

grades
9-12

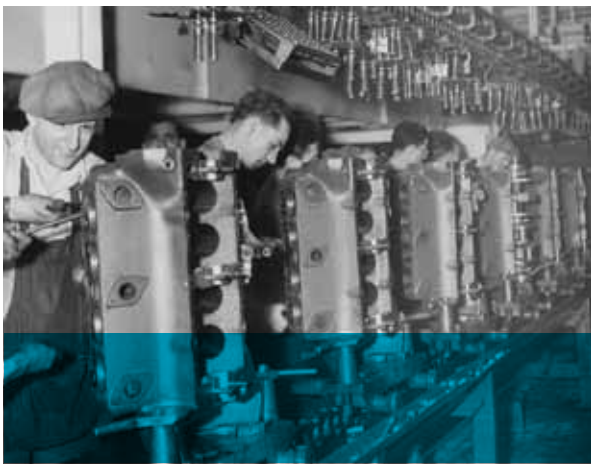


Moving to Michigan: Migration, Immigration and Transportation

Transportation: Past, Present and Future
Educator DigiKit



Transportation in America



mission statement

The Henry Ford provides unique educational experiences based on authentic objects, stories and lives from America's traditions of ingenuity, resourcefulness and innovation. Our purpose is to inspire people to learn from these traditions to help shape a better future.

© 2010 The Henry Ford. This content is offered for personal and educational use through an "Attribution Non-Commercial Share Alike" Creative Commons. If you have questions or feedback regarding these materials, please contact education@thehenryford.org.

overview

The growth of industry in the early 20th century and the accompanying population growth brought an unprecedented cultural mosaic to the midwestern United States, especially in the Detroit area. Learn about the pulls and promises of life as an autoworker, and evaluate whether those promises were or continue to be fulfilled. Assess the impact of the past both on the lives of current autoworkers and on today's manufacturing and economic climate. In this unit, you and your students will use artifacts, documents and photographs from the collections of **The Henry Ford** to explore the overarching question, "*What influence do prior experiences, class, race, language and culture have on people's lives?*"

This Educator DigiKit is divided into two sections: a **Teacher Guide** and a **Unit Plan**.

The Teacher Guide section includes resources to complement the Moving to Michigan: Migration, Immigration and Transportation Unit Plan. You will find a glossary, a timeline, context-setting activities, a bibliography, curriculum links and curriculum-supporting field trip suggestions.

The Unit Plan section follows this Teacher Guide and includes lesson plans, student handouts, answer keys, culminating project ideas, extension activities and review and assessment questions. Many of the lessons include the use of our online collections; these can be accessed through the hyperlinks in the unit plan document or through the website, TheHenryFord.org/education. If you cannot fit the whole unit into your schedule, use the lessons or activities most relevant to your needs.

This Educator DigiKit promotes educational use of **The Henry Ford's** extensive Transportation in America collections. We hope you and your students will find these resources engaging and relevant.

These resources are made possible, in part, by the generous funding of the Ford Foundation.

contents

2 Overview

5 Teacher Guide

- 6 Glossary
- 7 Timeline
- 8 Context-Setting Activities
- 9 Bibliography
- 10 Connections to National and Michigan Standards and Expectations
- 15 Field Trip Learning Enhancement Suggestions

17 Unit Plan

18 Unit Plan Overview

- 21 Overarching Question Sign

22 Lesson 1

Finding Jobs, Finding Problems

- 26 Student Activity Sheet 1: World Map
- 28 Answer Key 1: World Map

30 Lesson 2

Ford's Solutions

- 35 Student Activity Sheet 2A: Changing Nature of Work – Understanding History Through Math
- 36 Answer Key 2A: Changing Nature of Work: Understanding History Through Math
- 37 Student Activity Sheet 2B: The \$5 Day in the News

39 Lesson 3

Work Changes Again, 21st Century

- 41 Student Activity Sheet 3: Work and Migration Today

45 Supplemental Resources

- 46 Culminating Projects
- 47 Extension Activities
- 48 Student Activity Sheet 4: Review/Assessment Questions
- 50 Answer Key 4: Review/Assessment Questions

Please refer to the online version of the Educator DigiKits for the most updated links and content.

teacher guide | grades 9-12

Glossary

Assimilation

Conforming or adjusting to a group's customs or habits.

Capital

The wealth (money or property) owned by or used in a business.

Division of labor

Each worker does one step of the larger job.

Emigration

To leave a country or region in order to live in another country or region.

Globalization

Companies competing worldwide to sell products and people competing worldwide for jobs.

Great Migration

The movement of almost half a million African Americans from the rural South to the industrial North from 1915 to 1920.

Immigration

To enter a new country, other than one's own, in order to live there.

Import

To bring in a product from another country.

Industrial workforce

Workers who are engaged in manufacturing.

Labor union

An organization of workers who help each other and deal with their employers as one force rather than individually.

Mechanize

Perform by machinery.

Melting pot

A metaphor for American culture. In the melting pot, all groups' attitudes and customs are melted together, creating a completely new culture that all individuals adopt; some elements of the home cultures may be lost, but other elements are adopted by the American culture.

Migration

To move from one place in order to go live in another.

Moving assembly line

A method of manufacturing in which the work moves from worker to worker. Each worker puts on a new piece of the part; then the part moves along to the next worker.

Naturalization

The process by which an immigrant becomes a legal citizen of a country.

Outsourcing

Obtaining goods or services from another country or company when they could have been produced within your own country or company.

Paternalism

Managing individuals, a business, a country, etc., in the same way a father manages his children – interfering, but with kindness.

Profit sharing

The distribution of money earned by the employer to employees, in addition to paying wages.

Right-to-work state

An American state that does not allow contracts that force employees to join a union as a condition of employment. Most right-to-work states are in the Southeast and the West.

Continued...

Glossary continued

Rustbelt

The Northeast and Upper Midwest of United States, which have relied on manufacturing for their economic growth. As manufacturing declines, these areas are losing companies, jobs and people.

Salad bowl

A metaphor for American culture. In the salad bowl, all groups are tossed together into one society, but the groups retain their own attitudes and customs; the home culture is maintained, and the American culture that results is a mixture of the elements of many other cultures.

Sociological

Dealing with group behavior.

Sunbelt

The Southern and Southwestern areas of the United States, areas that are gaining companies, jobs and people.

Urbanization

The movement of a significant number of people from rural (country) areas to urban (city) areas.

Unit Plan Timeline

Migration and Immigration

- 1882 The Chinese Exclusion Act is signed into law.
- 1906 The Basic Naturalization Act of 1906 requires immigrants to learn English.
- 1916-1970 The Great Migration: African Americans from the Southern U.S. migrate to Northern cities.
- 1917 The Immigration Act of 1917 becomes law.
- 1921 The Emergency Quota Act limits the number of immigrants to the U.S. based on their country of birth.
- 1924 The Immigration Act of 1924 (Johnson-Reed Act) further restricts the number of immigrants to the United States.
- 1960-Present People migrate from the Rustbelt to the Sunbelt.
- 1965 The Immigration and Nationality Act of 1965 ends the national origins quota system in the U.S.
- 2000 Detroit's population drops below 1 million.

National Events

- 1903 The Wright brothers make their first successful flight.
- 1906 San Francisco experiences the great earthquake.
- 1917 The United States enters World War I.
- 1919 The 19th Amendment gives women the right to vote.
- 1929 The U.S. stock market crashes; the Great Depression begins.
- 1959-1975 The Vietnam War.
- 1967 Detroit experiences civil unrest.
- 1982 Honda begins car production in the United States.
- 2001 Terrorists hijack passenger planes, crashing them in New York City, Washington, D.C., and Pennsylvania.

Continued...

Unit Plan Timeline continued

Ford Motor Company

- 1903 Ford Motor Company is established.
- 1908 The Model T is first made available to the public.
- 1913 Ford establishes its Sociological Department and experiments with the assembly line.
- 1914 Ford implements the \$5 workday and establishes Ford English School.
- 1916 Female workers receive \$5 per workday.
- 1926 Ford adopts a 5-day, 40-hour workweek.
- 1947 Henry Ford dies at 83 years of age.
- 1979 Ford purchases a 24% stake in Japanese automaker Mazda.
- 2009 The UAW agrees to make Ford's labor costs competitive with those of Japanese automakers.

