

Lesson 7 Work in the 21st Century

Big Idea

- Today globalization pushes and pulls workers toward new places and ways of life.

Key Concepts

- Globalization
- Global competition
- Import
- Outsourcing
- Rustbelt to Sunbelt migration

Digitized Artifacts

from the Collections of **The Henry Ford**

Lesson 7

Work in the 21st Century

- Advertisement for the 1986 Nissan Stanza Wagon, “Nissan Innovation Strikes Again” ID# THF73709

Materials

- Computers with Internet, digital projector and screen (preferred); OR printed handouts of digital artifacts’ images and descriptions
- Sign: What pushes and pulls people into new ways of life?
- Lesson 7 Slideshow: Work in the 21st Century
- Student Activity Sheet 7: 21st-Century Migration Simulation Roles

Duration 1 class period (45 minutes)

Instructional Sequence

1 Engagement/Personal Relevance

Ask students to share some of the complaints they hear from their parents or other working people about their jobs. Are any of the complaints related to the changing nature of work in the 21st-century?

2 Review

Ask students to recall some of the ways that workers’ jobs changed in the early 20th century. (Refer to Student Activity Sheet 4 The Changing Nature of Work: History and Math and the dramatic reading from Lesson 4 of the primary source [Letter to Henry Ford from the Wife of an Assembly Line Worker, 1914](#) ID# THF32100 if your students need a reminder.)

3 Introduce Key Concepts

The key concepts in the [Lesson 7 Slideshow Work in the 21st Century](#) include:

- Globalization
- Global competition
- Import
- Outsourcing
- Rustbelt to Sunbelt migration

Review the slideshow with your students. Ask them to share personal stories that they or their families have experienced related to any of the concepts introduced.

Continued...

Lesson 7 Continued

4 Migration Today

In this migration simulation, students will be given a specific role and scenario and will be asked to make a decision about whether to migrate, to emigrate or not to move.

Student Activity Sheet 7: 21st-Century Migration Simulation Roles contains five different roles and scenarios. Make copies of the activity sheet and cut the copies up so that each student receives a slip of paper with a role and scenario. Organize students into groups of five so that each student in the group has a different role and scenario.

Ask each student to share their role and scenario and the decision they have made about moving or not moving. Require students to explain the reasons and conditions for their answers. Ask them what would influence them to change their mind.

Assessment

Have students complete a piece of writing that:

1. explains their migration decision from the simulation and the reason behind it

AND

2. compares migration today to migration in the early 20th century.

You may ask students to write an essay about the reasons people choose to migrate or emigrate, create a script for a conversation about making a decision to move or stay or compose a journal or diary entry from the perspective of someone impacted by the decision to move or stay.

21st-century migration Simulation Roles

- A. You are a 30-year-old man who had worked in an auto parts factory, but you have been out of work for 2 years. You had worked on the assembly line since you graduated from high school. You do not have relatives living nearby. You are married with 2 small children. Your wife is a teacher. You hear of a factory hiring workers in Tennessee. Would you attempt to migrate to Tennessee for this job? Why or why not? If no, what would convince you to change your mind?
- B. You are a 30-year-old woman who had worked in an auto parts factory, but you have been out of work for 2 years. You had worked on the assembly line since you graduated from high school. You have lots of relatives living nearby, and you have never lived far away from them. You are not married and do not have children. You hear of a factory hiring workers in Tennessee. Would you attempt to migrate to Tennessee for this job? Why or why not? If no, what would convince you to change your mind?
- C. You are a 45-year-old man who was an engineer for an auto manufacturer, but you lost your job 6 months ago. You are not married, and you do not have relatives in Michigan. You hear of an engineering job in Alabama. Would you attempt to migrate to Alabama for this job? Why or why not? If no, what would convince you to change your mind?
- D. You are a 45-year-old woman who was an engineer for an auto manufacturer, but you lost your job 6 months ago. You are married, you have 3 children living at home and your husband is a teacher. You hear of an engineering job in Alabama. Would you attempt to migrate to Alabama for this job? Why or why not? If no, what would convince you to change your mind?
- E. You are a 45-year-old man who is an engineer for an auto parts manufacturer. Your employer has told you that in order to keep your job, you must move to southern Texas and drive across the Mexican border to help run the factory. You do not know anyone in southern Texas. Would you attempt to migrate to Texas for this job? Why or why not? If no, what would convince you to change your mind?