



Sustainability: Environmental Management & Responsible Manufacturing

Ford Rouge Factory Tour



Science & Technology
High School Teacher Packet

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All images are from the collections of The Henry Ford unless otherwise noted.
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Teacher Packet Overview

For nearly 100 years, the Ford Rouge Complex in Dearborn, Michigan has been an icon of American innovation. Now you and your students can view an industrial marvel through the lens of environmental innovation. In this unit, you and your students will use resources, documents and photographs from the Ford Rouge Factory Tour to explore the overarching question, **How do personal and business decisions affect environmental sustainability?** Students will also make relevant connections between historical and modern-day stewardship of the environment and their own lives today.

This Teacher Packet is divided into two sections: a Teacher Guide and a Unit Plan. The Teacher Guide section includes resources to complement the Sustainability 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 hand-outs, answer keys, culminating project ideas, extension activities and review and assessment questions. If you cannot fit the whole unit into your schedule, use the lessons or activities most relevant to your needs.

This Teacher Packet promotes educational use of the Ford Rouge Factory Tour at The Henry Ford. The tour features environmentally friendly practices in and around the Dearborn Truck Plant where Ford Motor Company manufactures the F-150 and other trucks. We hope you and your students will find these resources engaging and relevant.

These resources are made possible, in part, with funding from a United States Green Building Council (USGBC) Excellence in Green Building Education Incentive Grant for Pre-K-12.



Sustainability | Teacher Guide

Glossary

Carbon emissions – gases in an atmosphere that absorb and emit radiation within the thermal infrared range (heat); also called greenhouse gases.

Carbon offsets – a financial instrument aimed at a reduction in greenhouse gases. The money is used to support projects that support greenhouse gas reduction. Companies that cannot meet government emission rules can purchase carbon offsets.

Ecological footprint – a measure of the resources used by and emissions caused by a person’s lifestyle.

Economy – a system of interaction and exchange.

Ecosystem – a group of organisms that live close together and the environment in which they live.

Emissions – amount of greenhouse gases given off by an object or process.

Energy efficiency – using less energy to provide the same level of energy service.

Environment – the living and nonliving things that act upon an organism.

Food – an energy source for living things.

Fuel economy – the distance traveled per unit of fuel used (mpg).

Goods and services – items which are made or grown, or work people do for others.

Housing – shelter for humans.

Innovation – a new idea, method or device.

LEED certification – a building rating system that is a voluntary, consensus-based national standard for developing high-performance, sustainable buildings.

Natural resources – land or raw materials.

Personal choices – options chosen by an individual in everyday life.

Production – the creation of products through manufacturing.

Products – economic goods.

Responsible manufacturing – manufacturing processes that attempt to produce goods while inflicting as little harm as possible on the environment.

Services – the occupation of contributing to the welfare of others.

Social equity – fair access for every person to have a job, services like education and healthcare, and access to other resources.

Stewardship – the careful and responsible management of something entrusted to your care.

Sustainability – a method of harvesting or using a resource so that the resource is not depleted or permanently damaged.

Transportation – means of conveyance or travel from one place to another.

Triple bottom line – an expanded spectrum of values and criteria for measuring organizational (and societal) success: economic, ecological and social.

Water efficiency – the accomplishment of a function, task, process or result with the minimal amount of water feasible.

Timeline

Ford Motor Company History and Green Initiatives

- 1903** Ford Motor Company is founded.
- 1908** Henry Ford introduces the Model T.
- 1913** Ford introduces a moving assembly line for auto production.
- 1915** Henry Ford purchases 2,000 acres of marshland along the Rouge River in Dearborn.
- 1917** Construction of the Rouge Plant begins.
- 1935** National Farm Chemurgic Council founded; dedicated to industrial use of renewable agricultural resources.
- 1997** Ford automotive plants first to achieve world environmental standard ISO 14001.
- 1997** Ford and the UAW sign Rouge Viability Agreement to revitalize the Rouge.
- 2000** Ford Rouge Center's new assembly plant is the centerpiece of the nation's largest industrial redevelopment project and features a living roof.
- 2003** Ford Motor Company Rouge Complex recognized with a Leadership in Energy and Environmental Design (LEED) Award.

