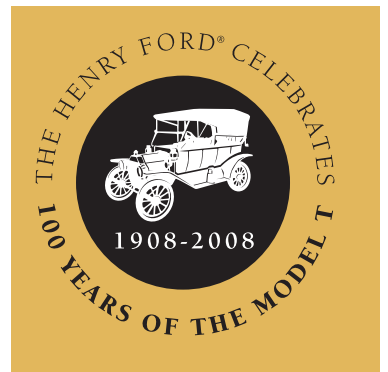
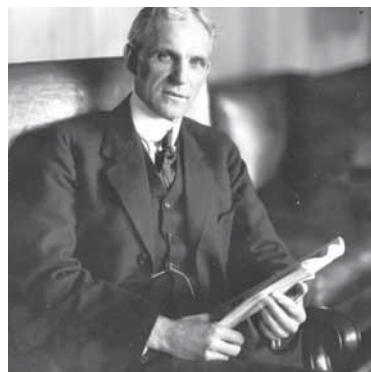
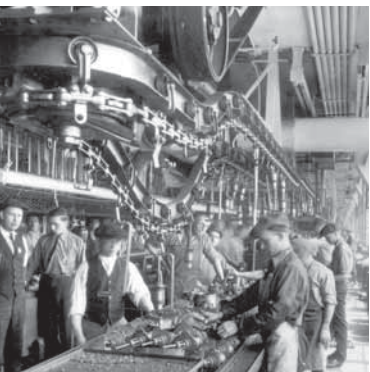
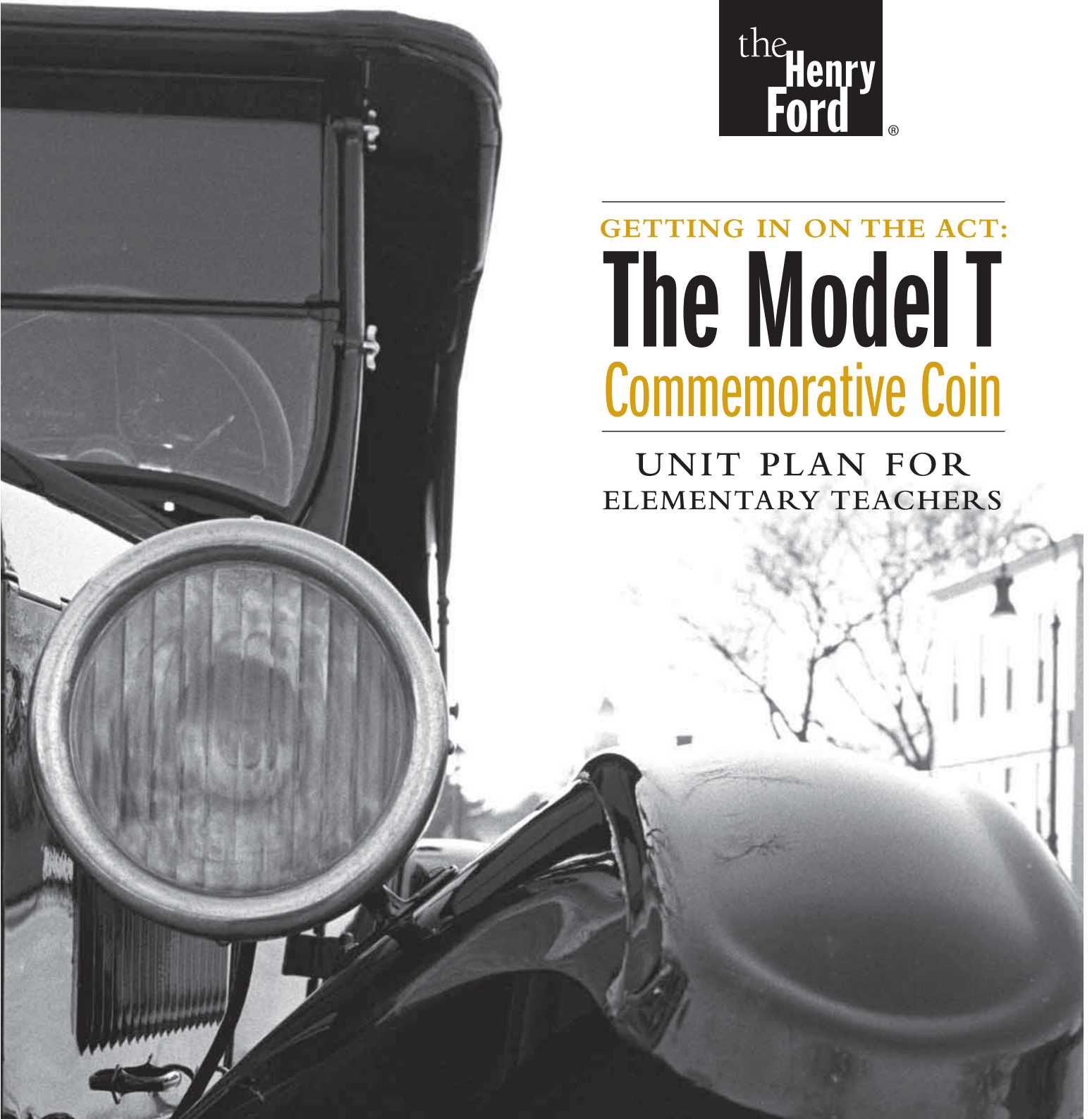


GETTING IN ON THE ACT:

The Model T Commemorative Coin

UNIT PLAN FOR
ELEMENTARY TEACHERS



GETTING IN ON THE ACT: THE MODEL T COMMEMORATIVE COIN

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GRADE LEVEL

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Grades 2-4

SUBJECT(S)

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Social Studies (History, Civics)
English

UNIT OVERVIEW

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The year 2008 marks the centennial of the Model T Ford and 2010 marks the centennial of the Highland Park Plant, Michigan, the birthplace of the moving assembly line. Both the Model T and the moving assembly line are significant in United States history, having forever transformed the nation's economy, landscape, social life, and culture. In recognition of that significance, on February 14, 2007, Senator Debbie Stabenow (D-Michigan) introduced a bill ([S.587](#)) to require the Secretary of the Treasury to mint up to 500,000 one-dollar [commemorative coins](#) in honor of the Model T Ford automobile and the 100th anniversary of the Highland Park Plant. An identical bill ([H.R.1619](#)) was introduced in the House of Representatives on March 21, 2007. If the bill is signed into law, the minted coins would not only commemorate the Model T and the Highland Park Plant, but would also provide funds, generated from the coin's \$10 surcharge, to the [MotorCities National Heritage Area](#) and [The Henry Ford](#), a National Historic Landmark in Dearborn, MI. These funds would be used by both institutions to create endowments for educational programs associated with the Model T.

Using the Model T Commemorative Coin Bill as the subject of inquiry, this unit supports student understanding in civics, history, and English. By addressing the same problem faced by members of Congress – Should Congress require the U.S. Secretary of the Treasury to mint Model T Commemorative Coins? – students will learn about the structure and function of government, as well as the history and significance of the Model T and assembly line. In addition, they will gain important skills in taking and defending a position, writing a persuasive letter, and exercising their rights and responsibilities as citizens.

HISTORICAL BACKGROUND

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[Henry Ford](#) (1863-1947) had a vision to create a car that was simple, affordable, and versatile – a “car for the great multitude...so low in price that no man making a good salary will be unable to own one.” Ford realized this vision with the creation of the Model T. It was strong, lightweight, simple to repair, and capable of providing years of service in difficult conditions. It was an appealing and practical tool that anyone with

an average income could afford, and it changed almost every aspect of American culture.

The first Model T was built on September 27, 1908, at the Piquette Avenue Plant in downtown Detroit, and went on sale October 1. The car became an immediate success. Because of its flexible suspension and high ground clearance, and the light weight and strength of its vanadium steel chassis, the Model T was able to traverse the poor roads of the day. Its new mono-block engine was strong, peppy, and agile. The unique two-speed and three-pedal drive system was easily mastered by a nation of new and untrained drivers. The car was simple enough to be maintained by the average person, and thus, orders for the new car poured into the plant. By late fall of 1908, Ford Motor Company was so overwhelmed with Model T orders it had to tell dealers to stop taking them.

When the Model T first came out, the touring car cost \$850. Even though it was very affordable compared to other cars of the day, it was still too expensive for the average person to buy. Henry Ford knew he needed to lower the price to keep Model T sales growing, so he decided to concentrate on making the car at a faster rate. To accomplish his goal, Ford needed a new factory and an improved assembly process. In January 1910, Ford transferred Model T production from Piquette Avenue to the new [Highland Park Plant](#) at the corner of Woodward and Manchester Avenues. There, in late 1913, Ford unveiled the first continuously moving assembly line, giving rise to mass production as we know it today. The moving assembly line decreased Model T assembly time from 728 minutes to 93 minutes. Production jumped dramatically and the price of the touring car dropped from the original \$850 to \$525. Over the next eight years, continuous improvements in production techniques further increased Model T production, causing the price of the car to drop even more.

The newly affordable Model T offered reliability, mobility, and freedom of movement that was unprecedented and previously beyond the dreams of average Americans. Farm wives could go shopping in neighborhood towns instead of having to accept what was available at the local store or take a chance with a catalogue order. Factory workers could escape the smoke and soot of the city; they could pack their families into the car and picnic in the fresh clean air of the country. City residents could buy land and a house outside the city and drive to work. As the "Tin Lizzy" rattled onto the landscape and into the hearts of Americans, she left an interconnected road system, parking lots, and an array of motels, service stations, car dealerships and other automobile-inspired businesses in her wake. Businesses, cultural activities, and taxpayers moved away from city centers and into the surrounding suburbs. In addition, traffic accidents, air pollution and oil-dependence became an everyday part of American lives.

The idea of mass production and standardized goods, embodied in the Model T, spread throughout the American economy. It appeared in familiar places like McDonald's

restaurants and Holiday Inns, and in the production of tanks, guns and uniforms for World War II. The new industrial technology changed the nature of factory work, taking the skill out of the worker and putting it into machinery, which made for tedious, demanding labor. Realizing he needed to make his workers happy to keep up production, Ford introduced the “[Five-Dollar Day](#),” which allowed employees to more than double their wages if they met certain requirements in the workplace and at home. Workers clamored to work for Ford, resulting in a huge migration of people from the country and an expansion and redefinition of the middle class.

By the time Model T production ceased in 1927, over 15 million of the cars had rolled off Ford assembly lines. Realizing that a new generation of stylish cars with more amenities was available from his competitors, Ford moved onto producing a new car, the Model A, that would meet competitors’ challenges. But the Model T had left an indelible mark on the American landscape and economy, and in the American psyche. What had flowed from Ford’s series of innovations was more than an endless stream of Model Ts – it was part of the foundation of the 20th century itself.

For further information on the legacy of the Model T click [here](#).

UNIT OBJECTIVES

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Students should be able to...

- Formulate questions to focus inquiry.
- Describe the purpose of commemorative coins.
- Explain the duties and functions of Congress, including its relationship to the other branches of government.
- Explain the duties and functions of the Department of the Treasury, especially how it functions to produce coins.
- Explain how Congress is able to require the U.S. Secretary of the Treasury to mint commemorative coins.
- Identify different ways the automobile affects their lives, both positively and negatively.
- Describe different ways people use automobiles to move goods and people.
- Identify automobile-related businesses in their local community, Michigan, and the United States.
- Describe how automobile-related businesses serve the needs of consumers.
- Question and investigate the significance of the Model T and the moving assembly line.
- Define the Model T and the moving assembly line and place them on a timeline.
- Describe the social, economic, and cultural impact of the Model T and assembly line on their communities, state, and/or nation.

