

Moving to Michigan: Migration, Immigration and Transportation

Unit Plan Overview

High School

Overarching Question

What influence do prior experiences, class, race, language and culture have on people's lives?

Key Concepts

- Migration
- Immigration
- Emigration
- Urbanization
- Changing nature of work
- Naturalization
- Basic Naturalization Act of 1906
- Immigration restrictions
- National Origins Act of 1921
- Great Migration
- \$5 day
- Profit sharing
- Capital
- Paternalism
- Sociological Department
- Assimilation
- Melting pot
- Salad bowl

Key Concepts Continued

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

Lessons and Main Ideas

Lesson 1

Finding Jobs, Finding Problems

- Former farmers moving to cities and immigrants coming to the United States found the jobs they needed in the automobile industry. However, in some ways these jobs created problems for migrant and immigrant workers because of their prior experiences, class, race, language and culture.

Lesson 2 Ford's Solutions

- Solutions were needed to the problems of the unsatisfying nature of assembly line work and the language/culture barrier.
- Ford Motor Company sought to address these problems with the \$5 day, Ford English School and the company's Sociological Department.

Lesson 3

Work Changes Again, 21st Century

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

Duration 9 class periods
(45 minutes each)

- **Lesson Plans** 6 class periods
- **Unit Project** 2 class periods for in-class work, plus 1 period for presentations

Continued...

Tip If you cannot fit all lessons into your schedule, select the lessons or activities most relevant to your needs.

Unit Plan Overview Continued

High School

Field Trips

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

Assessment

- Performance assessments included with 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

Finding Jobs, Finding Problems

- Short Biography of Ford Motor Company Employee Byron Moore, circa 1943 (page 1 ID# THF68288) (page 2 ID# THF68289)
- Language and Citizenship of Ford Motor Company Employees, According to Nationality, as of January 12th, 1917 ID# THF68283
- 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
- Byron Moore, Head of Ford Rouge Plant Aircraft Engine Inspection and Repair, 1943 ID# THF68290
- 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

- Mattox House in Greenfield Village ID# THF70905
- Crops at Firestone Farm in Greenfield Village ID# THF53081
- Time Clock, Made 1916-1925, and Used by the Shelby Division of Copperweld ID# THF72059
- Letter to Henry Ford from the Wife of an Assembly Line Worker, 1914 ID# THF32100
- Workers in Ford Rouge Plant Cyanide Foundry, 1931 ID# THF68318
- Workers at the Ford Motor Company Rouge Plant Foundry, 1935 ID# THF68317

Lesson 2

Ford's Solutions

- Ford Motor Company Publication: “Helpful Hints and Advice to Ford Employees,” 1915 (cover ID# THF68295) (page 7 ID# THF68296) (page 8 ID# THF68297)
- **Note:** Students may ask about the spelling of “employee” as “employe.” The word “employee” comes from the French word “employé.” When foreign words are newly used in the English language, often there is not an agreed-upon spelling.

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Unit Plan Overview Continued

High School

Lesson 2 Continued

- Ford English School Diploma for Mike Pachulski, July 4, 1917 ID# THF68327
- Ford Motor Company Publication, “Factory Facts from Ford,” 1915 (page 45) ID# THF68316
- Ford Motor Company Publication, “Ford Times,” June 1915 (cover ID# THF68332) (page 407 ID# THF68333)
- Melting Pot Ceremony at Ford English School, July 4, 1917 ID# THF36844
- Ford Motor Company Clipping Book, Volume 2, January 6-10, 1914 ID# THF80232
- Crowd of Applicants Outside Highland Park Plant after Five Dollar Day Announcement, January 1914 ID# THF67496

Lesson 3

Work Changes Again, 21st Century

- 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 digitized artifacts and descriptions
- Sign: “What influence do prior experiences, class, race, language and culture have on people’s lives?”
- Lesson 1 Slideshow: Finding Jobs, Finding Problems
- Student Activity Sheet 1: World Map
- Answer Key 1: World Map
- Lesson 2 Articles Available at thehenryford.org/exhibits/smartfun/class/modelt/lessons.html
 - “Ford Factory Has a Heart”
 - “Ford and Some Questions”
 - “Ford Again Staggers the World”
 - “Big Employers Favor and Criticise Mr. Ford’s Distribution of \$10,000,000”

- Lesson 2 Slideshow: Ford’s Solutions
- Student Activity Sheet 2A: Changing Nature of Work – Understanding History Through Math
- Answer Key 2A: Changing Nature of Work – Understanding History Through Math
- Student Activity Sheet 2B: The \$5 Day in the News
- Lesson 3 Slideshow: Work Changes Again, 21st Century
- Student Activity Sheet 3: Work and Migration Today
- Scrap paper
- Culminating Projects
- Extension Activities
- Student Activity Sheet 4: Review/Assessment Questions
- Answer Key 4: Review/Assessment Questions

**What influence do
prior experiences,
class, race,
language and culture
have on people's lives**