Environmental Milestones in the USA

- 1891** Forest Reserve Act passes Congress; sets aside over 17 million acres of forested land.
- 1933** Civilian Conservation Corps formed; 2,000 camps opened; trees planted, roads, fire towers, buildings and bridges constructed.
- 1955** The first international air pollution conference is held.
- 1957** Increasing CO2 buildup is one surprising conclusion of Scripps Oceanographic Institute scientists.
- 1970** Environmental Protection Agency (EPA) founded.
- 1980** Superfund legislation is passed by Congress directing the EPA to clean up abandoned toxic waste dumps.
- 1990s** Strong national opinion polls favor environment over economic development.
- 2006** Documentary film *An Inconvenient Truth* opens, stimulating awareness of climate change issues.
- 2010** BP oil spill devastates ecosystem in Gulf of Mexico.

National and World Events

- 1906** Great San Francisco earthquake.
- 1909** First explorers reach the North Pole.
- 1914** World War I begins in Russia.
- 1929** U.S. stock market crashes; Great Depression begins.
- 1939** World War II begins.
- 1945** End of World War II and beginning of baby boom generation.
- 1969** Neil Armstrong sets foot on the moon.
- 2001** 9/11 terrorists hijack planes, crashing them in New York, Pennsylvania and Washington, D.C.

Connections to Michigan, Common Core and Other National Standards and Expectations

Michigan High School Content Expectations

Biology

L3.P4A—Human Impact on Ecosystems

Recognize that, and describe how human beings are part of Earth’s ecosystems. Note that human activities can deliberately or inadvertently alter the equilibrium in ecosystems. (Prerequisite)

B3.4C—Changes in Ecosystems

Examine the negative impact of human activities.

B3.4X—Human Impact

Humans can have tremendous impact on the environment. Sometimes their impact is beneficial, and sometimes it is detrimental.

Earth Science

E2.4—Resources and Human Impacts on Earth Systems

E2.4A Describe renewable and nonrenewable sources of energy for human consumption (electricity, fuels), compare their effects on the environment and include overall costs and benefits.

E2.4B Explain how the impact of human activities on the environment (e.g., deforestation, air pollution, coral reef destruction) can be understood through the analysis of interactions between the four Earth systems.

E4.1C—Hydrogeology

Explain how water quality in both groundwater and surface water systems is impacted by land use decisions.

Civics

C5 Citizenship in the United States

5.1 The Meaning of Citizenship

5.3 Rights

5.4 Responsibilities

C6 Citizenship in Action

6.1 Civic Inquiry and Public Discourse (P3)

6.2 Participating in Civic Life

Economics

E1 The Market Economy

1.1 Individual, Business and Government Choices

1.4 Role of Government

E4 Personal Finance

4.1 Decision Making

Common Core State Standards

Literacy in Science and Technical Subjects

Grades 9-10

RST.9-10.4 Determine the meaning of symbols, key terms and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.

RST.9-10.10 By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.

WHST.9-10.1 Write arguments focused on discipline-specific content.

WHST.9-10.4 Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

WHST.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

WHST.9-10.9 Draw evidence from informational texts to support analysis, reflection and research.

WHST.9-10.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

Grades 11-12

RST.11-12.4 Determine the meaning of symbols, key terms and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.

RST.11-12.10 By the end of grade 12, read and comprehend science/technical texts in the grades 11–CCR text complexity band independently and proficiently.

WHST.11-12.1 Write arguments focused on discipline-specific content.

WHST.11-12.4 Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection and research.

WHST.11-12.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

English Language Arts

Grades 9-10

RI.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.

W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.9-10.4

Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

W.9-10.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.9-10.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

W.9-10.10

Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.

SL.9-10.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grades 9–10 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

SL.9-10.4

Present information, findings and supporting evidence clearly, concisely and logically such that listeners can follow the line of reasoning and the organization, development, substance and style are appropriate to purpose, audience and task.

Grades 11-12

RI.11-12.7

Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.11-12.10

By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.

W.11-12.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.4

Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

W.11-12.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11-12.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

W.11-12.10

Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.

SL.11-12.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grades 11–12 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.11-12.2

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.11-12.4

Present information, findings and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance and style are appropriate to purpose, audience and a range of formal and informal tasks.

National Standards for Science Education

Earth and Space Science

Science and Technology

Science in Personal and Social Perspectives

History and Nature of Science

Bibliography/Online Resources

Print (Young Teens):

Cooper, Susan. *Green Boy*. New York: Margaret K. McElderry Books, 2002.