World Events

- 1899 The Boer War begins in South Africa.
- 1909 Robert Peary and Matthew Henson reach the North Pole.
- 1914 World War I breaks out in Europe.
- 1917 Lenin leads the Bolshevik revolution in Russia, laying the foundation for the Soviet Union.
- 1939 World War II begins.
- 1948 An assassin kills India's Mahatma Gandhi.
- 1969 Neil Armstrong sets foot on the moon.
- 1994 Nelson Mandela is elected first black South African president; apartheid ends.
- 2002 The euro becomes the cash currency for 12 European nations.

Context-Setting Activities

These activities are excellent ways to prepare and excite your students for the *Moving to Michigan: Migration, Immigration and Transportation* unit or for a visit to **The Henry Ford**.

Something New

To prepare students to consider the overarching question for this unit, -“What influence do prior experiences, class, race, language and culture have on people's lives?”- ask them to try something completely new. New experiences could include eating a new type of food, watching a TV show or movie from another culture or in a different language, or traveling to and shopping in a town they have never visited before. Students can write a short essay or give a short presentation to the class about their new experience.

Immigrant Guest Speaker

Ask someone who has moved to your community from another country to share with your class his/her experiences. Before the presentation, have students prepare questions to ask the guest about his or her experience of adjusting to a new culture and (if applicable) new language.

Bibliography

Print

Bryan, Ford. *Beyond the Model T*. Detroit: Wayne State University Press, 1990.

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

Harrison, Alferdteen. *Black Exodus: The Great Migration from the American South*. Jackson: University of Mississippi Press, 1992.

Hounshell, David A. Chapter 6: “The Ford Motor Company and the Rise of Mass Production in America,” Chapter 7: “The Limits of Fordism and the Coming of ‘Flexible Mass Production,’” and Chapter 8: “The Ethos of Mass Production,” in *From the American System to Mass Production, 1800-1932: The Development of Manufacturing Technology in the United States*. Baltimore: Johns Hopkins Press, 1984.

Hurt, R. Douglas. *African American Life in the Rural South, 1900-1950*. Columbia: University of Missouri Press, 2003.

Nugent, Walter. *Crossings: The Great Transatlantic Migrations, 1870-1914*. Bloomington: University of Indiana Press, 1995.

Watts, Stephen. *The People's Tycoon: Henry Ford and the American Century*. New York: Knopf, 2005.

Online Resources

Automobile in American Life and Society

autolife.umd.umich.edu

Scholarly articles, annotated bibliographies as well as teacher/student resources on topics of race, gender, labor, environment and design as they relate to the automobile in American life and society.

Big Three Auto

bigthreeauto.procon.org/viewtopic.asp

Explanations of the pros and cons of providing federal bailout of the U.S. auto industry; includes historical timeline of 1970-2009.

From the Curators – Henry Ford and Innovation

thehenryford.org/education/erb/HenryFordAndInnovation.pdf

Information on Henry Ford's story, the Model T, the assembly line and innovation from the curators of **The Henry Ford**.

In Motion: The African-American Migration Experience

inmotionaame.org

Background information, primary documents and lesson plans related to African-American migration from the slave trade to the Great Migration to present-day migrations.

The Negro in Detroit by Forrester B. Washington, 1920

books.google.com/books?id=_oDhAAAAMAAJ&dq=the%20negro%20in%20detroit&pg=PT6#v=onepage&q=&f=false

A survey of the economic and social condition of African Americans in Detroit in 1919 by a founder of the Detroit Urban League. Available online through Google Books; the original is available at Burton Historical Collection, Detroit Public Library.

Progressive Era to New Era, 1900-1929: Immigrants in the Progressive Era

loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/progress/immigrnt/immigrnt.html

Overview and primary documents related to immigration, 1900-1929.

Rise of Industrial America, 1871-1900: Immigration to the United States, 1851-1900

loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/riseind/immgrnts/immgrnts.html

Overview and primary documents related to immigration, 1851-1900.

From the Curators – Transportation: Past, Present and Future

thehenryford.org/education/erb/TransportationPastPresentAndFuture.pdf

Information on the American auto industry and its impact, automobile issues today and 20th-century migration and immigration from the curators of **The Henry Ford**.

Connections to National and Michigan Standards and Expectations

Michigan High School Content Expectations

United States History and Geography (USHG)

USHG 6.1.3

Urbanization – Analyze the changing urban and rural landscape by examining

- resulting tensions among and within groups
- different perspectives about immigrant experiences in the urban setting

USHG 6.1.5

A Case Study of American Industrialism – Using the automobile industry as a case study, analyze the causes and consequences of this major industrial transformation by explaining

- domestic and international migrations
- the development of an industrial workforce
- the impact on Michigan
- the impact on American society

USHG 9.1.1

Economic Changes – Using the changing nature of the American automobile industry as a case study, evaluate the changes in the American economy created by new markets,

natural resources, technologies, international competition, new sources of production, energy issues and mass communication.

World History and Geography (WHG)

WHG 6.1.2

Worldwide Migrations and Population Changes – Analyze the causes and consequences of shifts in world population and major patterns of long-distance migrations of Europeans during this era (18th century to 1914), including the impact of industrialism and scientific advances on worldwide demographic trends.

Economics (E)

E 2.1.9

American Economy in the World – Analyze the changing relationship between the American economy, and the global economy including but not limited to the increasing complexity of American economic activity (e.g., outsourcing, off-shoring, and supply-chaining) generated by the expansion of the global economy.

English Language Arts

CE 2.1.3

Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions and technical meanings of terms through context clues, word roots and affixes, and the use of appropriate resource materials such as print and electronic dictionaries.

CE 2.2.3

Interpret the meaning of written, spoken and visual texts by drawing on different cultural, theoretical and critical perspectives.

CE 2.3.4

Critically interpret primary and secondary research-related documents (e.g., historical and government documents, newspapers, critical and technical articles, and subject-specific books).

Continued...

Connections to National and Michigan Standards and Expectations Continued

Michigan Merit Curriculum English Language Arts (ELA)

9-12 ELA

Dispositions and Essential Questions

- What influence do class, religion, language and culture have on my relationships and my decisions?

National History Standards

for Grades 5-12 United States

Era 6: The Development of the Industrial United States (1870-1900)

Standard 1

How the rise of corporations, heavy industry, and mechanized farming transformed the American people.

Standard 1B

The student understands the rapid growth of cities and how urban life changed.

Therefore, the student is able to

- Trace the migration of people from farm to city and their adjustment to urban life.
[Appreciate historical perspectives]

Standard 2

Massive immigration after 1870 and how new social patterns, conflicts and ideas of national unity developed amid growing cultural diversity.

Standard 2A

The student understands the sources and experiences of the new immigrants.

Therefore, the student is able to

- Trace patterns of immigrant settlement in different regions of the country and how new immigrants helped produce a composite American culture that transcended group boundaries.
[Reconstruct patterns of historical succession and duration]
- Assess the challenges, opportunities and contributions of different immigrant groups.
[Examine historical perspectives]
- Evaluate the role of public and parochial schools in integrating immigrants into the American mainstream. [Analyze cause-and-effect relationships]

Standard 3

The rise of the American labor movement and how political issues reflected social and economic changes.

Standard 3A

The student understands how the “second industrial revolution” changed the nature and conditions of work.

Therefore, the student is able to

- Explain the change from workshop to factory and how it altered the worker’s world. [Analyze cause-and-effect relationships]
- Account for employment in different regions of the country as affected by gender, race, ethnicity and skill.
[Formulate historical questions]

Lesson 1 Finding Jobs, Finding Problems

Michigan High School Content Expectations

United States History and Geography (USHG)

USHG 6.1.3

Urbanization – Analyze the changing urban and rural landscape by examining

- resulting tensions among and within groups
- different perspectives about immigrant experiences in the urban setting

USHG 6.1.4

Population Changes – Use census data from 1790-1940 to describe changes in the composition, distribution and density of the American population, and analyze their causes, including immigration, the Great Migration and urbanization.

