

## Lesson 2 Urbanization

### Big Idea

- New technology made fewer farm workers necessary, so farm workers were pushed to factory jobs.

### Key Concepts

- Migration
- Immigration
- Emigration
- Urbanization
- Great Migration

### Digitized Artifacts

from the Collections of **The Henry Ford**

#### Lesson 2 Urbanization

- [First Official Ford Motor Company Portrait of Henry Ford, 1904](#) ID# THF36449
- [Crowd of Applicants Outside Highland Park Plant after Five Dollar Day Announcement, January 1914](#) ID# THF67496
- [Hay Wagon Coming up from a Meadow, Flushing, New York, circa 1900](#) ID# THF38312
- [Fordson Tractor #1, Made 1917, Used by Luther Burbank](#) ID# THF72058
- [Gas-Steam Engine, 1916, Used to Generate Electricity at Highland Park Plant](#) ID# THF52667
- [Time Clock, made 1916-1925 and Used by the Shelby Division of Copperweld](#) ID# THF72059
- [Mattox House in Greenfield Village](#) ID# THF70905

### Materials

- Computer with Internet; digital projector and screen (preferred); OR printed handouts of the digitized artifacts and descriptions
- Sign: What pushes and pulls people into new ways of life?
- [Lesson 2 Slideshow Urbanization](#)
- Student Activity Sheet 2: Urbanization Pushes and Pulls

**Duration** One class period (45 minutes)

### Instructional Sequence

#### 1 Engagement/Personal Relevance

Take a poll of students to see how many of them have moved to a new place because of a family member's job situation. Ask them to share stories about adapting to a new place. What was different? What was similar?

In the first decades of the 20th-century there was a significant migration of people from rural areas to urban areas. Millions came to metropolitan Detroit in search of jobs during those years. Just as the students themselves may have experienced when moving to a new place, there were positive and negative changes for these new Detroiters. In this lesson, students will examine the movement of different groups of people to Michigan to work in the auto industry.

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## Lesson 2 Urbanization Continued

### 2 Urbanization

Use the [Lesson 2 Slideshow: Urbanization](#) to introduce and discuss the factors that influenced the migration of people from rural to urban areas. Review the slides with students.\*

For slide 5, ask students to develop definitions for the words “migration,” “emigration” and “urbanization” based on their prior knowledge and the content of the previous slides.

#### For example

**Migration** is to move from one place to go live in another.

**Emigration** is to *leave* a country or region to live in another.

**Urbanization** is the process in which a significant number of the population moves from rural areas to urban (city) areas.

### Assessment

Have students complete Student Activity Sheet 2: Urbanization Pushes and Pulls to record the pushes and pulls to Detroit (and other similar urban areas).

- \* For additional information, see “20th-Century Migration” in “[From the Curators – Transportation: Past, Present and Future.](#)”