Doolittle, Bev and Elise Maclay. *The Earth Is My Mother*. Shelton, CT: Greenwich Workshop Press, 1999.

Golio, Janet and John Michael. *A Present from the Past: An Environmental Adventure*. Santa Monica, CA : Portunus Publishing Co., 1995.

Hiaasen, Carl. *Flush*. New York: Alfred A. Knopf, 2005.

Hiaasen, Carl. *Hoot*. New York: Alfred A. Knopf, 2002.

Lowery Nixon, Joan. *Shadowmaker*. New York: Delacorte Press, 1994.

Thompson, Julian F. *Gypsyworld*. New York: Henry Holt & Co., 1992.

Print (Challenging Reads):

Amick, Steve. *The Lake, the River and the Other Lake*. New York: Pantheon, 2005.

Arthur, Lindsay G. *The Litigators*. Minneapolis, MN: Scarletta Press, 2005.

Barbour, Michael T. *The Kenai Catastrophe*. Sioux Falls, SD: Rebel Publishing, 2002.

Sheffield, Charles (ed). *How to Save the World*. New York: Tor, 1995.

Print (Nonfiction):

Carson, Rachel. *Silent Spring*. New York: First Mariner Books, 1962.

Glennon, Robert. *Unquenchable: America's Water Crisis and What to Do About It*. Washington, D.C.: Island Press, 2009.

McDonough, William and Michael Braungart. *Cradle to Cradle: Remaking the Way We Make Things*. New York: North Point Press, 2002.

Bibliography/Online Resources

Continued

Online Resources

- Refer to PDF document for live links. Available at <http://www.thehenryford.org/education/erb/SustainabilityTeacherPacket.pdf>.
- The 21st Century Ford Rouge Factory: Environmental Innovations at the Rouge <http://www.thehenryford.org/rouge/eduResources/environment3.ppt>.
- Environmental Management and Responsible Manufacturing at the Rouge PowerPoint <http://www.thehenryford.org/education/erb/sustainability.ppt>.

Lesson 1: Sustainability

- U.S. Department of Energy Alternative Fuels and Advanced Vehicles Data Center at www.afdc.energy.gov/afdc/.
- EPA Green Vehicle Guide www.epa.gov/greenvehicles/Index.do.
- United Nations Report of the World Commission on Environment and Development: Our Common Future <http://www.un-documents.net/wced-ocf.htm>.
- General information on sustainability from the United States Environmental Protection Agency at <http://www.epa.gov/sustainability/>.

Lesson 2: Choosing a Green Lifestyle

- Scroll to the middle of the page at: <http://www.earthday.org/> and select the Footprint tab to calculate your ecological effect on the planet.
- The Center for Sustainable Economy has another great tool for calculating your footprint at <http://www.myfootprint.org/>.

Lesson 3: Understanding Green Design

- Information about LEED certification from the United States Green Building Council is at www.usgbc.org.
- The Center for Green Schools website is at <http://www.centerforgreenschools.org/home.aspx>.
- Useful tools for conducting energy audits for homes or schools is at www.energysaver.gov or www.energystar.gov.
- “Generation G” Web video about the LEED-certified Sidwell School in Washington, D.C., at http://www.sidwell.edu/about_sfs/envstewardship.aspx.

Lesson 4: Ford Motor Company—An Innovator in Responsible Manufacturing

- More information about the living roof at the Ford Rouge Factory is at <http://www.greenroofs.com/projects/pview.php?id=12>.

Field Trip Enhancements at the Ford Rouge Factory Tour

Flexing for the Future

During this hands-on activity, students work together to discover the flexibility of the modern moving assembly line.

Test-Drive Smart Tools

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).

Environmental Scavenger Hunt Banners

Be an Eco-Detective. Find these banners as you make your way through the Ford Rouge Factory Tour. Learn Eco-Facts and important moments in Eco-History, then determine the size of your Eco-Footprint!

Sustainability Self-Guided Itinerary

Explore the factory through the lens of how environmental sustainability is affected by business decisions.

<http://www.thehenryford.org/education/erb/SustainabilityItinerary.pdf>.

Sustainability | Unit Plan

Unit Plan Overview

High School

Overarching Question: How do personal and business decisions affect environmental sustainability?