USHG 6.1.5

A Case Study of American Industrialism – Using the automobile industry as a case study, analyze the causes and consequences of this major industrial transformation by explaining

- domestic and international migrations
- the development of an industrial workforce
- the impact on Michigan
- the impact on American society

World History and Geography (WHG)

WHG 6.1.2

Worldwide Migrations and Population Changes – Analyze the causes and consequences of shifts in world population and major patterns of long-distance migrations of Europeans during this era (18th century to 1914), including the impact of industrialism and scientific advances on worldwide demographic trends.

English Language Arts

CE 2.1.3

Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions and technical meanings of terms through context clues, word roots and affixes, and the use of appropriate resource materials such as print and electronic dictionaries.

CE 2.3.4

Critically interpret primary and secondary research-related documents (e.g., historical and government documents, newspapers, critical and technical articles, and subject-specific books).

Lesson 2 Ford's Solution

Michigan High School Content Expectations

United States History and Geography (USHG)

USHG 6.1.3

Urbanization – Analyze the changing urban and rural landscape by examining

- resulting tensions among and within groups
- different perspectives about immigrant experiences in the urban setting

USHG 6.1.5

A Case Study of American Industrialism – Using the automobile industry as a case study, analyze the causes and consequences of this major industrial transformation by explaining

- domestic and international migrations
- the development of an industrial workforce
- the impact on Michigan
- the impact on American society

World History and Geography (WHG)

WHG 6.1.2

Worldwide Migrations and Population Changes – Analyze the causes and consequences of shifts in world population and major patterns of long-distance migrations of Europeans during this era (18th century to 1914), including the impact of industrialism and scientific advances on worldwide demographic trends.

English Language Arts

CE 2.1.3

Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions and technical meanings of terms through context clues, word roots and affixes, and the use of appropriate resource materials such as print and electronic dictionaries.

CE 2.2.3

Interpret the meaning of written, spoken and visual texts by drawing on different cultural, theoretical, and critical perspectives.

CE 2.3.4

Critically interpret primary and secondary research-related documents (e.g., historical and government documents, newspapers, critical and technical articles, and subject-specific books).

Lesson 3 Work Changes Again, 21st Century

Michigan High School Content Expectations

United States History and Geography (USHG)

USHG 6.1.5

- A Case Study of American Industrialism – Using the automobile industry as a case study, analyze the causes and consequences of this major industrial transformation by explaining
- domestic and international migrations
 - the development of an industrial workforce
 - the impact on Michigan
 - the impact on American society

USHG 9.1.1

Economic Changes – Using the changing nature of the American automobile industry as a case study, evaluate the changes in the American economy created by new markets, natural resources, technologies, international competition, new sources of production, energy issues and mass communication.

Economics (E)

E 2.1.9

American Economy in the World – Analyze the changing relationship between the American economy and the global economy, including but not limited to the increasing complexity of American economic activity (e.g., outsourcing, offshoring and supply-chaining) generated by the expansion of the global economy.

English Language Arts

CE 2.1.3

Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions and technical meanings of terms through context clues, word roots and affixes, and the use of appropriate resource materials such as print and electronic dictionaries.

CE 2.2.3

Interpret the meaning of written, spoken and visual texts by drawing on different cultural, theoretical and critical perspectives.

CE 2.3.4

Critically interpret primary and secondary research-related documents (e.g., historical and government documents, newspapers, critical and technical articles, and subject-specific books).

Field Trip Learning Enhancement Suggestions

A visit to **The Henry Ford's Henry Ford Museum®**, **Greenfield Village®** or **Ford Rouge Factory Tour** makes history even more real for your students. **The Henry Ford** has developed a number of resources to reinforce curriculum in a fun way during your visit. Please see the list below

If you are unable to visit, **The Henry Ford** offers you the next best thing through its digitized collections, used in this Unit Plan and available for open exploration by you and your students.

Programs and Tools at **The Henry Ford**
20900 Oakwood Blvd.
Dearborn, MI 48124
thehenryford.org/education

The Henry Ford

History Hunters Scavenger Hunts

History Hunters are online, thematic, educationally relevant scavenger hunts that you and your students can use during your visit to **The Henry Ford**. They are self-directed and will help focus student observation, listening and thinking skills as they explore key aspects of exhibits, sites and artifacts at *Henry Ford Museum*, *Greenfield Village* and *Ford Rouge Factory Tour*.

Greenfield Village

Explore the Model T in Greenfield Village Self-Guided Itinerary

Tour the artifacts, exhibits and sites associated with the development of the Model T. The itineraries are rich with Model T-related stories that provide in-depth information and questions for teachers, group leaders and students.

History Hunters

- Investigating the Model T
- Investigating the Making of Inventors: Henry Ford and the Wright Brothers

Additional Sites to Visit

in *Greenfield Village*

- Mattox Family Home
- George Washington Carver Cabin
- Ford Home
- Firestone Farm
- Armington and Sims Machine Shop
- Ford Motor Company
- Ride a Model T*
(* additional fee required)

Henry Ford Museum

Explore the Model T in Henry Ford Museum Self-Guided Itinerary

Tour the artifacts, exhibits and sites associated with the development of the Model T. The itineraries are rich with Model T-related stories that provide in-depth information and questions for teachers, group leaders and students.

Henry's Assembly Line Guided Activity

FREE with Museum admission
What better way to learn about an assembly line than to work on one? In this hands-on, 20-minute program, your students will work together to assemble a miniature wooden Model T using the station and moving assembly line methods.
Offered Daily, year-round
Program Length 20 minutes
(Check the daily schedule at *Henry Ford Museum*)

Build a Model T Guided Activity

FREE with Museum admission
Grab a wrench and join in the fun as we celebrate Henry Ford's Model T! Students will gain new perspective about Henry Ford and the car that changed the world as they assist in the assembly of an authentic Model T. Spend as much or as little time as you want in this one-of-a-kind activity led by experienced presenters.
Offered Daily, year-round
Program Length Flexible

Continued...

Field Trip Learning Enhancement Suggestions Continued

Henry Ford Museum Continued

History Hunters Scavenger Hunt

- [Investigating the Model T](#)

Additional Sites to Visit

in *Henry Ford Museum*

- *With Liberty and Justice for All*
- Agriculture Collections
- *Driving America*

Ford Rouge Factory Tour

The Ford Rouge Complex:

A Case Study in Industrialization

Curriculum Connector

This is a new curriculum-aligned tool for teachers to use with students during and after their *Ford Rouge Factory Tour* visit that reinforces field trip learning when students return to the classroom. At the *Ford Rouge Factory Tour*, students can learn about the natural, human and capital resources needed for manufacturing, the changing face of industrialization and entrepreneurs in southeastern Michigan. A timeline, glossary, review questions and post-visit activities are included in this easy-to-use and downloadable learning tool.

Flexing for the Future Self-Guided Activity

FREE with *Ford Rouge Factory Tour* admission

New methods of production have revolutionized the auto industry. During this 10-minute, hands-on assembly line activity, students work together to discover the flexibility of the modern moving assembly line.

Offered Daily

Program Length 10 minutes

Test Drive Smart Tools Self-Guided Activity

FREE with *Ford Rouge Factory Tour* admission

Get your hands on one of the technological innovations transforming the American auto industry. Handle a “smart tool” that workers use on the factory floor and simulate steering wheel installation on a Ford F-150 pickup. Discover the connections between advanced tooling (process), skilled workers (people) and the end quality of the vehicle (product).

Offered Daily

Program Length Variable, self-directed

History Hunters Scavenger Hunt

- [Investigating Manufacturing](#)

Other Places to Visit

to Learn More about
Migration and Immigration

Charles H. Wright Museum of African American History

315 East Warren Ave.

Detroit, MI 48201

maah-detroit.org

Detroit Historical Museum

5401 Woodward Ave.

Detroit, MI 48202

detroithistorical.org

Arab American National Museum

13624 Michigan Ave.

Dearborn, MI 48126

arabamericanmuseum.org

Statue of Liberty National Monument & Ellis Island

New York, NY 10004

nps.gov/elis

Lower East Side Tenement Museum

108 Orchard St.

New York, NY 10002

tenement.org

Don't forget to consult your local museum or historical society to learn about migration in your own community!

unit plan | grades 9-12

Moving to Michigan: Migration, Immigration and Transportation

Unit Plan Overview

High School

Overarching Question

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

Key Concepts

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

Key Concepts Continued

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

Lessons and Main Ideas

Lesson 1

Finding Jobs, Finding Problems

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

Lesson 2 Ford's Solutions

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

Lesson 3

Work Changes Again, 21st Century

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

Duration 9 class periods
(45 minutes each)

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

Continued...