- Compare and contrast life before and after the Model T and assembly line.
- Describe the impact of the Model T and changes in transportation on families and family life.
- Draw conclusions about the impact of education on the lives of older relatives and/or other people who have played a significant part in their lives.
- Explain Americans' belief in the importance of education.
- Describe their rights and responsibilities as citizens in regards to the formation of public policy.
- Identify their U.S. Representative and Senators.
- Draft, revise, edit, and "publish" a persuasive letter to their U.S. Representative or Senators regarding the Model T commemorative coin that
 - Considers audience;
 - Refers to the purpose of commemorative coins, the significance of the Model T and moving assembly line, and the value of supporting the creation of educational resources;
 - Uses correct grammar, usage, mechanics, and spelling; and
 - Demonstrates a coherent organizational structure.

ESTIMATED TIME

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Approximately 14-21 class periods

MATERIALS NEEDED

- A commemorative coin, if possible
- Chocolate coins, if desired
- Photocopies of accompanying handouts (see individual lessons)
- Chalkboard, whiteboard, and/or overhead projector
- Internet access
- Poster board or shelf paper
- Markers, crayons, and/or colored pencils

*See resources section for suggested literature and websites

*Browse [Model T products](#) for sale online through The Henry Ford.

SUGGESTED PRE-INSTRUCTIONAL ASSESSMENT

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This unit asks students to explore the significance of the Model T and moving assembly line in American history in order to determine whether or not they are worthy of commemoration on a federally mandated coin. Research on students' understanding reveals that their ideas about what constitute "significant" people, events, and institutions within national and world historical narratives are culturally and socially

determined. Their views of historical significance can depend, to varying degrees, upon personal interests and experiences. Furthermore, students may have incomplete knowledge or misconceptions about the people, events, and institutions under study. Therefore, assessing students' understanding of historical significance, the Model T, and the moving assembly line can provide important information for instruction. In addition, this assessment activity can serve as a springboard for a discussion of what significance is if it is a new term.

Assessing Understanding of Historical Significance

Place students at tables with *labeled* pictures or magazine cut-outs of the [Model T Ford](#), the [moving assembly line](#), and about ten other items, such as: [American Revolution](#), [Civil War](#), World War I, World War II, Vietnam War, Christopher Columbus, [George Washington](#), [Abraham Lincoln](#), Susan B. Anthony, [Henry Ford](#), Martin Luther King, Jr., [Rosa Parks](#), Elvis Presley, [emancipation](#), [women's suffrage movement](#), [Civil Rights Movement](#), Westward Expansion, bicycle, electric light bulb, computer. Ask them to write down which ones they recognize or know about, and jot down anything they know about them. Then, ask them to choose six items they think are important enough to go on a timeline of American history. Once they have chosen the items, ask them to explain their choices on a piece of paper. Ask students to discuss their responses with other people at their table. They should find out why others agreed or disagreed with one or more of their choices. Discuss students' responses and their different opinions. Discuss the idea of significance as needed.

Assessing Understanding of the Model T Ford and Moving Assembly Line

After collecting students' papers, look through the responses to see (1) how many students know something about the Model T and moving assembly line, and (2) what they know about the moving assembly line. Look for misconceptions, like "The Model T was the first car."

Note: There are other opportunities to assess students' pre-instructional understanding with individual lessons.

LESSON PLAN 1: WHAT ARE COMMEMORATIVE COINS?

OVERVIEW

This lesson introduces students to commemorative coins – what a commemorative coin is and what purpose it serves. Once students learn about commemorative coins, they are introduced to the idea for a Model T commemorative coin and the unit problem: Should the United States Congress require the U.S. Secretary of the Treasury to mint Model T commemorative coins? To help them address the unit problem, students generate focused questions to investigate for the next several days.

ESTIMATED TIME

Two-three 45-minute class periods

PREPARATION

- If desired, bring in chocolate coins to give to students.
- Bring in a commemorative coin to show to the class and/or be ready to show students pictures of commemorative coins available from the Internet.
- Have a copy of the text of the bill ([S.587](#)) to read, hand out, and/or display for students.
- Make photocopies of *Handout 1-1*.

LESSON OBJECTIVES

Students will be able to:

- Describe the purpose of commemorative coins.
- Formulate questions to focus inquiry for the unit.

ACTIVITIES

What is a commemorative coin?

1. If desired, give students chocolate coins to introduce the lesson.
2. If possible, show students an example of a commemorative coin and pass it around the class. Otherwise show students a picture of a commemorative coin (e.g., the [2007 Little Rock Central High School Desegregation Silver Dollar](#) or the

[2007 Jamestown 400th Anniversary Commemorative Coin](#)). Ask students what they know about commemorative coins.

3. Give students *Handout 1-1* and tell them you're going to be learning about the purpose of commemorative coins.
4. Provide them with the two part definition of a commemorative coin for *Handout 1-1*:
 - A commemorative coin celebrates and honors American people, places, events, and institutions.
 - Commemorative coins help raise money for important causes.

Provide them with other examples of [past commemorative coins](#). Point out who or what they were honoring, and who received money from sale of the coins. Discuss the significance of what was being commemorated and what institution received money from the sale of the coins.

If I could make a commemorative coin...

2. Ask students to think about who or what they would honor with a commemorative coin if they could, and draw a picture of what the coin would look like (see *Handout 1-1*). Ask students to share their coins and tell why they would honor that person, place, etc. and discuss. The goal is for students to understand that they are choosing people or things that are significant in their lives. Try to pull out common features of students' responses that make them significant (e.g., they impact their lives everyday; they changed their lives somehow; they make their lives better; etc.).

Example: I would honor my mother with a commemorative coin because she takes care of me and works hard for my family so we can have the things we need.
3. Next, ask students to decide who or what would receive money from the sale of their coin and explain why the money should go to that cause. Ask students to share their responses. Try to pull out common features of students' responses (e.g., maintaining the thing that is being honored by the coin; giving money to things we value for ourselves or our community, etc.)

Example: I would buy my mother a vacation because she works so hard and needs the rest.

Past Commemorative Coins: Significant Events and Valuable Institutions

4. Tell students that the commemorative coins they have looked at were made because members of the United States Congress decided the people or events

they depicted were important, or significant, enough to the United States that a law should be made requiring the United States Treasury to make a coin.

5. Choose a coin students have looked at to use as an example and explain the significance of the event depicted on the coin, as well as the value of the institution or cause that received money from the sale of the coin (see [Jamestown Commemorative Coin lesson](#) for ideas). Have them complete *Handout 1-1*.

Introducing the Model T Commemorative Coin and the Unit Problem

4. Tell students that United States Senators from Michigan decided that they wanted a law that would require the United States Treasury to make a coin in honor of the Ford Model T and the moving assembly line. Read the main text of [the bill](#) together.
5. Tell students that over the next couple of days they will be deciding whether or not there should be such a law, by investigating the following question: **Should the United States Congress require the U.S. Secretary of the Treasury to mint Model T Commemorative Coins?** Write the question on your chalk board, white board, or overhead. This question should remain visible throughout the unit of study.
6. Ask them to write down other questions that come to mind when hearing or reading that question. Have students share their questions. This will also be an opportunity to find out what students already know about Congress, the Treasury, etc. Try to come up with a class list of questions that include the following:
 - What is Congress and what does it do?
 - What is the Secretary of the Treasury? What does the Department of the Treasury do?
 - What are the Model T and assembly line?
 - Are the model T and the assembly line important enough for a commemorative coin?
 - Is the “cause” that sale of the commemorative coins will be supporting important enough?

Display these questions under the unit problem.

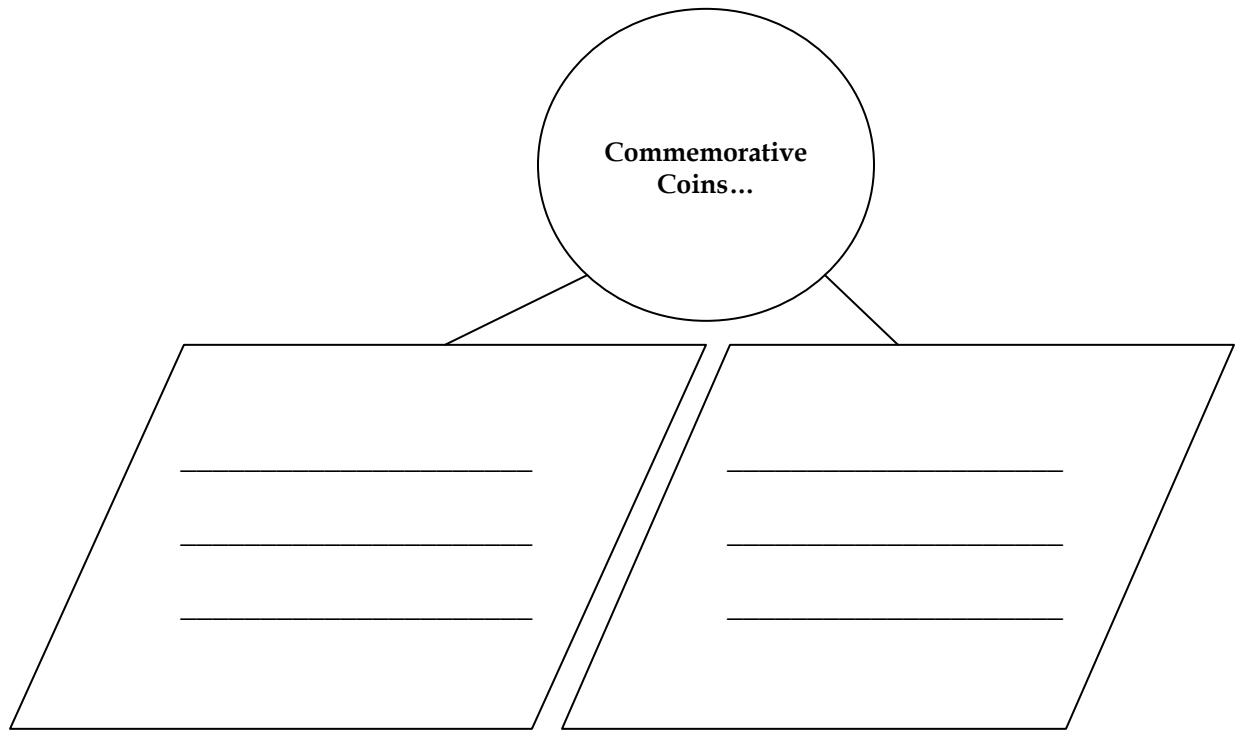
6. Tell students you will spend time during the next few days answering those questions, beginning with a lesson on the structure and function of government, especially Congress and the Department of the Treasury.

SUGGESTED ASSESSMENT(S)

Ask students to talk to family members about commemorative coins. They should tell family members what commemorative coins are and then ask them who or what they would honor and why, and what cause the sale of the commemorative coin would support and why the cause is important. The next day, ask students to share family members' responses.

**HANDOUT 1-1:
COMMEMORATIVE COINS AND THEIR PURPOSE**

WHAT ARE COMMEMORATIVE COINS?