Key Concepts

| | | |
|----------------------|--------------------|---------------------------|
| Carbon emissions | Fuel economy | Responsible manufacturing |
| Carbon offsets | Goods and services | Services |
| Ecological footprint | Housing | Social equity |
| Economy | Innovation | Stewardship |
| Emissions | LEED certification | Sustainability |
| Energy efficiency | Natural resources | Transportation |
| Environment | Personal choices | Triple bottom line |
| Food | Production | Water efficiency |
| | Products | |

Lessons and Main Ideas

Lesson 1 | Principles of Sustainability

- Sustainability is a concept that describes using our resources in a responsible manner to ensure that these resources will be plentiful for future generations.
- Sustainability is usually described in terms of three components—environment, economy and society.

Lesson 2 | Choosing a Green Lifestyle

- An ecological footprint is a representation of the impact of an individual’s decisions on the planet’s resources. It seeks to quantify carbon emissions and water usage by looking at choices in transportation, housing, energy usage, food, and goods and services.
- People can reduce their ecological footprint by decreasing resource consumption.
- Businesses, like the Ford Rouge Plant, can reduce their ecological footprint by decreasing waste in the manufacturing process and by lessening the environmental impact of their production facilities.

Lesson 3 | Understanding Green Design

- Green architects, such as William McDonough and Toshiko Mori, strive to design buildings that achieve their intended purpose without impacting the environment in a negative manner.

- The Ford Rouge Factory Tour, designed by McDonough, exemplifies the ideals of green design and innovation by serving as a model for other businesses here and abroad.
- The Ford Rouge Factory Tour highlights changes to the Rouge Plant that make it more sustainable.
- LEED certification is granted by the United States Green Building Council to businesses, schools and homes that follow principles of sustainability.

Lesson 4 | Ford Motor Company—An Innovator in Responsible Manufacturing

- Responsible manufacturing describes the process by which businesses and industry create environmentally friendly products in a manner that does not harm workers or the surrounding environment.
- William Clay Ford Jr.’s vision for Ford Motor Company is to deliver excellent products and services while making the world a better place.
- Individuals can show their support for responsible manufacturing by purchasing products and services from businesses that have sustainable environmental practices.

Duration

- Lesson Plans—5 class periods or blocks (60-75 minutes) plus additional time for Lesson 4 RAFT project presentations (optional)
- Unit Project—1-3 days, depending on project chosen

Field Trips

- Ford Rouge Factory Tour
- Other local green architecture

Assessment

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

Materials

- Computer with access to Internet; digital projector and screen (preferred) or printed handouts of PowerPoint slides
- Sign: How do personal and business decisions affect environmental sustainability?
- Student Activity Sheet 1A: Searching for Green
- Student Activity Sheet 1B: The Greenest Mile
- Answer Key 1B
- Student Activity Sheet 2: Are You Stepping Lightly?
- Answer Key 2
- OnInnovation.com playlist “Sustainability: Environmental Management and Responsible Manufacturing” <http://oninnovation.com/topics/detail.aspx?playlist=2293>
- PowerPoint slide show “The 21st Century Ford Rouge Factory: Environmental Innovations” at <http://www.thehenryford.org/rouge/eduResources/environment3.ppt>
- PowerPoint slide show “Sustainability: Environmental Management and Responsible Manufacturing” at <http://www.thehenryford.org/education/erb/Sustainability.ppt>
- Student Activity Sheet 3: Building Green—Innovation in Action
- Answer Key 3
- Student Activity Sheet 4: Green Goods—Responsible Manufacturing in Our World
- Answer Key 4
- Extension activities
- Culminating projects
- Student Activity Sheet 5: Review/Assessment Questions
- Answer Key 5

Sustainability | Lesson 1

Lesson 1 | Principles of Sustainability

Overview

Main Ideas

- Sustainability is a concept that describes using our resources in a responsible manner to ensure that these resources will be plentiful for future generations.
- Sustainability is usually described in terms of three components—environment, economy and social equity.