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

Unit Plan Overview Continued

High School

Field Trips

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

Assessment

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

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

Digitized Artifacts

from the Collections of **The Henry Ford**

Lesson 1

Finding Jobs, Finding Problems

- Short Biography of Ford Motor Company Employee Byron Moore, circa 1943 (page 1 ID# THF68288) (page 2 ID# THF68289)
- Language and Citizenship of Ford Motor Company Employees, According to Nationality, as of January 12th, 1917 ID# THF68283
- First Official Ford Motor Company Portrait of Henry Ford, 1904 ID# THF36449
- Crowd of Applicants Outside Highland Park Plant after Five Dollar Day Announcement, January 1914 ID# THF67496
- Byron Moore, Head of Ford Rouge Plant Aircraft Engine Inspection and Repair, 1943 ID# THF68290
- Hay Wagon Coming Up from a Meadow, Flushing, New York, circa 1900 ID# THF38312
- Fordson Tractor #1, Made 1917, Used by Luther Burbank ID# THF72058
- Gas-Steam Engine, 1916, Used to Generate Electricity at Highland Park Plant ID# THF52667

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

Lesson 2

Ford's Solutions

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

Continued...

Unit Plan Overview Continued

High School

Lesson 2 Continued

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

Lesson 3

Work Changes Again, 21st Century

- Workers in Ford Rouge Plant Cyanide Foundry, 1931 ID# THF68318
- Union Representatives Handing Out Literature at Ford Rouge Plant, August 1937 ID# THF23922
- Robot, First Unimate Robot Ever Installed on an Assembly Line, 1961 ID# THF17898

- Advertisement for the 1986 Nissan Stanza Wagon, “Nissan Innovation Strikes Again” ID# THF73709
- Portrait of “Multigenerational” Family of Ford Workers, 2000 ID# THF68348

Materials

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

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

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



Lesson 1 Finding Jobs, Finding Problems

Main Ideas

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

Key Concepts

- Migration
- Immigration
- Emigration
- Urbanization
- Changing nature of work
- Naturalization
- Basic Naturalization Act of 1906
- Immigration restrictions
- National Origins Act of 1921
- Great Migration

Digitized Artifacts from the Collections of **The Henry Ford**

Lesson 1

Finding Jobs, Finding Problems

- [Short Biography of Ford Motor Company Employee Byron Moore, circa 1943](#) (page 1 ID# THF68288) (page 2 ID# THF68289)
- [Language and Citizenship of Ford Motor Company Employees, According to Nationality, as of January 12th, 1917](#) ID# THF68283

- [First Official Ford Motor Company Portrait of Henry Ford, 1904](#) ID# THF36449
- [Crowd of Applicants Outside Highland Park Plant after Five Dollar Day Announcement, January 1914](#) ID# THF67496
- [Byron Moore, Head of Ford Rouge Plant Aircraft Engine Inspection and Repair, 1943](#) ID# THF68290
- [Hay Wagon Coming Up from a Meadow, Flushing, NY, circa 1900](#) ID# THF38312
- [Fordson Tractor #1, Made 1917, Used by Luther Burbank](#) ID# THF72058
- [Gas-Steam Engine, 1916, Used to Generate Electricity at Highland Park Plant](#) ID# THF52667
- [Mattox House in Greenfield Village](#) ID# THF70905
- [Crops at Firestone Farm in Greenfield Village](#) ID# THF53081
- [Time Clock, Made 1916-1925, and Used by the Shelby Division of Copperweld](#) ID# THF72059
- [Letter to Henry Ford from the Wife of an Assembly Line Worker, 1914](#) ID# THF32100
- [Workers in Ford Rouge Plant Cyanide Foundry, 1931](#) ID# THF68318
- [Workers at the Ford Motor Company Rouge Plant Foundry, 1935](#) ID# THF68317

Continued...

Lesson 1 Finding Jobs, Finding Problems Continued

Materials

- Computer with access to Internet; digital projector and screen (preferred) OR printed handouts of digital resources' images and abstracts
- Sign: What influence do prior experiences, class, race, language and culture have on people's lives?
- [Lesson 1 Slideshow Finding Jobs, Finding Problems](#)
- Scrap paper
- Student Activity Sheet 1: World Map
- Answer Key 1: World Map

Duration 2 class periods (45 minutes each)

Instructional Sequence:

1 Relevance

Take a poll of students to see how many of them have moved to a new place because of a family member's job situation. Ask them to share stories about how the family member adapted to the new job and how the family as a whole adapted to the new place.

Share with students that millions came to the Detroit area in search of jobs during the first decades of the 20th century. Just as the students themselves may have experienced when moving to a new place, these new Detroiters experienced positive and negative changes. In this lesson, students will examine the movement of different groups of people who found work in the auto industry as an example of similar migrations that took place all over the United States at that time.

This lesson explores what was pulling people to metro Detroit from the American South, from the rural United States and from other parts of the world.

2 Finding Jobs, Finding Problems

[Slideshow—Part I: Slides 1-14](#)

[Finding Jobs at Ford Motor Company](#)

Review Part I, slides 1–10 with students. For slide 5, ask students to develop definitions for the words *migration*, *emigration* and *urbanization* based on their prior knowledge and the content of the previous slides. Refer to the Glossary in the Teacher Guide for assistance. For slide 6, the Byron Moore story, show on the projection screen or distribute printed copies of the artifact [Short Biography of Ford Motor Company Employee Byron Moore, circa 1943](#) (page 1 ID# THF68288) (page 2 ID# THF68289).

Next, review slides 11–14 to study workers emigrating from abroad. Ask students to develop their own definition of immigration based on their prior knowledge and the content of the previous slides. Refer to the Glossary in Teacher Guide for assistance.

Tell students that many workers were immigrants from other parts of the world, as evidenced by the document [Language and Citizenship of Ford Motor Company Employees, According to Nationality, as of January 12th, 1917](#) ID# THF68283. This document is part of a report made by the Ford Motor Company's Sociological Department three years after beginning a profit-sharing plan that urged workers to learn English and become naturalized citizens. Ask students to use this document to determine how many workers came from each country.

Assign the Student Activity Sheet 1: World Map as homework if students have resources to complete it at home. Depending on your students' familiarity with maps, you might allow them to establish their own key for

Continued...

Lesson 1 Finding Jobs, Finding Problems Continued

2 Finding Jobs, Finding Problems Continued

interpreting the information they add to the map.

Students may need help understanding which nationality matches which country name (i.e., Welsh people live in Wales, which is a country within the United Kingdom). Also, some of the countries or nations no longer exist (e.g., the former Bohemia is now part of the Czech Republic). Lastly, some nationality groups are what we now consider religious, ethnic or racial groups.

Follow up when the assignment is completed with review and discussion using the Answer Key 1: World Map.

3 Finding Jobs, Finding Problems

Slideshow—Part II: Slides 15-26

Finding Problems at Ford Motor Company

Begin Part II of the slideshow to discuss the following:

Influence of workers' prior experiences on workers' lives:
Changing Nature of Work (slides 15-19)

- Discuss the questions on slide 16 with students to help them understand the issues related to the changing nature of work. Invite them to offer their own examples.
- Ask students to speculate about why workers became frustrated with work on the moving assembly line. Use slide 19 to show students [Letter to Henry Ford from the Wife of an Assembly Line Worker, 1914](#) ID# THF32100. Read the letter to the students or invite one student to read the letter aloud to the class. Ask students to share their observations and reactions to the letter.

Influence of workers' languages on workers' lives:

Language Barriers (slide 20)

- Choose four student volunteers to help with the demonstration. Assign one to be a supervisor and three to be assembly line workers. Assign one to role-play an English-speaking supervisor and three to each role-play a different non-English-speaking assembly line worker. Tell the rest of the class to observe what the supervisor and workers are doing and to evaluate their interactions and the quality of their product. Ask the supervisor to assign and teach each worker one step in assembling (making the folds for) a paper airplane. Limit the time the supervisor has to train the workers. Then have the workers assemble one airplane. Discuss the questions on slide 20.