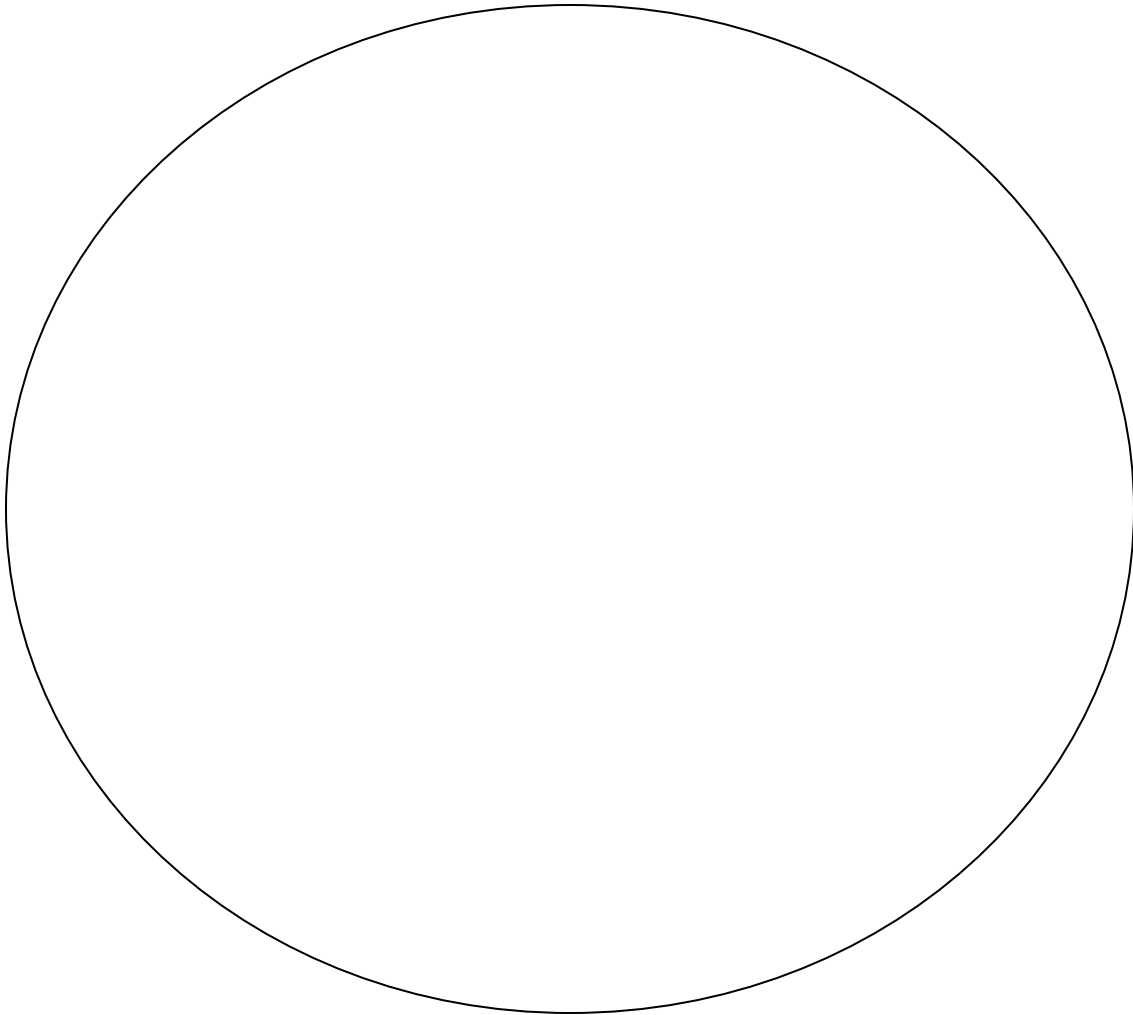


MY COMMEMORATIVE COIN

If I could make a commemorative coin, I would honor...

because _____

This is what my coin would look like:



If I could sell my coin, I would give the money from sales to

This is an important cause because

PAST COMMEMORATIVE COINS

**In the year _____,
there was a United States
commemorative coin honoring**

It was important because ...

**The cause money from sales supported was important
because...**

LESSON PLAN 2: THE STRUCTURE AND FUNCTION OF GOVERNMENT

OVERVIEW

In order to understand what it means for Congress to require the Secretary of the Treasury to mint a Model T Commemorative Coin, students need to know what Congress is, who the Secretary of the Treasury is, and how they are related. This lesson introduces students to some aspects of the structure and function of government so that they can better understand the language and context of the commemorative coin bill.

ESTIMATED TIME

Two-three 45-minute class periods

PREPARATION

- Prepare resources and materials (e.g., poster board, markers, etc.) students will use to map the structure of government. If necessary, check any website you are using (e.g., [Ben's Guide to U.S. Government for Kids](#)).
- Gather classroom and school resources to help support students' understanding of the structure and function of government
- Make photocopies of *Handout 2-1* and *Assessment 2-1*.

LESSON OBJECTIVES

Students will be able to:

- Explain the purpose and function of Congress, including its relationship to the other branches of government.
- Explain the duties and functions of the Department of the Treasury, especially how it functions to produce coins.
- Explain how Congress is able to require the U.S. Secretary of the Treasury to mint commemorative coins.

ACTIVITIES

Review

1. Review the previous lesson, calling attention to the unit and supporting questions and reminding students that they are now going to try to address the following questions:

- What is Congress and what does it do?
- What is the Secretary of the Treasury? What does the Department of the Treasury do?

Understanding the Structure and Function of Government

2. Give students Assessment 2-1 to assess their understanding prior to the lesson.
3. Using a website like [Ben's Guide to U.S. Government for Kids](#) and/or classroom resources, ask students to create a map of the structure of the federal government on poster board, shelf paper, etc. Provide them with *Handout 2-1*, which will guide them in producing the “map.” Tell students how detailed you would like them to be.
4. If desired, ask students to present their maps to the class. Post the maps around your classroom. Tell students they’re going to use the maps to answer the questions introduced earlier.

Zooming in on Congress and the Secretary of the Treasury

5. Return to the following questions:
 - What is Congress and what does it do?
 - What is the Secretary of the Treasury? What does the Department of the Treasury do?

Discuss the questions, referring to the maps students created, and the questions they answered in *Handout 2-1*.

6. Return to the unit question under investigation:

Should the United States Congress require the U.S. Secretary of the Treasury to mint Model T commemorative coins?

Talk to students about the relationship between Congress and the Secretary of the Treasury. Focus students’ attention on how it is that Congress is able to “require the U.S. Secretary of the Treasury to mint Model T commemorative coins.” Call their attention to the powers of Congress and the Secretary of the Treasury related to the minting of commemorative coins (i.e., Congress approves the making of money and the Secretary of Treasury supervises the minting of money). Be sure to refer to the separation of powers and checks and balances during your discussion.

Transition

7. Ask students what else they need to know to address the unit question. Call their attention to the remaining questions:
 - What are the Model T and assembly line?
 - Are the model T and the assembly line important enough for a commemorative coin?
 - Is the “cause” that sale of the commemorative coins will be supporting important enough?
8. Tell them that you are going to focus next on the Model T and assembly line. You are going to learn about what they are and their significance.

SUGGESTED ASSESSMENT(S)

Give students a multiple choice quiz on the structure and function of government. *Assessment 2-1* uses test items such as those on the Michigan Educational Assessment Program tests and the National Assessment of Educational Progress for Civics and Government.


AND/OR

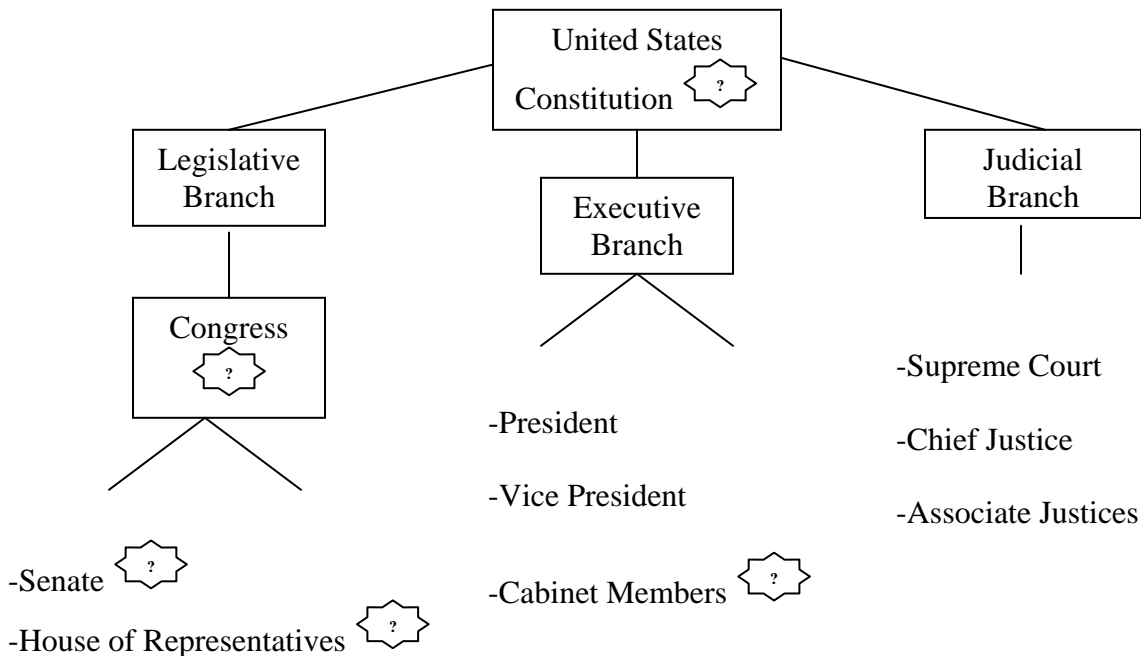
Using one of the commemorative coins you discussed in *Lesson 1*, have students take on roles as members of Congress and the Secretary of the Treasury and act out the legislative process for commemorative coins. Be sure that when they are acting it out, they are given the opportunity to

- Explain the purpose and function of Congress, including its relationship to the other branches of government.
- Explain the duties and functions of the Department of the Treasury, especially how it functions to produce coins.
- Explain how Congress is able to require the U.S. Secretary of the Treasury to mint commemorative coins.

HANDOUT 2-1: MAPPING THE STRUCTURE OF THE FEDERAL GOVERNMENT

Directions: Your task is to create a “map” of the federal government. Use resources your teacher has identified, and the chart below as a guide to get you started. Make sure you include everything that is listed. Begin with pencil, so you make sure you fit everything in. Be neat, be creative, and have fun!

Getting Started: The United States Constitution is the document that established the basic principles of United States government. The framers of the Constitution did not want any one person to have too much authority or control, so they wrote the Constitution to provide for the separation of powers and a system of checks and balances. Separation of powers means that we have three separate branches of government, and each branch of government has a number of people and groups of people working within it. The system of checks and balances means that the power of each branch is limited by powers of the other two branches, so power is balanced among the three. When you create your map of the federal government, you should begin with the Constitution, since that is what defines and gives specific duties to the different branches. From there, you can map the three separate branches: legislative, executive, and judicial. Below, you’ll find the beginning of a map, with a list of everything you want to include under each branch. When you see a , look below for a question to answer.



United States Constitution:

What is the Constitution?

Define the following ideas from the Constitution:

Separation of Powers _____

Checks and Balances _____

Congress:

What are the main powers of Congress?