Key Concepts

| | | |
|-------------|---------------|--------------------|
| Economy | Services | Sustainability |
| Environment | Social equity | Triple bottom line |
| Products | | |

PowerPoint slide show “Sustainability: Environmental Management and Responsible Manufacturing” <http://www.thehenryford.org/education/erb/Sustainability.ppt> (PP number below corresponds to slide number on the “Sustainability” PowerPoint)

Lesson 1 | Principles of Sustainability

- Henry Ford wearing a suit made from soybeans on his 78th birthday, Tecumseh, Michigan, July 1941; ID# THF 23180 PP3

Materials

- Computer with access to Internet; digital projector and screen (preferred) or printed handouts of digital images
- Sign: How do personal and business decisions affect environmental sustainability?
- Student Activity Sheet 1A: Searching for Green
- Student Activity Sheet 1B: The Greenest Mile
- Answer Key 1B

Duration 1 class period or block (60-75 minutes)

Instructional Sequence

ENGAGE

- A couple of days prior to starting this lesson, give students a copy of Student Activity Sheet 1A: Searching for Green as homework. Students will be required to go to a local “big box” chain retail store (the kind that sells both groceries and household items) and search for products that they feel are environmentally friendly, or green.
- If students are unable to drive or walk to the store, they can search the store’s website online to look for products.
- Once completed, they should bring this activity sheet to class to share and discuss.
- Ask the students what green products they discovered on their visit to the store/website.
- Record student answers on the classroom white board, or type and project as the answers are given. Sample products might include organic produce, organic cotton T-shirts, nontoxic cleaning products, etc.
- The following discussion questions can be answered out loud as a class or in small groups.

Discussion Questions:

- How did you determine which products were green?
Answers may include: packaging claims, commercials and prior knowledge about organic products.
- What are some characteristics of green products?
Answers may include: organic or locally grown, recycled materials or content, reduced packaging, fair trade, energy efficient, water efficient, biodegradable and non-toxic.
- Which category was the easiest in which to find green products? The most difficult? Why do you think that is?
Answers will vary.

– Which green products have you purchased in the past? Were you satisfied with these products?

Answers will vary. This would be a good point to discuss/debate differences in green product cost and perceived quality. Some students may feel that purchasing green products is the right thing to do and worth any extra cost. Other students may feel that these products aren't worth the cost. (Another interesting question to debate: Do some people buy green as a status symbol?)

– Which green products would you consider buying in the future?

Answers will vary. This activity may have exposed students to some green products that they weren't aware of before. Students may not be aware that there are tax incentives for purchasing some green appliances and automobiles.

EXPLORE

Automobile Sustainability Comparison

In this activity, students will learn about the triple bottom line (also known as the “3 E’s”) of sustainability: environment, (social) equity and economy. They will be responsible for applying this information to an analysis of automobiles to gauge sustainability and to generate discussion about responsible vehicle purchase and ownership.

Procedure:

- Post the sign “How do personal and business decisions affect environmental sustainability?” in the front of your classroom. Inform the students that during the course of this lesson and unit on sustainability, they should keep that question in mind. They will be asked to reflect upon that question at the end of the unit.
- Divide the class into groups, so that there are three to four students per group. Ideally, there should be six to eight groups per class, so adjust group size as needed.
- Hand out Student Activity Sheet 1B: The Greenest

Mile (1 activity sheet per group).

– Read the background information aloud, and clear up any student misconceptions or vocabulary questions.

– Give groups five to 10 minutes to brainstorm criteria for the pre-activity discussion questions, and record their answers. You may wish to give them an example for each category.

Environment—availability of raw materials

Social equity—market access (product is available to all socioeconomic groups)

Economy—made in the USA

– After each group has identified its triple bottom line criteria, the teacher should assign a category of vehicle to each group. Each group will choose a make and model in that category to research online. Before the groups begin their computer research, the teacher may want to check for understanding to make sure there are no student questions about the data table.

– Classroom data should be collected on an overhead transparency or data projector, so that as groups finish their individual research, they share that data with the class.

– Once students have the classroom data, they can spend 10-15 minutes answering the post-activity discussion questions.



EXPLAIN

After students have finished the assignment, share the picture of Henry Ford wearing his suit made of soybeans. Ask the students if they know who is in the picture, and once identified, ask them what they think was the level of environmental awareness in the time of Henry Ford (early to mid-1900s.) Ask them to share their answers to Post-Activity Discussion Questions 4-6 to generate a discussion about contemporary environmental views.

