

# Early 20th-Century Migration Unit Plan Overview

## Later Elementary

### Overarching Question

What pushes and pulls people into new ways of life?

### Key Concepts

- Labor
- Workshop
- Assembly line
- Artisan
- Station assembly
- Division of labor
- Moving assembly line
- Migration
- Immigration
- Emigration
- Urbanization
- Great Migration
- Citizen
- Immigration restrictions
- Changing nature of work
- Language barrier
- \$5 day
- Globalization
- Global competition
- Import
- Outsourcing
- Rustbelt to Sunbelt Migration

### Lessons and Big Ideas

#### Lesson 1 Pulls

- Jobs created by the moving assembly line pulled people to factories such as the automobile plants in Michigan.

#### Lesson 2 Urbanization

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

#### Lesson 3 Immigration

- Workers from other places in the world, especially Europe, were also pushed from home and pulled to the United States.

#### Lesson 4

##### The Changing Nature of Work and the \$5 Day

- The \$5 day pulled workers into accepting a very different kind of work.

#### Lesson 5

##### A New Language and a New Culture

- Once immigrants had arrived in Michigan and were working at Ford Motor Company, they were pulled to adopt a new way of life by the promise of good pay and United States citizenship.

#### Lesson 6

##### Examining Primary Sources

- Biographies and photographs provide case studies that help us understand the life experiences of individuals rather than the experiences of whole groups.

#### Lesson 7

##### Work in the 21st Century

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

**Duration** 10 class periods  
(45 minutes each)

- **Lesson Plans** 7 class periods
- **Unit Project** 3 class periods

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

## Unit Plan Overview Continued

Later Elementary

### Field Trips

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

### Assessment

- Performance assessments included with each lesson plan
- Culminating projects (see Supplemental Resources)
- Review/assessment questions (see Supplemental Resources)

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**Tip** For Connections to National and Michigan Standards and Expectations, see the Teacher Guide.

### Digitized Artifacts

from the Collections of **The Henry Ford**:

#### Lesson 1 Pulls

- Women Workers Assembling Magnetos at Ford Highland Park Plant, circa 1913 ID# THF23810
- Workers Assembling Car Bodies at Ford Rouge Plant, 1932 ID# THF23466
- 1924 Ford Model T Cars on Assembly Line at Highland Park Plant, October 1923 ID# THF23577

#### Lesson 2 Urbanization

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

#### Lesson 3 Immigration

- Language and Citizenship of Ford Motor Company Employees, According to Nationality, as of January 12th, 1917 ID# THF68283

#### Lesson 4

The Changing Nature of Work and the \$5 Day

- Letter to Henry Ford from the Wife of an Assembly Line Worker, 1914 ID# THF32100
- Ford Motor Company Clipping Book, Volume 2, January 6-10, 1914 ID# THF80232
- Crowd of Applicants Outside Highland Park Plant after Five Dollar Day Announcement, January 1914 ID# THF67496

#### Lesson 5

A New Language and a New Culture

- Ford Motor Company Publication, “Factory Facts from Ford,” 1915 ID# THF80284
- Ford English School Classroom at the Highland Park Plant, 1914-1915 ID# THF23827
- Melting Pot Ceremony at Ford English School, July 4, 1917 ID# THF36844

## Unit Plan Overview Continued

### Lesson 6 Examining Primary Sources

- [Byron Moore, Head of Ford Rouge Plant Aircraft Engine Inspection and Repair, 1943](#) ID# THF68290
- [Short Biography of Ford Motor Company Employee Byron Moore, circa 1943](#)  
(page 1 ID# THF68288)  
(page 2 ID# THF68289)
- [Ford Motor Company Designer Joseph Galamb Working at Drafting Table, 1943](#) ID# THF68287
- [Short Biography of Ford Motor Company Industrial Designer Joseph A. Galamb, circa 1943](#)  
(page 1 ID# THF68285)  
(page 2 ID# THF68286)
- [Workers in Ford Rouge Plant Cyanide Foundry, 1931](#)  
ID# THF68318

### Lesson 7 Work in the 21st Century

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

### Materials

- Computer with Internet, digital projector and screen (preferred); OR printed handouts of the digitized artifacts and descriptions
- Sign: What pushes and pulls people into new ways of life?
- Student Activity Sheet 1: The Moving Assembly Line
- Scrap paper – lots
- Full roll of wrapping paper
- Empty wrapping paper tube
- Tape
- Desks or tables that can be lined up to make a surface that is at least 10 feet long, end to end
- [Lesson 2 Slideshow Urbanization](#)
- Student Activity Sheet 2: Urbanization Pushes and Pulls
- Student Activity Sheet 3: Language and Citizenship of Ford Motor Company Employees, According to Nationality, as of January 12th, 1917 – Using a Primary Source
- Large world map, to be colored on
- Colored pencils (1 set per 2 students)
- Student Activity Sheet 4: The Changing Nature of Work: History and Math
- Answer Key 4: The Changing Nature of Work: History and Math
- Student Activity Sheet 6A: Questions on Primary Sources – Byron Moore
- Student Activity Sheet 6B: Questions on Primary Sources – Joseph Galamb
- Student Activity Sheet 6C: Additional Information on African-American Workers
- Student Activity Sheet 6D: Questions on Primary Sources – African Americans at the Rouge Plant
- [Lesson 7 Slideshow Work in the 21st Century](#)
- Student Activity Sheet 7: 21st-Century Migration Simulation Roles
- Extension Activities
- Culminating Projects
- Student Activity Sheet 8: Review/Assessment Questions
- Answer Key 8: Review/Assessment Questions

What  
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pulls  
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ways of life ?