Senators:

How many Senators does each state have? _____

What are the names of the Senators from your state?

Representatives:

How is the number of representatives from each state determined?

How many representatives does your state have? _____

What is the name of the Representative from your district?

Cabinet Members:

The Secretary of the Treasury is a member of the President's Cabinet. The Secretary is the head of the [Department of the Treasury](#). What are the basic functions the Department of the Treasury?

Who are some other members of the President's Cabinet?

**ASSESSMENT 2-1:
THE STRUCTURE AND FUNCTION OF GOVERNMENT:
CONGRESS AND THE TREASURY**

Directions: Use what you know about government to answer the following questions.

1. The separation of powers is a principle of American government established by the United States Constitution. The separation of powers:
 1. Authorizes one branch of government to check the power of the other
 2. Gives states control over education
 3. Distributes political power among three branches of government
 4. Names the members of the President's Cabinet

2. Checks and balances is another principle of American government established by the United States Constitution. Checks and balances:
 1. Authorizes one branch of government to check the power of the other
 2. Gives states control over education
 3. Distributes political power among three branches of government
 4. Names the members of the President's Cabinet

3. What is one power of United States Congress?
 1. Commands the U.S. military
 2. Approves the making of money
 3. Advises the president
 4. Decides the meaning of laws

4. The Department of the Treasury is part of which branch of government?
 1. Executive
 2. Legislative
 3. Judicial
 4. Independent

5. What is one duty of the Department of Treasury?
 1. Oversees the armed forces
 2. Protects natural resources
 3. Oversees the nation's transportation system
 4. Supervises the printing of money

Question 6 refers to the following bill

Model T Ford Automobile Commemorative Coin Act (Introduced in Senate)

110th CONGRESS
1st Session
S. 587

To require the Secretary of the Treasury to mint coins in commemoration of the Model T Ford Automobile and the 100th anniversary of the Highland Park Plant, Michigan, the birthplace of the assembly line, and for other purposes.

6. Read the text of the bill for the Model T Commemorative Coin above. Use what you know about government to explain how Congress is able to “require the Secretary of the Treasury to mint coins.”

LESSON PLAN 3: CAR CULTURE

OVERVIEW

In order to make a decision about whether or not Congress *should* require the Secretary of the Treasury to mint Model T commemorative coins to honor the Model T and the moving assembly line, students should understand the significance of the Model T and the moving assembly line in American history and culture. Students will begin their investigation by considering the omnipresence of the automobile in lives and landscapes. Even if their family does not own a car, students will begin to consider how the automobile still plays a role in all our lives, albeit to differing degrees.

ESTIMATED TIME

One-two 45-minute class periods

PREPARATION

- **A day or two before you begin this lesson**, ask students to complete *Handout 3-1* at home. The home activity will help them to consider the impact of the automobile on their everyday lives.
- Make photocopies of *Handout 3-1* and *Reading 3-1*.

LESSON OBJECTIVES

Students will be able to:

- Identify different ways the automobile affects their lives, both positively and negatively.
- Describe different ways people use automobiles to move goods and people.
- Identify automobile-related businesses in their local community, Michigan, and the United States.
- Describe how automobile-related businesses serve the needs of consumers.

ACTIVITIES

The Automobile in My Life

1. Remind students that you are going to learn about the Model T and moving assembly line. Begin with a discussion of *Handout 3-1* with students.

2. Provide students with *Reading 3-1* and read it together. Ask them if the reading gave them any other ideas about how the automobile affects their lives.
3. Ask them to write a response to the following prompt:

What role does the automobile play in your life? How do you think your life would be different if not for automobiles? Provide specific examples.

4. Discuss students' responses.

Transition

5. Tell students that even though it might be difficult to imagine life without the automobile, it was not so long ago that many people did not own an automobile and it didn't seem to be a necessity. The Model T Ford and the moving assembly line were instrumental in changing all that. Next, you will be learning about the Model T and moving assembly line.

SUGGESTED ASSESSMENT

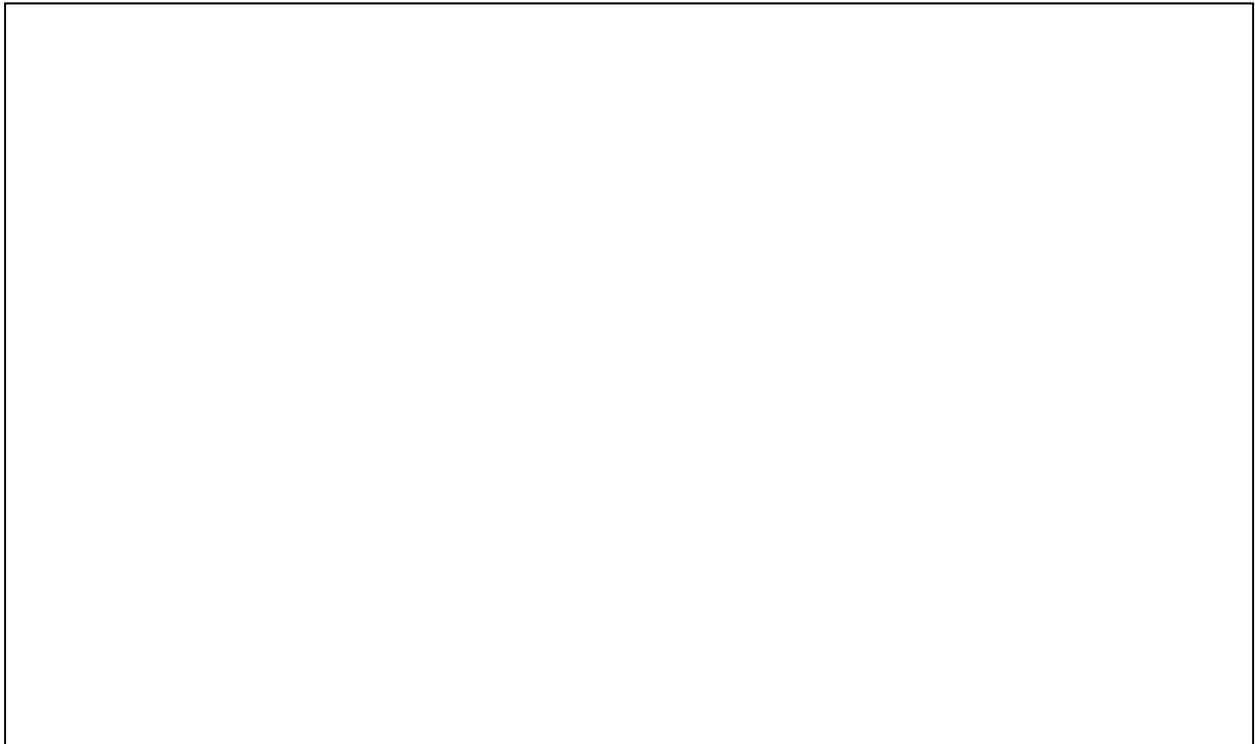
Ask students to bring in photographs and/or pictures from magazines, the Web, etc. that illustrate the "car culture" we live in. Create a class collage using the pictures, asking students to explain their choices before putting it in the collage.

HANDOUT 3-1:
THE AUTOMOBILE IN MY LIFE

Even if your family does not own or drive a car, there are many ways the automobile influences our lives. In this activity, you will consider all the ways the automobile affects your everyday experiences. Think about some of the questions on your own, and talk to your family members about them.

Riding in an Automobile

Think about times throughout a day, week or month you ride in some kind of automobile. In the box below, draw a picture of some the different automobiles you regularly ride in.

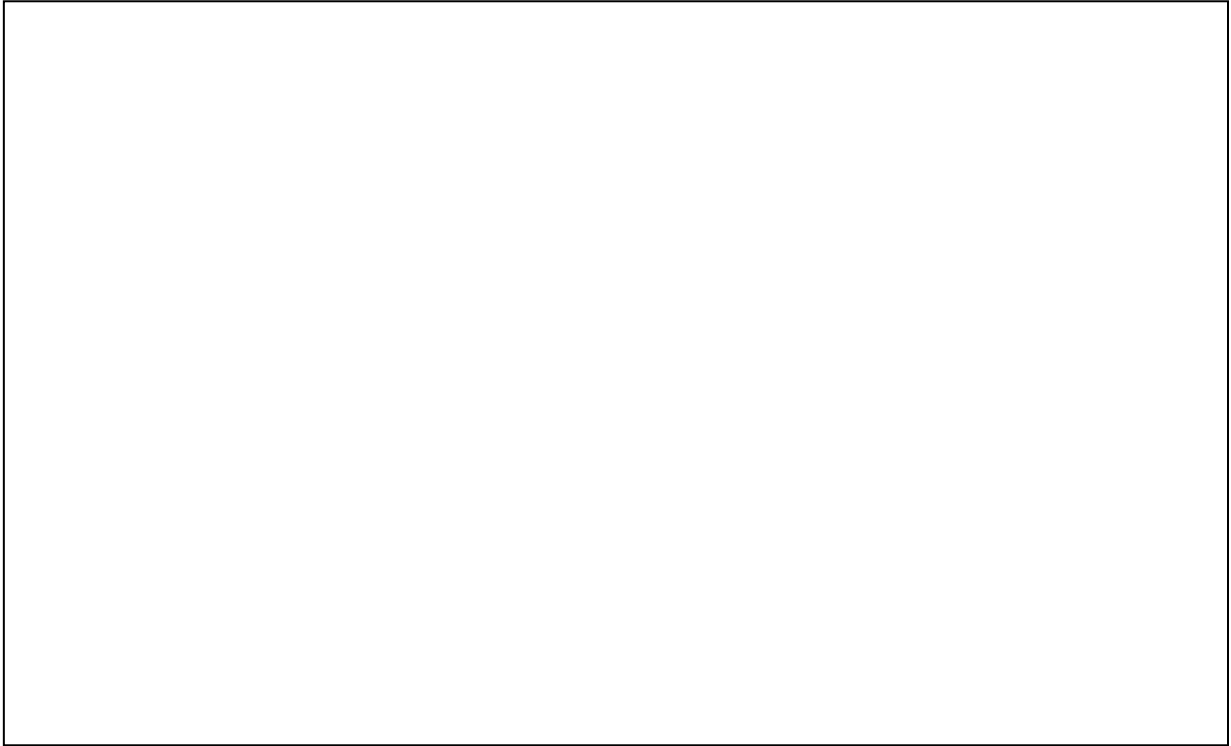


What other kinds of automobiles do you see every day?

Example: My neighbor's car _____

Evidence of the Automobile in My Home

Even when you are not riding in an automobile, you might see reminders of automobiles around your house. In the box below, draw picture of some the things around your house that are evidence of automobiles in your life (e.g., car keys).



What evidence of automobiles (besides automobiles themselves) do you see outside your home?

Example: Gas stations

READING 3-1: CAR CULTURE IN THE U.S.A.

Have you ever thought about what life would be like without the automobile? Let's think about all the different ways the automobile shapes our world.

Getting Around

People depend on the automobile to get around more than any other source of transportation. If your family owns a car, you can probably imagine all the different ways you use it. You may use it every day to get to school, to work, and to the grocery store or on some other errand. On the weekends, you may use the family car to go to the movies, visit a friend, or drive to a family member's house. Perhaps you use it to take a family vacation every year.