EXTEND

- Students can generate a comparison of fuel efficiency and alternative fuels by accessing the U.S. Department of Energy Alternative Fuels and Advanced Vehicles Data Center at www.afdc.energy.gov/afdc/.
- Students individually or in groups can create a poster or video presentation about a vehicle or manufacturer that they feel is the most sustainable. Additional research about company initiatives and policy can be found on manufacturers' websites.
- Students can expand this comparison to include public transportation by considering the triple bottom line of traveling by bus, subway, train or airplane.

EVALUATE

Student responses to Post-Activity Discussion Questions serve as the evaluation for this lesson. If desired, extension projects can be assigned to further assessment.



Searching for Green

Name

Directions: Visit a “big box” chain retail store, or use the store’s website, and identify products in each category listed that you feel are environmentally friendly or green. List the products in the spaces below, and bring this sheet back to class, where we will share and discuss.

Produce:

.....
.....
.....
.....

Cleaning products:

.....
.....
.....
.....

Meat and dairy:

.....
.....
.....

Health and beauty products:

.....
.....
.....

Appliances and electronics:

.....
.....
.....

Clothing and shoes:

.....
.....
.....

Paper products:

.....
.....
.....
.....

Other packaged grocery items:

.....
.....
.....
.....

Other:

.....
.....

The Greenest Mile

Name

Background Information: Sustainability is a concept that has been defined as “meeting the needs of the present without compromising the ability of future generations to meet their own needs” (World Commission on Environment, 1987). While different groups have their own slightly different definitions, the overall concept of protecting resources for the future is generally a common thread. These resources can be divided into three basic categories, which are sometimes referred to as the “**3 E’s**” of sustainability—**Environment, (Social) Equity and Economics**. These three strands are also sometimes referred to as the “triple bottom line” of sustainability.

In this activity, you will be working in groups to identify criteria for making sustainable choices about automobiles. You will be responsible for gathering research for one type of automobile, which you will then share with the other groups in class. Once all vehicle data are collected and shared, you will answer some post-activity discussion questions with your small group.

Pre-Activity Discussion Questions:

1. What are three **environmental** criteria that could be considered when choosing a new automobile for purchase?

.....
.....
.....

2. What are three **social equity** criteria that could be considered when choosing a new automobile for purchase?

.....
.....
.....

3. What are three **economic** criteria that could be considered when choosing a new automobile for purchase?

.....
.....
.....

Activity: Your group will be assigned one category of automobile from the choices in the data table below. Within that category, you may pick the vehicle of your choice. Use the manufacturer’s website, along with the EPA Green Vehicle Guide (www.epa.gov/greenvehicles/Index.do), to obtain the information required for your group’s chosen vehicle. You will be sharing this information with the rest of your class to complete the table. Please put a star/asterisk above the vehicle column that your group researched.

Vehicle Data Report

| | Full-size truck | Large SUV | Hybrid (fuel) SUV | Midsize car | Midsize hybrid car | Compact car | Compact hybrid car | Other |
|------------------------------------|-----------------|-----------|-------------------|-------------|--------------------|-------------|--------------------|-------|
| Make and model | | | | | | | | |
| Engine | | | | | | | | |
| Fuel type | | | | | | | | |
| Transmission | | | | | | | | |
| Drive | | | | | | | | |
| Air pollution score | | | | | | | | |
| Fuel economy (mpg) | | | | | | | | |
| Greenhouse gas score | | | | | | | | |
| Cost | | | | | | | | |
| Number of passengers | | | | | | | | |
| Evidence of eco-friendly materials | | | | | | | | |

Post-Activity Discussion Questions:

1. According to the research done in class, which vehicle best fits your criteria for **environmental** sustainability? Why?

.....
.....
.....

2. Which vehicle best fits your criteria for **social equity** sustainability? What additional information would you like to gather to help you make this decision?

.....
.....
.....

3. Which vehicle best fits your criteria for **economic** sustainability? What additional information would you like to gather to help you make this decision?

.....
.....
.....

4. Should the government require automobile manufacturers to meet certain environmental standards, even if it affects vehicle price or availability? Why or why not?

.....
.....
.....

5. Should the government mandate what kind of car you can drive? Why or why not?

.....
.....
.....

6. What responsibilities do consumers have when making a new vehicle purchase?

.....
.....
.....

