed on an Assembly Line, 1961](#) ID# THF17898
- [Advertisement for the 1986 Nissan Stanza Wagon, “Nissan Innovation Strikes Again”](#) ID# THF73709
- [Portrait of “Multigenerational” Family of Ford Workers, 2000](#) ID# THF68348

Materials

- Computer with access to Internet; digital projector and screen (preferred) OR printed handouts of digital resources’ images and descriptions
- Sign: What influence do prior experiences, class, race, language and culture have on people’s lives?
- [Lesson 3 Slideshow: Work Changes Again, 21st Century](#)
- Student Activity Sheet 3: Work and Migration Today

Duration 2 class periods (45 minutes each)

Instructional sequence

1 Engagement

Ask students to share some of the complaints they hear from their parents or other working people (perhaps even their own complaints) about their jobs. Are any of the complaints related to any of the concepts studied in this lesson? Which complaints and which concepts?

Are any of the complaints related to the changing nature of work in the 21st century? Which ones, and what’s the relation? Ask students to list the ways in which work changed in the early 20th century. (Refer to the [Lesson 1 Slideshow: Finding Jobs, Finding Problems](#), slide 17, if review is needed or if your class did not do Lesson 1.)

Lesson 3 Work Changes Again, 21st Century Continued

2 Introduce Key Concepts

Watch and review the [Lesson 3 Slideshow: Work Changes Again, 21st Century](#) with your students. Ask them to share personal stories that they or their families have experienced and that are related to any of these concepts:

- High-wage, low-skill job
- Labor union
- Mechanization
- Globalization
- Industrial workforce
- Rustbelt to Sunbelt migration
- Right-to-work state

3 Migration Today

For homework, ask students to “collect” a story about losing a job or finding a new job. They can do this by interviewing an adult family member or friend, or by finding a relevant newspaper or magazine article. They should analyze the story using Student Activity Sheet 3: Work and Migration Today.

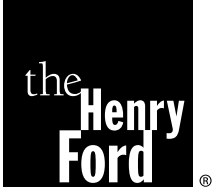
In class the next day, invite students to get a sense of each other’s stories. For each of the following questions, have them stand if they can answer yes:

- Did this person find a new job?
- Did this person migrate/immigrate to find a new job?
- Do you think his/her (*fill in using one of the terms below*) played a role in finding/not finding a new job?
 - prior experiences
 - class
 - race
 - language
 - culture

To discuss the stories in greater detail, organize students into small groups so that they can share and discuss the stories they collected. Have students use their answers to the questions from Activity Sheet 3 to guide the conversation.

Assessment

Have students complete a piece of writing that compares migration in the early 21st century with migration in the early 20th century. Ask students to write an essay, poem, short play, song, etc., about the variety of ways people address and resolve these important, life-changing decisions.



Name _____

work and migration Today

“Collect” a story about losing a job or finding a new job. You can do this by interviewing an adult family member or friend, or by finding a relevant newspaper or magazine article. This story should be about a fairly recent event, preferably within

the last two years. Answer the questions on the other side to analyze how decisions were made. You’ll use these answers for an activity in class.

Retell the story in one or two paragraphs, below.

1. Did this person find a new job?

2. Did this person migrate/immigrate to find a new job?

3. If he/she did migrate, why? If he/she did not migrate, why not?

4. What role do you think his/her prior experiences played in finding a new job?

5. What role do you think his/her class played in finding a new job?

6. What role do you think his/her race or ethnicity played in finding a new job?

7. What role do you think his/her language played in finding a new job?

8. What role do you think his/her culture played in finding a new job?