Even if your family does not own a car, you probably still use automobiles in some way. Perhaps you take the bus or a taxi cab to get where you need to go. You might ask someone else to give you a ride. If you walk or ride a bike to get where you need to go – watch out! – there are cars all around you, and you need to be aware of them.

On the Road

Whether you use an automobile every day or not, you probably come across a road every day. All around us, there are streets, avenues, expressways, and turnpikes; one-way streets, two-lane roads, and six-lane highways; stop signs, yield signs, and traffic lights; and much, much more.

Often, roads have a lot of traffic. Most of us have experienced a traffic jam of some sort. Maybe this is because of road construction, or maybe it is just a busy time of the day and we run into "rush hour" traffic. Even when we do not experience traffic for ourselves, we often hear about it. We hear traffic reports on the radio or the news, or we hear someone telling us they were late because of traffic. Just as automobiles are a regular part of our lives, so are roads and everything else that goes along with them.

It's a Big Business

Something we might not think about as much as cars or roads are things like advertisements or businesses that are related to cars. Many of us probably ride along a road or highway without even thinking about all the things we see that are there because of cars. Think about all the car or car product billboards, magazine ads, or radio and television commercials you encounter in a day.

You also see car-related businesses everywhere all along a city street: car dealerships, gas stations, service stations, auto parts stores, and car washes. Even businesses that do not sell cars or car parts cater to cars, such as drive-thru restaurants, drive-thru pharmacies, and more. Next time you are driving along a city streets, count all the car-related advertisements or places that you can see – you may be surprised about how many there are!

Our Environment

From the factory to the junkyard, automobiles use lots of resources and pollute air, land and water. People living in or near big cities know about living with smog and “ozone actions days,” when people are asked to limit car use. Thousands of cars are abandoned along the side of the road every year and scrapped tires create their own land pollution problem. Automobiles make waste products in the form of plastic, glass, motor oil and more.

Each day though, we hear about ways automobile companies and concerned citizens are finding ways to use fewer resources, re-use or recycle resources, and reduce pollution. Government officials debate when and how to control automobile-related pollution. People ask citizens to be responsible about choosing and using vehicles that will cut down on gas use and harmful emissions. We hear or read about these things all the time, and slowly, people are beginning to make changes in their lives that will have a positive impact on the environment.

These are just some of the ways automobiles affect our lives and environment. Can you think of more?

LESSON PLAN 4: A CAR FOR THE GREAT MULTITUDE

[Plan a Field Trip to The Henry Ford!](#)

OVERVIEW

In order to make a decision about whether or not Congress *should* require the Secretary of the Treasury to mint Model T commemorative coins to honor the Model T and the moving assembly line, students should understand the significance of the Model T and the moving assembly line in American history and culture. Now that they have considered car culture in the United States, they will “go back in time” to learn what it was like in 1900, before the introduction of the Model T; in 1910, shortly after the introduction of the Model T; in 1920, after the moving assembly line significantly increased mass production of automobiles; and in 1930, a few after the last Model T rolled off the assembly line and by which time United States had a fully integrated car culture.

ESTIMATED TIME

Three-four 45-minute class periods

PREPARATION

- To help students understand the impact of the automobile on their community over time, **try to find out what was happening in your community and your state in 1900, 1910, 1920, and 1930 in relation to the Model T and the diffusion of the automobile into society.** You might contact your [local historical society](#) and/or your local library. You may also want to research what was happening in a neighboring community for purposes of comparison.
- Make photocopies of *Handouts 4-1 and 4-2*; and *Reading 4-1*.

LESSON OBJECTIVES

Students will be able to:

- Question and investigate the significance of the Model T and the moving assembly line.
- Define the Model T and the moving assembly line and place them on a timeline.
- Describe the social, economic, and cultural impact of the Model T and assembly line on their communities, state, and/or nation.

- Compare and contrast life before and after the Model T and assembly line.

ACTIVITIES

Review

1. Review the idea of car culture with students. Remind them that you discussed how even though it might be difficult to imagine life without the automobile, it was not so long ago that many people did not own an automobile and it didn't seem to be a necessity. The Model T Ford and the moving assembly line were instrumental in changing all that. Today, you will be learning about the Model T and moving assembly line.

Placing the Model T and Moving Assembly Line in Time

2. Show students a [picture of the Model T Ford](#) and tell them that many people consider the introduction of the Model T Ford in 1908 to be an important moment in creating the automobile world we know today. Tell students that the Ford Motor Company introduced the Model T in 1908 and produced it until 1927. Tell them that over that period of time, the Model T had a huge impact on people's lives. This was especially true after the moving assembly line made the Model T more affordable. You are going to be studying the Model T and moving assembly line to discover their impact.
3. Tell students that you are going to trace the life of the Model T on a timeline. Provide them with *Handout 4-1*. Have students create individual timelines or work together to create large timelines on poster board or shelf paper that can be placed around your classroom. You can refer to these timelines throughout the remainder of the lesson, particularly when you discuss changes that took place over the course of decades (see below).

The Impact of the Model T and Moving Assembly Line

4. Tell students that you are going to look at some materials and try to *imagine* what it was like in 1900, before the Model T was introduced, in 1910, shortly after the Model T was introduced, in 1920, after the moving assembly line made Model Ts even less expensive, and in 1930, by which time car ownership was widespread. Provide them with *Reading 4-1* (or, if reading is too long for them, summarize ideas for them) and *Handout 4-2*.
5. Read *Reading 4-1* together and discuss (or introduce and discuss ideas from the reading). Based on the environment in which you live – urban, suburban, rural – talk about what was happening in your state and community at the

different times discussed. As you read or after you read, ask students to complete *Handout 4-2*. If desired, ask students to add community events you've discussed in class to their timelines (see *Handout 4-1*).

6. If desired, compare and contrast what was happening in your community and another community in your state in 1900, 1910, 1920, and 1930 (e.g., Waterford, MI, versus Detroit, MI).

SUGGESTED ASSESSMENT

Ask students to write an illustrated fictional story tracing the life of someone who was born in their community in 1890 and lived through all the periods discussed in class. Ask them to tell a story about how life changed for that person throughout that period of time. Their stories must draw upon the historical events you discussed in class.

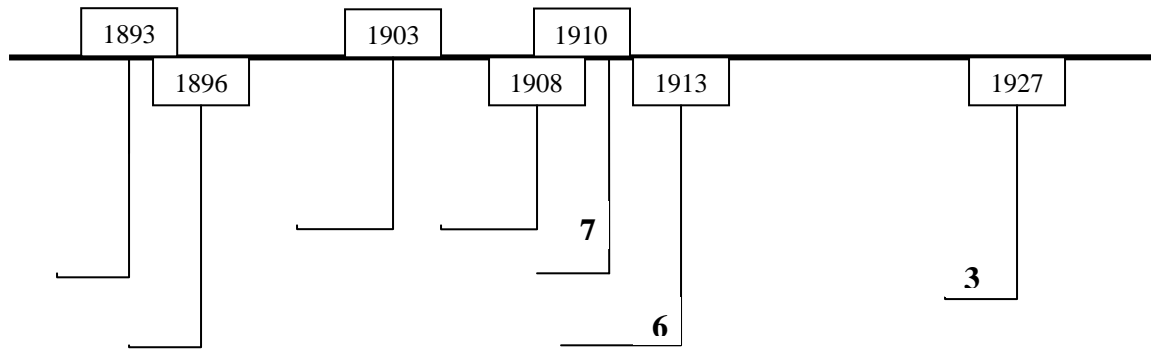
OR

Ask students to complete Venn diagrams comparing and contrasting 1900 and 1910, 1910 and 1920, and 1920 and 1930. They can go back over the Venn diagrams and write a short essay describing the continuity and change over time.

HANDOUT 4-1: PLACING THE MODEL T AND MOVING ASSEMBLY LINE IN TIME

Use the timeline at <http://www.thehenryford.org/education/smartfun/timeline/timeline.html> along with other classroom resources to complete the timeline below. Think of this as a sort of “road map” for your journey as you learn about the Model T and moving assembly line – you can always look back to it if you need to figure out where you are!

Model T Timeline:



1. Henry Ford drives his first automobile through the streets of Detroit, Michigan.
2. Henry Ford introduces his Model T automobile.
3. The last Model T Ford rolls off the assembly line.
4. J. Frank and Charles Duryea build the first successful gasoline-powered automobile in the United States.
5. Henry Ford founds the Ford Motor Company and begins building Ford automobiles.
6. Ford introduces the first moving assembly line used for large-scale manufacturing at the Highland Park Plant
7. Ford opens the Highland Park Plant on January 1.

READING 4-1: STEP BACK IN TIME: LIFE BEFORE, DURING AND AFTER THE MODEL T

1900

Life before the Model T



Detroit Publishing Company photocrom,
LOOKING UP BROADWAY FROM DEY STREET,
NEW YORK CITY, 1900

imagine that cities are dirty and foul-smelling, and have many public health problems.

Living on a farm presents different challenges. Farm work is hard labor and lasts from sunup to sundown. Farms are isolated from one another so people living there don't have much contact with neighbors. Although some cities have paved roads, rural roads are rough and

It is 1900 and the United States is a nation of 45 states (Oklahoma, New Mexico, Arizona, Alaska, and Hawaii had not yet joined). The nation stretches for more than 3000 miles from coast to coast. The population is over 76 million people. A little over 60 percent of the population, or three out of five people, live in rural areas, but more and more are moving into the cities.

If you live in the city, you can probably get around on streetcars. For personal transportation, people rely on horses and buggies, horse-drawn carriages, bicycles, or their feet. With so many horse-drawn vehicles, people living in the densely populated cities are used to dealing with a big pollution problem – in one day, anywhere between 800,000 and 1.3 million pounds of manure may have been cleaned up from city streets in this country! You can



Jenny Chandler Collection, Flushing, coming up from meadow (with hayrack), around 1900

unpaved. Many farmers complain that it is difficult for them to get their goods to market because of the lack of good roads.

Automobiles have been invented, and several automobile manufacturers have sprung up in Detroit, Michigan, including one called the Detroit Automobile Company, founded by a man named Henry Ford. However, there are only about 2500



Detroit Automobile Company plant, Detroit, Michigan, about 1900

automobiles owned in the United States. People consider them a luxury of the rich. It's hard to imagine they'll ever catch on!

DID YOU KNOW...?

Henry Ford failed several times before finding success in the automobile industry. He started the Detroit Automobile Company in 1899, but that went bankrupt when all the investors pulled out. In 1901, he started the Henry Ford Company, but that also failed because of disagreements among investors. In 1903, shortly before his 40th birthday, Ford started the Ford Motor Company. And the rest is history!

1910

The Model T Has Arrived

The United States now has 46 states since Oklahoma joined the union in 1907. The population has grown to over 92 million people, due in large part to the nearly 9 million immigrants, mostly from southern and eastern Europe, who have arrived since the beginning of the century. Many people have come to the United States to work in urban industrial centers. Now, over 45 percent of the population is living in cities.



Model T chassis at Ford Motor Company plant, Highland Park, Michigan, about 1910

It is two years since the introduction of Model T. Henry Ford long dreamed of producing an automobile for the "great multitude," and the Model T made that dream come a reality. The Model T is a mass-produced commodity, made possible through the use of interchangeable parts and the division of labor. On January 1 of this year, Ford opened a huge plant in

Highland Park, Michigan, where he hopes to build Model Ts even cheaper and faster than he already does!