The Greenest Mile

Name **Answer Key**

Background Information: Sustainability is a concept that has been defined as “meeting the needs of the present without compromising the ability of future generations to meet their own needs” (World Commission on Environment, 1987). While different groups have their own slightly different definitions, the overall concept of protecting resources for the future is generally a common thread. These resources can be divided into three basic categories, which are sometimes referred to as the “**3 E’s**” of sustainability—**Environment, (social) Equity and Economics**. These three strands are also sometimes referred to as the “triple bottom line” of sustainability.

In this activity, you will be working in groups to identify criteria for making sustainable choices about automobiles. You will be responsible for gathering research for one type of automobile, which you will then share with the other groups in class. Once all vehicle data are collected and shared, you will answer some post-activity discussion questions with your small group.

Pre-Activity Discussion Questions:

1. What are three **environmental** criteria that could be considered when choosing a new automobile for purchase?

..... **Answers will vary. Example: How many miles per gallon does the vehicle get?**

2. What are three **social equity** criteria that could be considered when choosing a new automobile for purchase?

..... **Answers will vary. Example: How are the workers treated at the auto factory?**

3. What are three **economic** criteria that could be considered when choosing a new automobile for purchase?

..... **Answers will vary. Example: How much does the vehicle cost?**

Activity: Your group will be assigned one category of automobile from the choices in the data table below. Within that category, you may pick the vehicle of your choice. Use the manufacturer’s website, along with the EPA Green Vehicle Guide (www.epa.gov/greenvehicles/Index.do), to obtain the information required for your group’s chosen vehicle. You will be sharing this information with the rest of your class to complete the table. Please put a star/asterisk above the vehicle column that your group researched.

Vehicle Data Report

| | Full-size truck | Large SUV | Hybrid (fuel) SUV | Midsize car | Midsize hybrid car | Compact car | Compact hybrid car | Other |
|---|------------------------|-----------|-------------------|-------------|--------------------|-------------|--------------------|-------|
| Make and model | Example: Ford F-150 | | | | | | | |
| Engine | 4.6L 8 cyl | | | | | | | |
| Fuel type | gasoline | | | | | | | |
| Transmission | automatic | | | | | | | |
| Drive | 2WD | | | | | | | |
| Air pollution score | 7 | | | | | | | |
| Fuel economy (mpg) | 15/19 | | | | | | | |
| Greenhouse gas score | 3 | | | | | | | |
| Cost | \$21,820- 46,500 | | | | | | | |
| Number of passengers | 3-6 | | | | | | | |
| Evidence of eco-friendly materials | yes | | | | | | | |

Sustainability | Lesson 2

Lesson 2 | Choosing a Green Lifestyle

Overview

Main Ideas

- An ecological footprint is a representation of the impact of an individual's decisions on the planet's resources. It seeks to quantify carbon emissions and water usage by looking at choices in transportation, housing, energy usage, food, and goods and services.
- People can reduce their ecological footprint by decreasing resource consumption.
- Businesses, like the Ford Rouge Plant, can reduce their ecological footprint by decreasing waste in the manufacturing process and by lessening the environmental impact of their production facilities.

Key Concepts

| | |
|----------------------|----------------|
| Carbon emissions | Housing |
| Ecological footprint | Stewardship |
| Food | Transportation |
| Goods and services | |

PowerPoint slideshow “Sustainability: Environmental Management and Responsible Manufacturing” <http://www.thehenryford.org/education/erb/Sustainability.ppt> (“PP” number below corresponds to slide number on the PowerPoint)

Lesson 2 | Choosing a Green Lifestyle

- Bus to Ford Rouge Factory Tour, September 2004; ID# THF16324 PP5

Materials

- Computers with access to Internet; digital projector and screen (preferred) or printed handouts of digital images from PowerPoint
- Sign: How do personal and business decisions affect environmental sustainability?
- Student Activity Sheet 2: Are You Stepping Lightly?
- Answer Key 2

Duration 1 class period or block (60-75 minutes)

Instructional Sequence

ENGAGE

- Project or write one of the following quotes on the board (or find a quote of your choosing):

“We must all strive to be good ancestors.”

– **Ralph Nader**

“We did not weave the web of life; we are merely a strand in it. Whatever we do to the web, we do to ourselves.” – **Chief Seattle**

“The human race is challenged more than ever before to demonstrate our mastery, not over nature but of ourselves.” – **Rachel Carson**

- Ask students to reflect on the quote for a moment and then write a sentence or two in their science notebooks on what they feel the quote is trying to say.
- Give students a chance to share their thoughts with the class, and encourage discussion about what it means to protect the resources that we have on Earth.
- Share with the students that another word for the protection and restoration of our resources is “stewardship.” (You may wish to share with them some antonyms of stewardship—destruction, degradation, depletion.) The authors above are encouraging us to become good stewards of the environment.