Impact of immigration restrictions on worker's lives (slide 21)

- When mentioning the Basic Naturalization Act of 1906, remind students about the artifact [Language and Citizenship of Ford Motor Company Employees, According to Nationality, as of January 12th, 1917](#) ID# THF68283, where they learned that among Ford workers, the groups with the greatest percentages of naturalized citizens were those who spoke English in their native land or who were part of the pre-1906 wave of immigration: American, Canadian, Jewish, German, English, Scotch, Irish, Negro, French, Belgian, Swiss, Welsh, Norwegian, Indian (American).

Continued...

Lesson 1 Finding Jobs, Finding Problems Continued

3 Finding Jobs, Finding Problems Continued

Influence of workers' race on workers' lives: The Great Migration (slides 22-26)

- Introduce the Great Migration with slide 22.
- The information on slide 23 is taken from “The Negro in Detroit,” a report written in 1920 by Forrester B. Washington, a founder of the Detroit Urban League. To help students understand that social conditions were the major factor in the Great Migration, have 83.6% of your students stand up to show how many African Americans left the South for this reason. (In a class of 30, 25 students would stand.) If you want to incorporate more math into this lesson, have students calculate percentages for each reason given in Washington's report (do not take into account the vague responses). You may also work with students to create a bar graph that visually shows reasons for migrating. Students can do research to find examples of conditions, threats, low wages and other reasons for leaving the South.

Slides 24–26 outline the opportunities that were available to African Americans in Detroit as well as the challenges they faced in a Northern city.

4 Summarizing Worker Problems (slides 27-28)

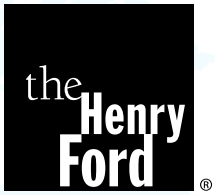
To end this lesson, the class will be summarizing the problems they think could occur at Ford Motor Company as a result of differences among workers in prior experiences, class, race, language and culture.

Break the students into small groups. Ask them to make three lists: (1) problems faced by immigrant workers, (2) problems faced by workers from rural America and (3) problems shared by both groups. Tell the students to use ideas and information from their prior knowledge, from the slideshow or from any of the information from the curators of **The Henry Ford** (see bibliography in the Teacher Guide) to develop their lists.

As a class, combine lists and organize the class's answers into a Venn diagram (see slide 27). Save these lists to use as a reference and to revise or expand throughout the unit. General answers are on slide 28.

Assessment

Assess Student Activity Sheet 1 and students' participation in this lesson.



world Map

Name _____

Analyze the origins of Ford Motor Company employees in 1917.

Complete the attached map and then answer the following questions...

1. How does the number of American employees compare to the number of employees of other nationalities or from other groups?

2. What percent of employees are American?

3. Which parts of the world do the majority of non-American workers come from?

4. Which groups have the greatest percentages of English speakers?

5. Which nationalities/groups have the greatest percentages of naturalized citizens?

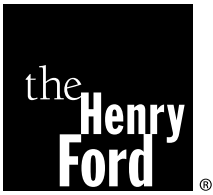


MAP KEY



Use this blank world map to show the numbers of employees of each nationality at Ford Motor Company. Use the artifact [Language and Citizenship of Ford Motor Company Employees, According to](#)

[Nationality, as of January 12th, 1917](#) ID# THF68283 to gather the statistics for your map. Establish a key for your map.



world Map

1. How does the number of American employees compare to the number of employees of other nationalities or from other groups?

There are significantly more American employees than employees of any other individual nationality, but there are more non-Americans than Americans.

2. What percent of employees are American?

16,457 ÷ 40,903 = approximately 0.40, or 40%, of employees are American.

- * Do any of these nationalities/groups seem unusual to you?

Some nationalities are what we would now consider religious or racial groups. Also, some of the words we use to describe groups have changed – e.g., Ruthenian people are now known as Ukrainian; Negro has been replaced by African American or Black. [This is an opportunity to discuss the changing conception of race.]

3. Which parts of the world do the majority of non-American workers come from?

Most come from Europe.

4. Which nationalities/groups have the greatest percentages of English speakers?

American, Canadian, Jewish, German, English, Hungarian, Austrian, Scotch [Scot], Armenian, Irish, Swedish, Finnish, Negro [African American], Danish, Hollander, Maltese, French, Belgian, Swiss, Welsh, Norwegian, Indian (American) [Native American], Arabian, Spanish, Macedonian, Japanese, Australian, Albanian, Egyptian, Hindu, Cuban, Mexican, Persian, Argentinean, Jamaican, Chinese, Brazilian, Portuguese, Manx, Philippino [Filipino], Porto [Puerto]-Rican, Luxemburger [Luxembourger], New Zealander, Boer.

Continued...

4. Continued

- ★ *Why might these groups have high percentages of English speakers?*
Some groups spoke English in their native countries. Other groups had been settled in the Detroit area for a long enough time to become fluent in English. We don't know who was counted as "American" – maybe people who were born in America to German parents were counted as American, but maybe they were counted as German. To really understand the statistics, one must understand how the survey was developed, and we don't know that from this document. Also, some immigrant groups were very small, and people from small groups needed to learn English to survive in a foreign country whereas people from large groups could work, shop and live in places with only those who speak their language.

5. Which nationalities/groups have the greatest percentages of naturalized citizens?

American, Canadian, Jewish, German, English, Scotch [Scot], Irish, Negro [African American], French, Belgian, Swiss, Welsh, Norwegian, Indian (American).

- ★ *Why might this be the case?*

Some of these groups already spoke English in their native lands; in 1906 Congress passed the Basic Naturalization Act which made speaking English a requirement for citizenship. Others groups are of an older wave of immigration from western and northern Europe, so they may have been able to become citizens even without speaking English if prior to 1906.

- ★ *The starred questions do not appear on the activity sheets but are included here for discussion.*

Lesson 2 Ford's Solutions

Main Ideas

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

Key Concepts

- \$5 day
- Profit sharing
- Capital
- Paternalism
- Sociological
- Melting pot
- Salad bowl
- Assimilation

Digitized Artifacts

from the Collections of **The Henry Ford**

Lesson 2 Ford's Solutions

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

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

Materials

- Computers with access to Internet; digital projector and screen (preferred) OR printed handouts of digitized artifacts and descriptions
- Sign: What influence do prior experiences, class, race, language and culture have on people's lives?
- Lesson 2 Articles Available at thehenryford.org/exhibits/smartfun/class/modelt/lessons.html
 - "Ford Factory Has a Heart"
 - "Ford and Some Questions"
 - "Ford Again Staggers the World"
 - "Big Employers Favor and Criticise Mr. Ford's Distribution of \$10,000,000"

Continued...

Lesson 2 Ford's Solutions Continued (page 2 of 5)

Materials Continued

- Lesson 2 Slideshow: Ford's Solutions
- Student Activity Sheet 2A: Changing Nature of Work – Understanding History Through Math
- Answer Key 2A: Changing Nature of Work – Understanding History Through Math
- Student Activity Sheet 2B: The \$5 Day in the News

Duration 2 class periods (45 minutes each)

Instructional sequence

1 Review of worker issues

Review the Venn diagram summarizing worker problems from Lesson 1.

2 The \$5 day

Have students read and complete Student Activity Sheet #2A: Changing Nature of Work – Understanding History through Math. Discuss the answers as a class.

Ask students what would persuade them to do a really unpleasant job. Why? Show and discuss slides 2 and 3 from the [Lesson 2 Slideshow: Ford's Solutions](#) with your students to introduce them to the \$5 day.

Divide the class into small groups. Copy and distribute articles that offer some different perspectives on the \$5 day. Each of these small groups will read one of these four articles: “[Ford Factory Has a Heart](#),” “[Ford and Some Questions](#),” “[Ford Again Staggers the World](#),” and “[Big Employers Favor and Criticise Mr. Ford's Distribution of \\$10,000,000](#).” (The articles are accessible at thehenryford.org/exhibits/smartfun/class/modelt/lessons.html.)

Distribute at least one article to each group. Have students analyze their article by completing Student Activity Sheet #2B: The \$5 Day in the News.

After they have completed their activity sheets, have the groups share answers with the class. Together review the unfamiliar words students found, especially **profit sharing**, **paternalism** and **capital**. Refer to the Glossary in the Teacher Guide for assistance.