Because of his mass production techniques, Ford can sell the Model T at a low price: \$825 for the runabout and \$850 for the touring. That is a good price compared to previous automobiles. It's very good if you consider that the Model T is lighter and tougher than other cars, and it is higher up off the ground. Those features allow it to handle rough roads and make it up steep hills, offering freedom of movement like never before. That is not to say that the roads don't need work, especially in rural areas!



1910 Model T Advertisement

Owning a Model T is more affordable too, if you consider how cheap gas is after the Spindletop gusher of 1901 increased oil supplies. It also offers a solution to the problem of horse waste on city streets. Farmers like the Model T because it

allows them to get out of isolation, and they can find creative ways

to use their automobiles around the farm, relieving them of some of the labor of farm work. Largely because of the Model T, there are now 485,500 automobiles registered in the United States, more than anywhere else in the world. Still, many people manage to get around and do their work without an automobile, even if they are becoming more common.



Ford Model T with Family, 1910



Ford Model T race car stuck in mud during Transcontinental Race from New York to Seattle, Washington, 1909

DID YOU KNOW...?

In 1901, a crew who had been drilling for oil beneath the Spindletop salt dome near Beaumont, Texas, hit an oil gusher that rose more than 150 feet. By the end of the year, more than 17 million gallons of oil had been extracted. The new source of oil allowed the automobile industry to flourish in the United States.

1920: Life with the Model T

The United States is now a nation of 48 states. New Mexico and Arizona entered the union in 1912. There are over 106 million people. The United States has shifted from a rural nation to an urban one, with over half the population now living in the cities. Nearly 6 million immigrants have arrived since 1911, especially from southern and eastern European countries.

For seven years, we have been living with the moving assembly line, which Henry Ford introduced at his Highland Park Plant in 1913. Before the moving assembly line, a car stayed in one spot on the factory floor, and workers moved around working on a car until it was done. Now, conveyer belts bring the work to the workers, each of whom has a different job. The moving assembly line has revolutionized industry!



Model T engines on assembly line at Ford Motor Company plant, Highland Park, Michigan, about 1914

machine tools that even unskilled workers, many of whom are immigrants, could operate. Third, the moving assembly line uses a division of labor, which has each worker performing a different task on the assembly line, at a pace that is set by the conveyer belt. Because this work is tedious and difficult, in 1914, Ford introduced the “Five-Dollar Day,” which allowed employees, many of whom were unskilled, immigrant workers, to more than double their wages and cut their workday from nine to eight hours a day. Thousands of workers flocked to work for Ford and take advantage of these unheard of wages. As a result, the five-dollar day increased productivity even more – workers had greater incentives to work and Ford could always fill a place on the

The moving assembly line means Ford can produce Model Ts faster and in greater numbers than ever before. In fact, now more than half the cars in the whole world are Model Ts! Ford could develop the moving assembly line because of three main factors: First, the model T is standardized, meaning every one is basically the same. Second, Ford could use



Workers assembling Model T dashboards at Ford Motor Company plant, Highland Park, Michigan, about 1913

assembly line. Workers don't automatically make five dollars a day though; they have to meet standards both in the work place and at home to share in Ford's profits. Many workers are willing to make those changes because it allows them to live a middle-class lifestyle, including owning a Model T of their own!

People, especially those in the middle class, have a better chance of buying a Model T than ever before. That is because, thanks to the assembly line, the automobile is cheaper than ever before. By 1916 the Model T runabout dropped to \$345 and the touring car to \$360, which is well below the average annual salary, whether you work on a farm or in manufacturing. Now there are over 9 million automobiles owned in the United States!



**Ford Model T automobiles in downtown
Henderson, Texas, about 1920**



Street Scene, Downtown Detroit, MI, ca 1918

With more people relying on automobiles or public transportation than horse-drawn vehicles, cities are much different than they once were. New roads are being built to accommodate the automobile and people are moving out of the cities and into suburbs because they can easily drive into the city for work.

Even though road improvements in rural areas have not kept up with those in urban areas, more and more farmers are relying on automobiles, especially the affordable Model T. The Model T helps ease the labor of farm work and allows farmers to transport their goods to market.

People aren't just using the Model T for work either. With the time that the automobile saves people, they can use their Model Ts for leisure activities and vacations — something that was unusual prior to the mass production of the Model T!

1930: Farewell to Model T

There are now over 123 million people in the United States, with 56 percent living in urban areas. It has been three years since Ford ceased production of the Model T, but between 1908 and 1927, over 15 million Model Ts were sold and the price dropped from to \$850 to \$290. Largely due Model T sales, by 1925 there were over 17 million



1896 Ford Quadricycle and 1927 Model T (15 Millionth Ford) at Ford Motor Company EEE Building, Dearborn, Michigan, May 1927

played no small part.

Automobiles are now the dominant form of transportation in the cities, and city structures need to be changed to accommodate them. City dwellers have recently seen new roads, parking lots and service stations changing the landscape. With the increase in personal automobility, activity is moving away from the city center. Where people once tried to solve problems of crime and



Ford Model T with 8,000 pounds of hay, 1921

automobiles owned in the United States! The United States is now in the midst of a major economic depression so many people can no longer afford to buy cars. Still, most people are choosing to keep cars they already owned. Despite widespread economic hardship, car culture has become a big part of American life. The United States has changed since you began your journey in 1900, and the Model T Ford has



1925 Pan-Am Gasoline Truck Delivering to Service Stations

poverty in the cities, they are now simply choosing to move out and into the suburbs. Businesses are moving out too, so if you live in the city and want to get to a high paying job, you might *need* a car. This is a problem if you cannot afford to buy a car because you don't have access to the same jobs as car owners. Without a good job, it's hard to buy a car!

Many farmers now see the automobile as a necessity. It is getting difficult to imagine

what farm work was like before the Model T became a farmer's favorite. With the help of automobile companies, farmers put pressure on the government to turn what was once a primitive road network into a system of concrete highways. With an improved road system, farmers can get their goods to market easier and cheaper, and that lowers the price for city people who want to buy farm goods.

Family life has changed too. Now housewives can easily escape the home and use their automobiles to go shopping for the things they need at home or for transporting their children. Teenagers can use the automobile to go out with their friends or out on dates, creating some new needs for negotiation between parents and children. Middle-class families are taking extended family vacations, traveling across the country to see cities they'd previously only heard about and enjoying the beauty of our national parks.



FREEDOM To own a Ford car is to be free to venture into new and untried places. It is to answer every challenge of Nature's drama, safely, surely and without fatigue. Where a narrow lane invites or a steep hill promises a surprise beyond, a Ford will take you there and back, in comfort, trouble-free. Of and away in this obedient, ever-ready car, women say, "re-charge the batteries" of tired bodies, newly inspired for the day's work. FORD MOTOR COMPANY, DETROIT, MICHIGAN

Ad No. F. M. 66. This "liberating" ad appeared in the October issues of Delineator, Designer, and Pictorial Review in 1924.

A lot of people depend on the automobile for their livelihoods, and love the convenience and freedom of movement it provides. Even though there are critics of the automobile and the changes it has helped create, it seems it is here to stay. The Model T and moving assembly line have helped create a car culture in the United States that no one could imagine at the turn of the century!



Detroit Publishing Company photograph, THREE SISTERS, TREES IN SEQUOIA NATIONAL PARK. CALIFORNIA. 1922

HANDOUT 4-2:

CHANGE OVER TIME: HOW DID THE MODEL T AFFECT LIFE IN THE UNITED STATES?

Directions: For each of the years below, briefly describe what life was like in the United States before the introduction of the Model T (1900), during its years of production (1910 and 1920), and after its production ceased (1930). Use the categories on the left to organize the information.

	1900: Before the Model T	1910: The Model T Has Arrived	1920: Living with the Model T	1930: Farewell to the Model T
Cost of An Automobile				
Automobile Ownership				
Getting Around in Urban Areas				

	1900: Before the Model T	1910: The Model T Has Arrived	1920: Living with the Model T	1930: Farewell to the Model T
Living and Working in Urban Areas				
Getting Around in Rural Areas				
Living and Working in Rural Areas				
My Community				

LESSON PLAN 5: THE FAMILY CAR: TAKING A MODEL T ROAD TRIP

OVERVIEW

Now that students have considered the impact of the Model T and moving assembly line in their lives, on their community and/or nation, they will consider changes in family life as the automobile filtered into Americans' lives. They will go with the Brown family on a "Model T Road Trip" and consider the impact of the emerging car culture of the early 20th century from the perspective of a young girl in a Midwestern town. Students will not only consider what families could do with a car, but also the kinds of things families had to *think about* related to owning and driving a car.

ESTIMATED TIME

Two-three 45-minute class periods

PREPARATION

- Visit the [Model T Road Trip](#) website to think about how to prepare students for the lesson.
- Make photocopies of *Handout 5-1*.

LESSON OBJECTIVES

Students will be able to:

- Describe the impact of the Model T and the personal automobile as a mode of transportation on families and family life.

ACTIVITIES

Review

1. Ask students what they have already learned about the Model T and moving assembly line. Discuss what you have learned about the role of the Model T and moving assembly line in creating a car culture, and the impact on the community and nation. Tell students you are now going to be looking at how the Model T affected family life.

My Favorite Road Trip

2. Ask students to describe a favorite “road trip” they have taken. Ask them to be very detailed, describing their favorite parts and any challenges they faced. If they haven’t taken a road trip, or if they prefer, they can write about a road trip they would take if they could. Where would they go and what would they do? Who would go with them? They should include a drawing or picture with their writing.

The Model T Road Trip

3. Tell students they are going to take a “[Model T Road Trip](#),” and, on the way, discover the impact of the Model T on a typical Midwestern American family. Tell them the road trip takes place in 1919 and refer to the timelines they created for Lesson 4.
4. Give students *Handout 5-1* and provide them with any coaching they will need on the use of technology or on navigating the website. If desired, have them work with a partner or group.
5. After completion of the “road trip,” discuss student responses.
6. Ask students to respond to the following: Describe how life changed for many American families after the introduction and increased availability of the automobile. What new choices, decisions, and challenges did they face in their lives?

SUGGESTED ASSESSMENT(S)

Divide the class in half and assign each half to one of the following positions:

- The Model T Ford and the assembly line were significant enough in American history to mint a commemorative coin in their honor.
- The Model T Ford and the assembly line were not significant enough in American history to mint a commemorative coin in their honor.

Ask the students to develop at least three points and at least two counterpoints for their position. Have students engage in a point-counterpoint debate in small groups or as a class.

AND/OR

To see if students are developing a reasoned opinion about the significance of the Model T Ford and the assembly line, ask them to decide which one of the following best fits their opinion.

- The Model T Ford and the assembly line were significant enough in American history to mint a commemorative coin in their honor.
- I'm not sure the Model T Ford and the assembly line were significant enough in American history to mint a commemorative coin in their honor.
- The Model T Ford and the assembly line were not significant enough in American history to mint a commemorative coin in their honor.

Ask them to write it down on a piece of paper and have them go to a designated place in your room based on their responses. Ask students in each part of the room to give reasons to support their opinions.

**HANDOUT 5-1:
TAKING A MODEL T ROAD TRIP**

Directions: Read through the questions below. Then go to the website, *Model T Road Trip* (<http://www.thehenryford.org/education/smartfun/welcome.html>), and go on the “journey” to answer the questions and learn about the impact of the Model T on a typical American family.

Background Information:

1. Who are the Browns? Where are they from? Are they a real family?

2. What was life like for the Browns before buying an automobile?

Buying a Car:

3. Think about what Mr. Brown had to consider when buying a car.

- a. What were the **benefits** of car ownership in 1919?

b. What were most likely Mr. Brown's **annual earnings**?

c. What was Mr. Brown's **budget** for purchasing a car?

d. What was his **family size**?

e. How would he most likely **use** the car?

4. What would you buy? Why?

5. What did Mr. Brown decide to buy, and for how much?

6. During the summer after buying the car, how did life change for the Browns?

Planning a 1919 Road Trip

7. Where were the Browns heading on their road trip?

8. What kinds of things did the Browns need to consider when planning their 1919 road trip?

9. What would you buy for your trip? Why?

10. Why did Mr. Brown join the Automobile Club of Michigan?

On the Road

11. Describe at least three challenges the Browns faced on their road trip. Make sure you explain *why* these challenges existed in 1919.

12. What do you think was Jenny's favorite thing on the road trip? Why?

Then and Now:

How have road trips changed since 1919? How have they stayed the same? Are there different challenges that we face now?

LESSON PLAN 6: AMERICANS' BELIEF IN EDUCATION

OVERVIEW

In order to decide whether or not the creation of educational resources is an important cause for the money from sale of commemorative coins to support, students will examine the importance of the belief in education in the United States. They will begin by thinking about what the United States would be like without education. If possible, they will listen to a guest speaker that you have selected talk about the importance of education in their lives. Finally, they will identify questions and conduct interviews with people they admire to learn about the role education has played in their lives.

ESTIMATED TIME

One-two 45-minute class periods

PREPARATION

- **A few days prior to this lesson, ask students to set up an interview time with someone they admire.** Tell them the subject of the interview will be education.
- If possible, invite someone you admire to come and talk to the class about the importance of education in their life.

LESSON OBJECTIVES

Students will be able to:

- Draw conclusions about the impact of education on the lives of older relatives and/or other people who have played a significant part in their lives.
- Explain Americans' belief in the importance of education.

ACTIVITIES

Life without Education?!!!

1. Return to the unit question and supporting questions under investigation:

Should the United States Congress require the U.S. Secretary of the Treasury to mint Model T Commemorative Coins?

- What is Congress and what does it do?

- What is the Secretary of the Treasury? What does the Department of the Treasury do?
- What are the Model T and assembly line?
- Are the model T and the assembly line important enough for a commemorative coin?
- Is the “cause” that sale of the commemorative coins will be supporting important enough?

Talk to students about what they have already learned and what they still need to learn. They should be able to tell you that they still need to answer the last question. Tell them you’ll be investigating that question today.

2. Provide students with the following prompt:

Imagine you woke up one day and your parent/guardian told you that you don’t have to go to school anymore. The government decided they did not have enough money to support educational institutions any more, so they were taking funds away from schools, libraries, and museums. Because they were not receiving any government funds, all the schools, libraries and museums in the country had to close down. What would your life be like if you didn’t have educational institutions that you use now?

3. Give students time to write their responses and then allow them to share their responses. Ask students whether or not they believe education provided by school, libraries and museums is important and discuss.

The Value of Education in American Society

4. Tell students that governments support educational institutions in this country because Americans believe education is important. Americans believe:
 - Education is essential for informed and effective citizenship.
 - Education helps us understand the world around us.
 - Education is important for earning a living.
 - Everyone has a right to a public education.
 - People with special needs should be provided with educational opportunities.
 - Everyone should take advantage of the opportunity to be educated.

Try to connect these beliefs to student responses and discussion. Make sure you discuss museums and libraries as educational institutions as well.

The Value of Education in Individual Lives

5. If possible, have a guest speaker talk to students about education in their lives— what it has allowed them to accomplish and why they believe education is so important. It would be preferable if this person could discuss museums and libraries as educational institutions too.
6. Ask students to conduct interviews with people they admire to find out about their beliefs about education. As a class, come up with a list of interview questions, including questions such as:
 - What schools did you attend and when?
 - How did schooling influence your life?
 - Do you believe education is important? Why or why not?
 - Do you think libraries and museums are important? Why or why not?
 - Do you think learning about the history of the automobile and moving assembly line is important? Why or why not?

If desired, create a handout with class-generated questions for students to use when they conduct their interview.

7. Have students share responses from their interviews. Connect students' interview experiences with the list of Americans' beliefs about education that you generated earlier.

SUGGESTED ASSESSMENT

Divide the class in half and assign each half to one of the following positions:

- Developing educational resources related to the Model T is an important cause and should receive money to support it.
- Developing educational resources related to the Model T is not an important cause and should not receive money to support it.

Ask the students to develop at least three points and at least two counterpoints for their position. Have students engage in a point-counterpoint debate in small groups or as a class.

AND/OR

To see if students are developing a reasoned opinion about the value of supporting the creation of educational resources related to the Model T, ask them to choose one of the following:

- Developing educational resources related to the Model T is an important cause and should receive money to support it.
- I'm not sure that developing educational resources related to the Model is important enough to receive money.
- Developing educational resources related to the Model T is not an important cause and should not receive money to support it.

Ask them to write it down on a piece of paper and have them go to a designated place in your room based on their responses. Ask students in different parts of the room to give reasons to support their opinions.

LESSON PLAN 7: EXERCISING CIVIC RIGHTS AND RESPONSIBILITIES: WRITING A PERSUASIVE LETTER TO A MEMBER OF CONGRESS

OVERVIEW

In this lesson, students will use what they have learned over the course of the unit to write a persuasive letter about the Model T commemorative coin to their representative. The lesson begins with a brief discussion of citizens' rights and responsibilities in regards to the formation of public policy. Students will then practice their rights by writing a letter to their representative. To assist them in writing the letter they will complete an exercise on persuasive writing.

ESTIMATED TIME

Three-four 45-minute class periods

PREPARATION

- Prepare classroom resources for persuasive letter writing and/or review web-based resources, such as those found on the [NCTE website](#).
- Prepare a rubric that includes at least the following criteria:
 - Consideration of audience
 - References to the purpose of commemorative coins, the significance of the Model T and moving assembly line, and the value of supporting the creation of educational resources
 - Correct grammar, usage, mechanics, and spelling
 - Organization
- Make photocopies of *Handout 7-1*

LESSON OBJECTIVES

Students will be able to:

- Describe their rights and responsibilities as citizens in regards to the formation of public policy.
- Identify their U.S. Representative and Senators.
- Draft, revise, edit, and “publish” a persuasive letter to their U.S. Representative or Senators regarding the Model T commemorative coin that
 - Considers audience;

- Refers to the purpose of commemorative coins, the significance of the Model T and moving assembly line, and the value of supporting the creation of educational resources;
- Uses correct grammar, usage, mechanics, and spelling; and
- Demonstrates a coherent organizational structure

ACTIVITIES

Citizens' Rights and Responsibilities

1. Ask students to respond to the following prompt in writing:

Should Congress require the U.S. Secretary of the Treasury to mint a Model T Commemorative Coin?

2. Discuss students' responses. Once the discussion has gained momentum and students are excited about the topic, ask them if they know what they can do to express their opinions to lawmakers. Discuss their responses.
3. Tell students that it is their right as a citizen to voice their opinion about policy and their civic responsibility to be informed about the issues and to monitor the actions of their government in carrying out the policy. There are effective ways to tell their U.S. Representative or Senators how they feel about a bill being considered in Congress. They are going to write a letter to their Representative or Senators persuading him/her to vote for or against the bill ([H.R.1619](#)) on the Model T commemorative coin. Read them the bill on the commemorative coin.
4. Ask students to recall who their Representative and Senators are. (See *Handout 2-1*). They may choose to whom they would like to write.
5. Tell them that before they write the letter, they have to learn about structuring a persuasive letter.

Writing a Persuasive Letter

6. Talk to students about considering audience when writing a persuasive letter. What role does their representative play in the legislative process? What are you trying to convince your representative to do? What should be the tone of the letter? How should the letter be structured, considering the recipient?
7. Using classroom resources or resources such as those found on the [NCTE website](#), help students structure a draft of persuasive letter. Their persuasive letters should reference

- The purpose of commemorative coins
 - The significance of the Model T and moving assembly line
 - The value of supporting the creation of educational resources
8. If desired, have students one or more cycles of self- and peer-revision. Provide them with *Handout 6-1* as a tool to help them through the process.

SUGGESTED ASSESSMENT

The draft(s) of the persuasive letter and peer critiquing are the assessments for this lesson.

**HANDOUT 7-1:
REVISING AND EDITING YOUR PERSUASIVE LETTER**

Directions: Use this checklist to help you revise and edit your persuasive letter and your peer's persuasive letter.

CHECKLIST FOR REVISION:

_____ Does this letter consider that the audience is a U.S. Representative or Senator?

_____ Do I have a clear point I am trying to argue?

_____ Do I stay focused on the point I am trying to argue?

_____ Do I have 2-3 reasons to convince someone my point is valid?

_____ Do I need to take out reasons because they DO NOT support my argument?

_____ Do I have 2-3 facts or examples to support each reason?

_____ Do I need to take out facts or examples because they DO NOT support my reasons?

_____ Do I have a concluding paragraph that sums up the most important points of my argument?

_____ Is my writing organized and complete?

_____ Do I use a variety of interesting words, phrases, and/or sentences?

CHECKLIST FOR EDITING:

_____ Have I checked and corrected my spelling?

_____ Have I checked and corrected my punctuation and capitalization?

_____ Have I read each sentence carefully to make sure it makes sense and that there are no missing or unnecessary words?

SUGGESTED CUMULATIVE ASSESSMENT

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Ask students to write the final draft of a letter persuading their representative to vote for or against the Model T commemorative coin. They may post and send their letter through the [House of Representatives website](#) or through their [Senator's website](#).

Ask students to develop an action plan for informing others (fellow students, family, community members) about the Model T commemorative coin and encouraging them to express their opinions.

TEACHER RESOURCES

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The Automobile in American Life and Society. 2004. University of Michigan, Dearborn, and The Henry Ford. 30 July 2007. <http://www.autolife.umd.umich.edu/>.

Barton, Keith C. "Middle Graders' Explanations of Historical Significance." Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL. March 1997
http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/15/59/bf.pdf.

Ben's Guide to U.S. Government for Kids. 1 February 1997. U.S. Government Printing Office. 30 July 2007. <http://bensguide.gpo.gov/index.html>.

Brooke, Lindsay, in cooperation with The Henry Ford. The Ford Model T: The Car that Put the World on Wheels. St. Paul, MN: Motorbooks, 2008.

Casey, Bob. The Model T: A Centennial History. Baltimore: Johns Hopkins Press, 2008.

"Commemorative Coin Programs." The United States Mint. 2007. The United States Treasury. 30 July 2007.
http://www.usmint.gov/mint_programs/index.cfm?flash=yes&action=commemoratives.

"Dear Librarian: Writing a Persuasive Letter." ReadWriteThink. 20 June 2007. National Council for Teachers of English. 30 July 2007.
http://www.readwritethink.org/lessons/lesson_view.asp?id=875.

Flink, J. J. The Automobile Age. Cambridge: Massachusetts Institute of Technology, 1988.

"The Model T." Showroom of Automotive History. 1995. The Henry Ford. 30 July 2007. <http://www.thehenryford.org/exhibits/showroom/1908/model.t.html>.

Seixas, Peter. "Mapping the Terrain of Historical Significance." Social Education 6.1 (1997): pp. 22-27.