2 Influence of workers' cultures on their lives as Ford Motor Company assembly line workers – Part 1: The Sociological Department

Introduce this part of the lesson by reminding your students that, as stated in the articles about the \$5 day, earning \$5 a day was not automatic. Display the [Ford Motor Company Publication: “Helpful Hints and Advice to Ford Employees,” 1915](#) (cover ID# THF68295). Tell students that Ford Motor Company published this booklet in 1915 to explain to employees how the profit-sharing plan worked.

Distribute copies of [Ford Motor Company Publication: “Helpful Hints and Advice to Ford Employees,” 1915](#) (page 7 ID# THF68296) (page 8 ID# THF68297).

Remind students of the content of the document, the requirements for profit sharing and that “investigators” needed to be convinced of legal marriages. This part of the booklet explains more about these investigators. With students, read page 8, starting with the second full paragraph and reading the entire section “Investigators.” Ask students to share their initial reactions to the plans to use investigators. Record their answers on the board or on a poster paper.

Continued...

Lesson 2 Ford's Solutions Continued (page 3 of 5)

Discussion Questions

- What do you think is Ford Motor Company's opinion of its employees? Why? Do certain words or phrases jump out at you?

If students do not identify them, ask them about the words “helpful” and “advice” and about the phrase “grasp the opportunities presented to them by the Ford . . .” These words imply a condescending, paternalistic attitude.

- What do you think is the purpose of the “Sociological Department”? Define sociological (see the Glossary).

Explain that the purpose of the Ford Sociological Department was to monitor employees and encourage them to adopt efficient and productive habits in the workplace and at home. The word “sociological” applies because the department was looking at the effects of culture and environment on the behavior of a large group; it was not assumed that the behavior was a psychologically based, personal characteristic. Ford Motor Company thought that by influencing the behavior of employees at home, employees would become better workers at the factory. The department sent investigators out into the community to meet with workers in their homes, show them habits that Ford Motor Company sought in its employees and evaluate the quality of their home lives. In order for a worker to receive his share of the profits, the company required that “he must show himself to be sober, saving, steady, industrious and must satisfy the . . . staff that his money will not be wasted in riotous living.” If a worker did not conform to these standards, he or she ran the risk of being paid half as much for the same work as his or her coworkers and could eventually lose his or her job.

Show students the artifact [Ford Motor Company Publication, “Factory Facts from Ford,” 1915](#) (page 45 ID# THF68316) which illustrates the department's work.

Discussion Questions

- What is your first reaction to the pair of photographs?
- Look closely at each photograph. Describe what you see.
- What do you not know about these photographs that you would like to know?

Some possible responses:

Were they taken in the same house?

Was the worker earning \$5 a day when the initial photo was taken?

How did the family get new furniture?

Who were the family members, and what was the role of each person? Was there a person in the family experienced in taking care of a home?

When this photo was taken, was a family member ill or had a big meal or important family event just taken place?

- Can you relate this situation to any experience you have had?

Some students may have issues with their parents over the cleanliness of their bedrooms; other students may have family members or friends with what they would consider to be messy rooms or homes.

- Why do you think Ford Motor Company and the investigators were concerned about a dining room like the one in this photograph?

Continued...

Lesson 2 Ford's Solutions Continued (page 4 of 5)

- How do you think a family's culture, traditions or income may affect how they set up their home?

Different cultures, traditions and incomes result in the setting up of homes in different ways.

- How do you think the family who lived in the home in this photograph felt about the investigator's finding?

As homework, ask students to write a journal entry about the Sociological Department visit from the perspective of either the investigator or a family member. Ask them to also write a paragraph explaining how they think the family member's or investigator's prior experiences, class, race, language and/or culture affect his/her perspective about the visit.

In class the next day, ask a few students to share their journal entries. Have a discussion about the role of prior experiences, class, race, language and culture in Sociological Department visits.

4 Influence of workers' cultures on their lives as Ford Motor Company assembly line workers – Part 2: Ford English School

First, show students the artifact [Ford English School Diploma for Mike Pachulski, July 4, 1917](#) ID# THF68327.

Discussion Questions

- What is the name on the diploma? *Mike Pachulski.*
- Where do you think Mike Pachulski emigrated from?

Eastern Europe, perhaps Poland or Russia.

- Tell students (or remind them, if you have done Lesson #1: Finding Jobs, Finding Problems) that the largest number of non-English speaking Ford employees were Polish.

Next, show students the artifact [Ford Motor Company Publication, "Ford Times," June 1915](#), (cover ID# THF68332). Introduce the article titled "Assimilation Through Education" in this issue of the [Ford Motor Company Publication, "Ford Times," June, 1915](#) (page 407 ID# THF68333). Display it on the projector (if available) and copy and distribute the article for students to read.

Discussion Questions

- According to the article, why was it necessary for Ford employees to learn English?

There were misunderstandings about orders from the foremen.

They were not integrating into American society.

They had to shop in stores where their native language was spoken, and some of these shopkeepers were taking advantage of them.

- What does assimilation mean?

Assimilation is the merging of previously distinct customs and attitudes from different cultures, with minority cultures usually being absorbed into the dominant culture.

- Now that you know the word "assimilation," do you sense any motives other than the ones mentioned in the article for having the employees learn English?

Perhaps Ford Motor Company felt that learning English would help the immigrants assimilate more quickly so that they would adopt American customs and attitudes and fit into the workplace better.

Continued...

Lesson 2 Ford's Solutions Continued (page 5 of 5)

Ask students what they have been told or what they have overheard about the ways immigrants are assimilated into American culture.

Discussion Questions

- Have students heard of the metaphors melting pot or salad bowl?

Answers will vary.

- What do these metaphors mean, and what is the difference between them? What do these different metaphors mean for the immigrants' home culture? What do these metaphors mean for the American culture?

In the melting pot metaphor, all groups' attitudes and customs are melted together to create a completely new culture that all individuals adopt. This means some elements of the home culture are lost but also that some elements of the home culture are adopted into the American culture.

In the salad bowl metaphor, all groups are tossed together in one society, but the groups retain their own attitudes and customs. This means the home culture is maintained while American culture becomes a mixture of the elements of many other cultures.

- Which metaphor do the students think more accurately describes what actually occurs?

Answers will vary; ask students to back up their opinions with examples.

- Which way of bringing new immigrants into American culture do students think is better?

Answers will vary; ask students to back up their opinions with examples.

Show students the artifact [Melting Pot Ceremony at Ford English School, July 4, 1917](#) ID# THF36844. Use the digital projector or distribute printed copies of the image. Explain to students that in this ceremony, Ford English School graduates would walk into the pot wearing their traditional ethnic clothing and would walk out wearing American suits.

Discussion Questions

- In light of our discussion about the melting pot metaphor, what is the melting pot ceremony saying about these individuals' culture?

Their native culture is melting off and mixing with American culture, and they are emerging as American.

- How would you feel if you were the company owner, Henry Ford, watching this ceremony?

Answers will vary. Ford may have felt both a paternalistic sense of pride in helping the immigrants and relief that his workforce would now be more cohesive and conformist.

- How would you feel if you were a graduate participating in the ceremony, walking into and out of the melting pot?

Answers will vary. Graduates might feel that they are gaining something (a language, an American identity, etc.) or that they are losing something (their home language and ethnic identity).

Ask students to create an illustration of a metaphor or symbol for American culture – a symbol that they think both immigrants and Americans could agree on. They should explain, in a short class presentation or in a written paragraph, why they made their choice.

Assessment

Assess students' journal entries and their metaphor assignments.

Name _____

changing nature of work - Understanding History Through Math



Some people did not like working on Henry Ford's moving assembly line. This new method of production changed the way that they worked. They were no longer involved in the yearlong process of planting and harvesting or even the whole process of building a car. Workers just completed one small part of the vehicle assembly process over and over again, every day. This made it easier to train workers and turn out cars more quickly. For instance, in 1914, fourteen men per shift were working on the assembly line to produce the flywheel, a part of the Model T's magneto starter. Together, they could produce approximately one flywheel every five minutes per person!

However, doing a small task over and over again was boring. Also, workers had to work as fast as the conveyor belt moved parts to their station; if one worker slowed down or got behind, the rest of the process would be held up. In fact, the company had to hire 53,000 people a year just to keep the 14,000 jobs filled.

1. In 1914, about how many flywheels could be produced on the flywheel assembly line in an eight-hour shift?

$$\frac{1 \text{ flywheel} \times 60 \text{ minutes} \times 8 \text{ hours} \times 14 \text{ workers}}{5 \text{ minutes} \quad 1 \text{ hour} \quad 1 \text{ shift} \quad 1 \text{ shift}} =$$

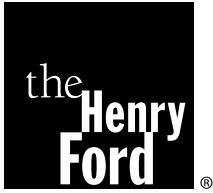
$$\frac{6720}{5} = \text{about } 1,344 \text{ flywheels}$$

2. How many people quit or were fired (or what was the "turnover") at Ford Motor Company each year?

$$\begin{array}{r} 53,000 \\ - 14,000 \\ \hline 39,000 \text{ workers} \end{array}$$

3. What percentage of people left Ford Motor Company each year?

$$39,000 \div 53,000 = 73.6\%$$



Name _____

THE \$5 DAY IN THE NEWS

TITLE OF ARTICLE

WERE THERE ANY UNFAMILIAR WORDS IN THE ARTICLE? WHAT DO YOU THINK THEY MEAN? REVIEW THEM WITH YOUR TEACHER AND CLASSMATES.

WHAT DOES THE ARTICLE SAY IS THE REASON FOR THE \$5 DAY?

Do you think Ford Motor Company was entirely, partially or not at all truthful in explaining its reasons? Why?

HOW DOES FORD MOTOR COMPANY BENEFIT FROM THE \$5-DAY POLICY?

**HOW DO WORKERS
BENEFIT?**

DO YOU FORESEE
ANY DISADVANTAGES FOR FORD
MOTOR COMPANY
DUE TO ITS \$5 -
DAY POLICY?

**DO YOU FORESEE ANY DIS-
ADVANTAGES FOR WORKERS
DUE TO THEIR EMPLOYER'S
\$5-DAY POLICY?**

Lesson 3 Work Changes Again, 21st Century

Main Idea

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

Key Concepts

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

Digitized Artifacts from the Collections of **The Henry Ford**

Lesson 3 Work Changes Again, 21st Century

- [Workers in Ford Rouge Plant Cyanide Foundry, 1931](#) ID# THF68318
- [Union Representatives Handing Out Literature at Ford Rouge Plant, August 1937](#) ID# THF23922
- [Robot, First Unimate Robot Ever Installed on an Assembly Line, 1961](#) ID# THF17898
- [Advertisement for the 1986 Nissan Stanza Wagon, “Nissan Innovation Strikes Again”](#) ID# THF73709
- [Portrait of “Multigenerational” Family of Ford Workers, 2000](#) ID# THF68348

Materials

- Computer with access to Internet; digital projector and screen (preferred) OR printed handouts of digital resources’ images and descriptions
- Sign: What influence do prior experiences, class, race, language and culture have on people’s lives?
- [Lesson 3 Slideshow: Work Changes Again, 21st Century](#)
- Student Activity Sheet 3: Work and Migration Today

Duration 2 class periods (45 minutes each)

Instructional sequence

1 Engagement

Ask students to share some of the complaints they hear from their parents or other working people (perhaps even their own complaints) about their jobs. Are any of the complaints related to any of the concepts studied in this lesson? Which complaints and which concepts?

Are any of the complaints related to the changing nature of work in the 21st century? Which ones, and what’s the relation? Ask students to list the ways in which work changed in the early 20th century. (Refer to the [Lesson 1 Slideshow: Finding Jobs, Finding Problems](#), slide 17, if review is needed or if your class did not do Lesson 1.)

Lesson 3 Work Changes Again, 21st Century Continued

2 Introduce Key Concepts

Watch and review the [Lesson 3 Slideshow: Work Changes Again, 21st Century](#) with your students. Ask them to share personal stories that they or their families have experienced and that are related to any of these concepts:

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

3 Migration Today

For homework, ask students to “collect” a story about losing a job or finding a new job. They can do this by interviewing an adult family member or friend, or by finding a relevant newspaper or magazine article. They should analyze the story using Student Activity Sheet 3: Work and Migration Today.

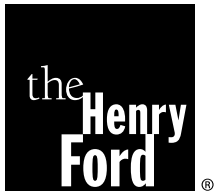
In class the next day, invite students to get a sense of each other’s stories. For each of the following questions, have them stand if they can answer yes:

- Did this person find a new job?
- Did this person migrate/immigrate to find a new job?
- Do you think his/her (*fill in using one of the terms below*) played a role in finding/not finding a new job?
 - prior experiences
 - class
 - race
 - language
 - culture

To discuss the stories in greater detail, organize students into small groups so that they can share and discuss the stories they collected. Have students use their answers to the questions from Activity Sheet 3 to guide the conversation.

Assessment

Have students complete a piece of writing that compares migration in the early 21st century with migration in the early 20th century. Ask students to write an essay, poem, short play, song, etc., about the variety of ways people address and resolve these important, life-changing decisions.



Name _____

work and migration Today

“Collect” a story about losing a job or finding a new job. You can do this by interviewing an adult family member or friend, or by finding a relevant newspaper or magazine article. This story should be about a fairly recent event, preferably within

the last two years. Answer the questions on the other side to analyze how decisions were made. You’ll use these answers for an activity in class.

Retell the story in one or two paragraphs, below.

1. Did this person find a new job?

2. Did this person migrate/immigrate to find a new job?

3. If he/she did migrate, why? If he/she did not migrate, why not?

4. What role do you think his/her prior experiences played in finding a new job?

5. What role do you think his/her class played in finding a new job?

6. What role do you think his/her race or ethnicity played in finding a new job?

7. What role do you think his/her language played in finding a new job?

8. What role do you think his/her culture played in finding a new job?

supplemental resources | grades 9-12

Moving to Michigan: Migration, Immigration and Transportation

Culminating Projects

Consider introducing the projects at the outset of the unit *Moving to Michigan* so students can gather information along the way. These projects are designed as opportunities for students to demonstrate their learning and their response to the overarching question for this unit, “What influence do prior experiences, class, race, language and culture have on people’s lives?”

Choose the project option or options that best fit your class’s needs:

Off-line Individual Project

A Communication from Last Century

Were Ford Motor Company’s solutions the answer to its problems? Put yourself in the shoes of a person living in the early 20th century. Choose a form of communication that would have been used then, such as a newspaper article, a letter, a diary entry or a conversation, to express your opinion. Your written piece should make predictions about the long-term consequences of Ford’s solutions as well as make arguments about what should be done. You should incorporate some of the ideas about the question – “What influence do prior experiences, class, race, language and culture have on people’s lives?” – discussed in this unit.

Online Individual Project

ExhibitBuilder: Curate Your Own Exhibition

Create your own exhibition through **The Henry Ford’s** website, using digital artifacts and the ideas and information you learned through this unit. Your exhibition should be on the topic, “What influence do prior experiences, class, race, language and culture have on people’s lives?” and should tie current news on jobs in manufacturing to what you have learned in this unit about how the early 20th century set up today’s situation. There are a number of angles to take with this, so focus on what aspect of the topic matters most for you and be creative!

Use **The Henry Ford’s** Transportation in America website to access ExhibitBuilder – or [click here](#).

Off-line Team Project

Dramatic Performance

Work in a group of 4–5 people to plan and perform a short play using the ideas and information you explored in this unit. Each student should take part in the planning and/or performance of the play. Your play could take as its theme the question “What influence do prior experiences, class, race, language and culture have on people’s lives?” and should tie the experiences of manufacturing workers in the early 20th century to the current situation in manufacturing.

Moving to Michigan: Migration, Immigration and Transportation

Extension Activities

These extension activities provide opportunities for the eager learner curious about topics related to migration and immigration.

Workers' Solutions

Teach students about the way in which many workers have dealt with the problems of factory life – by unionization. Start with one of **The Henry Ford's** resources: the PowerPoint Slideshow “Organizing the United Auto Workers at the Rouge” accessible at <http://www.thehenryford.org/rouge/teachers.aspx>; and continue with the case studies, “The Degradation of Work Revisited: Workers and Technology in the American Auto Industry, 1900-2000” and “An Economic ‘Frankenstein:’ ‘UAW Workers’ Response to Automation at the Ford Brook Park Plant in the 1950s,” both by Stephen Meyer and accessible at <http://www.autolife.umd.umich.edu/Labor.htm>. To bring the issue to the present, invite both a union member and a member of management to be guest speakers in your class.