For another list of resources, see

<http://www.thehenryford.org/education/smartfun/class/modelt/resources.html>.

STUDENT RESOURCES

"Branches of Government." Ben's Guide to U.S. Government for Kids. 1 February 2007. U.S. Government Printing Office. 30 July 2007. <http://bensguide.gpo.gov/3-5/government/branches.html>

Cain, Karen Bradley. "A Driving Force for Progress." Cobblestone. March 2007: 14-15.

Model T Road Trip. 1995. The Henry Ford. 30 July 2007. <http://www.thehenryford.org/education/smartfun/welcome.html>

Poltrack, Kelly. "Paving the Way." Cobblestone. March 2007: 2-3.

*Browse [books on transportation and Henry Ford](#) available for sale online from The Henry Ford

RELATED STANDARDS

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National Standards for Civics and Government: K-4 Content Standards

Standard I.A.1: Students should be able to provide a basic description of government. To achieve this standard, students should be able to describe government in terms of the people and groups who make, apply, and enforce rules and laws for others in their family, school, community, and nation and who manage disputes among them, e.g., the national government makes, applies, and enforces rules and laws for the nation.

Standard I.D.1: Students should be able to explain some of the major things governments do in their school, community, state, and nation. To achieve this standard, students should be able to describe the major things governments do, such as make laws and carry out laws.

Standard III.A.1: Students should be able to describe what the United States Constitution is and why it is important. To achieve this standard, students should be able to explain that the United States Constitution is a written document that describes how the government is organized and limits the power of government by saying what government can and cannot do.

Standard III.E.1: Students should be able to identify members of the legislative branches and the heads of the executive branches of their local, state, and national governments. To achieve this standard, students should be able to name the persons representing them at state and national levels in the legislative branches of government, e.g., representatives in Congress.

Standard V.F.1: Students should be able to describe the means by which citizens can influence the decisions and action of their government. To achieve this standard, students should be able to identify ways people can monitor and influence the decisions and actions of their government such as reading about public issues, discussing public issues, and communicating with public officials.

National Standards in Historical Thinking: K-4 Content Standards

Standard 1.A: The student is able to distinguish between past, present, and future time.

Standard 1.E: The student is able to interpret data presented in timelines.

Standard 1.F: The student is able to create timelines by designating appropriate equidistant intervals of time and recording events according to the temporal order in which they occurred.

Standard 1.G: The student is able to explain change and continuity over time.

Standard 3.A: The student is able to formulate questions to focus their inquiry and analysis.

National Standards for U.S. History: K-4 Content Standards

Standard 1.A: The student understands family life now and in the recent past; family life in various places long ago. Therefore, the student is able to:

- From data gathered through family artifacts, photos, and interviews with older relatives and/or other people who play a significant part in a student's life, draw possible conclusions about roles, jobs, schooling experiences, and other aspects of family life in the recent past.
- For various cultures represented in the classroom, compare and contrast family life now with family life over time and between various cultures and consider

such things as communication, technology, homes, transportation, recreation, school, and cultural traditions.

Standard 2.A: The student understands the history of his or her community. Therefore, the student is able to describe local community life long ago, including jobs, schooling, transportation, communication, religious observances, and recreation.

Standard 8.A: The student understands the development of technological innovations, the major scientists and inventors associated with them and their social and economic effects.

Standard 8.B: The student understands changes in transportation and their effects.

National Standards for English Language Arts

Standard 3: Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

Standard 4: Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

Standard 5: Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

Standard 6: Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.

Standard 8: Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

Standard 11: Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

Standard 12: Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

Michigan Social Studies Standards

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Standard I.1: All students will sequence chronologically the following eras of American history and key events within these eras in order to examine relationships and to explain cause and effect: The Meeting of Three Worlds (beginnings to 1620); Colonization and Settlement (1585-1763); Revolution and the New Nation (1754-1815); Expansion and Reform (1801-1861); and Civil War and Reconstruction (1850-1877); The Development of the Industrial United States (1870-1900); The Emergence of Modern America (1890-1930); The Great Depression and World War II (1929-1945); Post War United States (1945-1970); and Contemporary United States (1968-present).

Standard I.2: All students will understand narratives about major eras of American and world history by identifying the people involved, describing the setting, and sequencing the events.

Standard III.1: All students will identify the purposes of national, state, and local governments in the United States, describe how citizens organize government to accomplish their purposes, and assess their effectiveness.

Standard III.4: All students will explain how American governmental institutions, at the local, state, and federal levels, provide for the limitation and sharing of power and how the nation's political system provides for the exercise of power.

Michigan English Language Arts Standards

Standard 1: All students will read and comprehend general and technical material.

Standard 2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions.

Standard 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts.

Standard 7: All students will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading, and writing.

Standard 10: All students will apply knowledge, ideas, and issues drawn from texts to their lives and the lives of others.

Standard 12: All students will develop and apply personal, shared, and academic criteria for the enjoyment, appreciation, and evaluation of their own and others' oral, written, and visual texts.

Michigan Grade Level Content Expectations: 2nd Grade Social Studies

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2-H2.0.1: Demonstrate chronological thinking by distinguishing among years and decades using a timeline of local community events.

2-H2.0.4: Describe changes in the local community over time (e.g., types of businesses, architecture and landscape, jobs, transportation, population).

2 - G2.0.1: Compare the physical and human characteristics of the local community with those of another community.

2 - G2.0.2: Describe how the local community is part of a larger region (e.g., county, metropolitan area, state).

2 - G4.0.2 Describe the means people create for moving people, goods, and ideas within the local community.

2-C5.0.2: Distinguish between personal and civic responsibilities and explain why they are important in community life.

2 - E1.0.2: Identify businesses in the local community.

2 - E1.0.3: Describe how businesses in the local community meet economic wants of consumers.

2-P3.3.1: Compose a statement expressing a position on a public policy issue in the local community and justify the position with a reasoned argument.

2-P4.2.1: Develop and implement an action plan to address or inform others about a public issue.

Michigan Grade Level Content Expectations: 3rd Grade Social Studies

3-H3.0.8: Use case studies or stories to describe how the ideas or actions of individuals affected the history of Michigan.

3 - G4.0.1: Describe major kinds of economic activity in Michigan today, such as agriculture (e.g., corn, cherries, dairy), manufacturing (e.g., automobiles, wood products), services and tourism, research and development (e.g., Automation Alley, life sciences corridor, university communities), and explain the factors influencing the location of these economic activities. (E)

3-G4.0.2: Describe diverse groups that have to a region of Michigan and reasons why they came.

3-C5.0.1: Identify rights and responsibilities of Michigan.

3-P3.3.1: Compose a paragraph expressing a position on a public policy issue in Michigan and justify the position with a reasoned argument.

3-P4.2.1: Develop and implement an action plan to address or inform others about a public issue.

Michigan Grade Level Content Expectations: 4th Grade Social Studies

4 – H3.0.1: Use historical inquiry questions to investigate the development of Michigan’s major economic activities (agriculture, mining, manufacturing, lumbering, tourism, technology, and research) from statehood to present. (C, E)

- What happened?
- When did it happen?
- Who was involved?
- How and why did it happen?
- How does it relate to other events or issues in the past, in the present, or in the future?
- What is its significance?

4 – H3.0.4: Draw upon stories, photos, artifacts, and other primary sources to compare the life of people in towns and cities in Michigan and in the Great Lakes region during a variety of time periods from 1837 to the present (e.g., 1837-1900, 1900-1950, 1950-2000). (G)

4-C2.0.1: Explain how the principles of popular sovereignty, rule of law, checks and balances, separation of powers, and individual rights serve to limit the powers of the federal government as reflected in the Constitution and the Bill of Rights.

4-C3.0.1: Give examples of ways the Constitution limits the power of the federal government.

4-C3.0.2: Give examples of powers granted to the federal government and those reserved for the states.

4-C3.0.3: Describe the organizational structure of the federal government in the United States (legislative, executive and judicial branches).

4-C3.0.4: Describe how the powers of the federal government are separated among the branches.

4-C3.0.5: Give examples of how the system of checks and balances limits the power of the federal government.

4-C5.0.1: Explain responsibilities of citizenship.

4-C5.0.4: Describe ways citizens can work together to promote the values and principles of American democracy.

4-P3.3.1: Compose a brief essay expressing a position on a public policy issue in the United States and justify the position with a reasoned argument.

4-P4.2.1: Develop and implement an action plan to address or inform others about a public issue.

Michigan Grade Level Content Expectations: 2nd Grade English Language Arts

Students will...

W.PR.02.01 set a purpose, consider audience, and begin using styles and patterns derived from studying authors' craft when writing a narrative or informational piece.

W.PR.01.02 develop a plan narrowing a broad idea for narrative and informational writing including graphic organizers that represent specific organizational patterns.

W.PR.02.03 draft focused ideas in written compositions using paragraph clusters, each containing a main idea and some supporting details.

W.PR.02.04 write in first and third person based on genre type and purpose.

W.PR.02.05 draft a coherent piece with appropriate grammar, usage, mechanics, and temporary spellings

W.PR.02.06 revise drafts based on constructive and specific oral and written responses to writing; identify sections of the piece that need to be revised using reorganization, additions, deletions, and appropriate use of transitions; make stylistic changes in content and form to suit intended purpose and audience.

W.PR.02.07 attempt to proofread and edit writing using appropriate resources including dictionaries and a class-developed checklist both individually and in groups.

W.GR.02.01 in the context of writing, correctly use more complex complete sentences, nouns and verbs, commas (in a series, in a letter, and with dates), contractions, colons to denote time, and capitalization of proper nouns.

W.SP.02.01 in the context of writing, correctly spell frequently encountered words, for less frequently encountered words use structural cues and environmental sources.

Michigan Grade Level Content Expectations: 3rd Grade English Language Arts

W.PR.03.01 set a purpose, consider an audience, and replicate authors' styles and patterns when writing a narrative or informational piece.

W.PR.03.02 apply a variety of pre-writing strategies for both narrative and informational writing in order to generate, sequence and structure ideas.

W.PR.03.04 revise drafts based on constructive and specific oral and written responses to writing by identifying sections of the piece to improve sequence and flow of ideas

W.PR.03.05 proofread and edit writing using appropriate resources and grade-level checklists, both individually and in groups

W.GR.03.01 in the context of writing, correctly use subjects and verbs that are in agreement, verb tenses, nouns and possessives, commas in a series, and begin use of quotation marks and capitalization in dialogue.

W.SP.03.01 in the context of writing, correctly spell frequently encountered words; for less frequently encountered words, use structural cues and environmental sources.

Michigan Grade Level Content Expectations: 4th Grade English Language Arts

W.PR.04.01 set a purpose, consider audience, and replicate authors' styles and patterns when writing a narrative or informational piece.

W.PR.04.02 apply a variety of pre-writing strategies for both narrative and informational writing in order to generate, sequence, and structure ideas

W.GR.04.01 in the context of writing, correctly use simple and compound sentences; direct and indirect objects; prepositional phrases; adjectives; common and proper nouns as subjects and objects; pronouns as antecedents; regular and irregular verbs; hyphens between syllables; apostrophes in contractions; and commas in salutations to set off words; phrases and dialogue; quotation marks or italics to identify titles or names.

W.SP.04.01 in the context of writing, correctly spell frequently encountered words (e.g., roots, inflections, prefixes, suffixes, multi-syllabic); for less frequently encountered words, use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).

UNIT DEVELOPMENT TEAM

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