Becoming an American Today

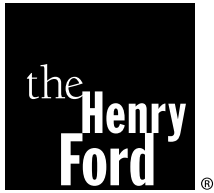
Have students research what it takes to become an American citizen today. Learn the steps in the immigration and citizenship process, and share them with your students. The U.S. Citizenship and Immigration Services website (uscis.gov) is a great resource for this information, where students can take a sample citizenship test.

Tensions Among Immigrants and Migrants

Conflicts sometimes arose among racial and ethnic groups in crowded cities. Your community or a nearby one may have its own history of racial and ethnic tensions that you can research. Visit the local library, archives or museums in that community or interview its long time residents to learn more. Create a mini exhibit that explains the history of urbanization, migration and immigration in the community, and place the exhibit in a prominent place in your school or community (library, city hall, etc.) to help others learn.

Pulls to Your Community

What have been some of the pulls that have brought immigrants and migrants to your community during its history? Take students to a local historical museum to learn about your area's economic history. While there, have students keep track of the economic activities that have taken place in the community through its history. When you return to the classroom, discuss which economic activities continue today, how those that remain have changed and what new economic activities have developed.

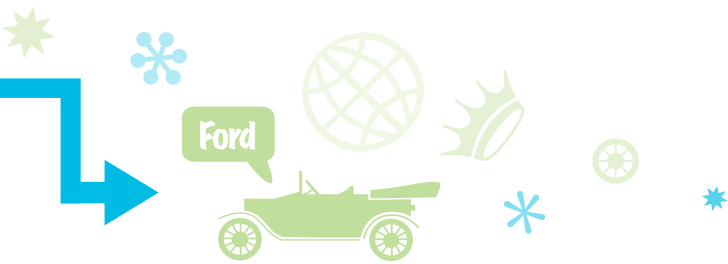


Name _____

Moving to Michigan review/assessment questions

1. What were some of the positive aspects of life for immigrants working in the auto industry? What were some negative aspects of their lives?

2. What are some causes for migrations to urban industrial areas in the North from other places in the United States?



3. What are some of the causes for immigration from other places in the world to urban industrial areas in the northern United States?

4. Why did an industrial workforce develop in places like Detroit? What factors impact the industrial workforce today?

5. How have migration, immigration and the auto industry affected the state of Michigan?

6. How is globalization affecting the American automobile industry?



Moving to Michigan

review/assessment questions

- 1. What were some of the positive aspects of life for immigrants working in the auto industry? What were some negative aspects of their lives?**

The immigrants could find high-paying work after being pushed from their home countries due to unrest and economic reasons. Ford Motor Company helped them learn English, which was a requirement for citizenship after 1906. However, they had to get used to a new type of work, the assembly line, and were also required to adhere to Ford Sociological Department standards of living. This assimilation helped them adjust to a new lifestyle but also forced them to shed much of their previous identity. (USHG 6.1.3)

- 2. What are some of the causes for migrations to urban industrial areas in the North from other places in the United States?**

The mechanization of agriculture reduced the need for workers on farms, leading people to migrate from rural areas all over the country but especially from the South to the North. Natural disasters like the boll-weevil plague made agriculture in the South difficult, too. African Americans also hoped to escape the oppressive racism of the South, although they did encounter discrimination and prejudice in the North. (USHG 6.1.5)

- 3. What are some of the causes for immigration from other places in the world to urban industrial areas in the northern United States?**

The mechanization of agriculture pushed workers from Europe as well. Unrest also pushed people from Europe. Easier travel thanks to steam power, and the encouragement of family and friends in the U.S., also facilitated immigration. (USHG 6.1.5, WHG 6.1.2)

- 4. Why did an industrial workforce develop in places like Detroit? What factors impact the industrial workforce today?**

So many workers were needed for the auto industry that whole families were employed in the industry, in both low-skill and skilled jobs. Today the industrial workforce faces challenges due to globalization and the Rustbelt to Sunbelt migration of manufacturing jobs. (USHG 6.1.5)

- 5. How have migration, immigration and the auto industry affected the state of Michigan?**

Many new groups came to the state. These workers and their descendents formed an industrial workforce that today faces great difficulty. (USHG 6.1.5, WHG 6.1.2)

- 6. How is globalization affecting the American automobile industry?**

Manufacturing is being moved abroad where governments and unions have not set restrictive work laws and rules, workers can be hired for lower wages and health care is provided by the government rather than by employers. American companies also face competition from foreign manufacturers to sell cars. Foreign companies are opening plants in the United States, especially in the Southeast. (USHG 9.1.1, E 2.1.9)

Credits

The Henry Ford sincerely thanks the following individuals who guided the development of the Transportation in America online Educator DigiKits.

Curriculum Advisory Committee

Carol Egbo

Waterford ISD, Waterford, MI

Denise Knapp

Wilson Middle School, Wyandotte, MI

Susan Laninga

Kent Intermediate School District, MI

Jamita Lewis

Henry Ford Academy, Dearborn, MI

Cynthia Andrews

Ann Arbor Learning Center,
Ann Arbor, MI

Christopher Belch

Canton High School, Plymouth-Canton
School District, Plymouth, MI

Cathryne Gibson

Pioneer Middle School, Plymouth-
Canton School District, Plymouth, MI

Jim Cameron

Saline High School, Saline, MI

Beth McLaren

Pierce Middle School, Waterford, MI

Patriaka Rosell

Nobel Elementary School,
Detroit Public Schools, Detroit, MI

Barb Johnson

Pioneer Middle School, Plymouth-
Canton School District, Plymouth, MI

Russell VonDomelin

Pioneer Middle School, Plymouth-
Canton School District, Plymouth, MI

Content Review Committee

Cary Mannaberg

East Kentwood High School,
Kentwood, MI

Jamita Lewis

Henry Ford Academy, Dearborn, MI

Christopher Belch

Canton High School, Plymouth-Canton
School District, Plymouth, MI

Jim Cameron

Saline High School, Saline, MI

Jeff Koslowski

Henry Ford Academy, Dearborn, MI

Mike Flannery

Henry Ford Academy, Dearborn, MI

Lisa Lark

Edsel Ford High School, Dearborn, MI

Unit Plan Development

Catherine Tuzcek

Curator of Education, The Henry Ford

Teacher Guide Development

Ryan Spencer

Educational Coordinator, The Henry Ford

Catherine Tuzcek

Curator of Education, The Henry Ford

Digitization of Artifacts

Supplementing the Unit Plans

Jim Orr

Image Services Specialist,
Benson Ford Research Center,
The Henry Ford

Kathy Steiner

Head of Access Services,
Benson Ford Research Center,
The Henry Ford

Lisa Korzetz

Registrar, Historical Resources,
The Henry Ford

Leslie Mio

Assistant Registrar,
Historical Resources, The Henry Ford

Carol Wright

Assistant Registrar,
Historical Resources, The Henry Ford

Ann Larson

Curatorial Assistant,
Historical Resources, The Henry Ford

Jan Hiatt

Collections Information Specialist,
Historical Resources, The Henry Ford

Emily Szymanski

Collections Information Specialist,
Historical Resources, The Henry Ford

Rudy Ruzicka

Photographer, The Henry Ford

Overall Review Edits

Historical Accuracy:

Robert Casey

Curator of Transportation,
Historical Resources, The Henry Ford

Peter Kalinski

Associate Curator of Transportation,
Historical Resources, The Henry Ford

Content overview edits and educational
needs alignment:

Dorothy Ebersole

Senior Curator of Education,
The Henry Ford

Transportation in America

Overall Educational Product Development

Strategic Vision, Project Direction and
Management, Guidance on Content Focus,
Organization and Review Edits:

Paula Gangopadhyay

Director of Education, The Henry Ford

© 2010 The Henry Ford. This content is offered for personal and educational use through an "Attribution Non-Commercial Share Alike" Creative Commons. If you have questions or feedback regarding these materials, please contact education@thehenryford.org.