EXPLORE**Calculating Your Ecological Footprint**

In this activity, students will analyze their personal choices to better understand their individual impact on the Earth. After calculating their ecological footprint, they will create and implement a plan for minimizing their footprint.

Procedure:

- Ask the students if they have heard of the term “ecological footprint.” If so, how would they define what an ecological footprint is or what it indicates. Some students may have heard of a carbon footprint, and reassure them that it is a similar concept, but an ecological footprint includes a greater scope of impact than just carbon emissions. It includes depletion of natural resources such as water, consumption of food resources, and the raw materials that go into goods and services.
- Hand out Student Activity Sheet 2: Are You Stepping Lightly?—one copy to each student. Encourage students to answer the questions as honestly as possible.
- After students have finished the quiz, they should tabulate their score and find the size of their ecological footprint.
- Students should quietly finish the post-activity discussion questions. Students can discuss how they felt about the activity if they are comfortable sharing their results.
- You may wish to tell the students that Earth has enough biologically productive land for each person to have an ecological footprint of 4.5 acres. Unfortunately, the average American leads a lifestyle that consumes approximately 24 acres per person.

Discussion Questions:

- When considering your ecological footprint, are there any decisions that may not be as clear-cut as they seem?

Answers will vary. Example: Driving an SUV may seem like a bad ecological choice, but if a person drives with additional occupants (such as carpooling), it is less polluting than driving 4 or 5 smaller cars.

- How does the concept of an ecological footprint pertain to industry?

Businesses, just like people, can decrease resource consumption and reduce the amount of waste that they generate. Specific practices such as reducing packaging, recycling, lowering water use and creating products with recyclable materials, are all ways that a company can decrease the size of its footprint.



EXPLAIN

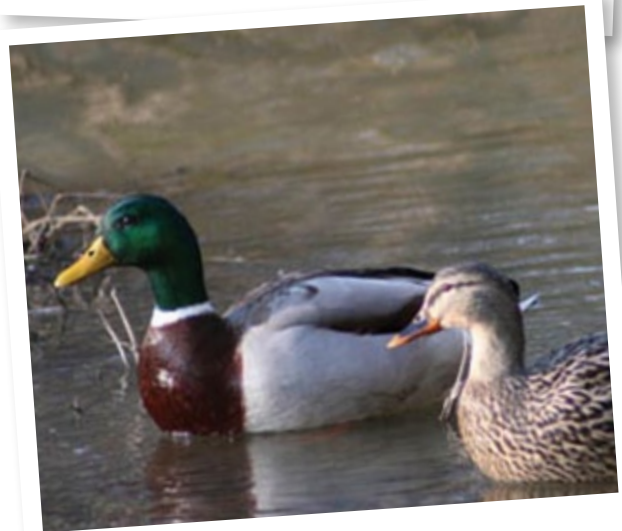
Students should not be made to feel uncomfortable about their ecological footprint quiz answer choices. Explain to them that the point of the activity was for them to analyze their choices and attitude about environmental stewardship. If students realize that their footprint is very large, the best course of action is to develop a plan that involves making more environmentally responsible choices and then do their best to stick to the plan. Many students do not realize that they have control over many of these decisions, and the rest are things they should think about as they become adults and make decisions about their own family and living situation.

EXTEND

- Students may wish to take an online ecological footprint quiz that includes more parameters. One that may be of particular interest allows students to create an avatar that simulates the choices they make. Scroll to the middle of this page <http://earthday.org> and select the Footprint tab.
- Another useful online tool can be found at <http://myfootprint.org>. After students complete the comprehensive quiz, they can investigate steps to reduce their impact.
- Show students the picture of the shuttle bus going to the Ford Rouge Factory Tour (ID# THF16324). Ask the students how this picture represents a company trying to lower its ecological footprint. What things can students do at school to reduce their ecological footprint? (Example: More students can ride the bus so that individual cars don't have to be driven to school; one bus pollutes less than 40 cars.)
- Students may wish to create an online or print campaign to convince their peers to lower their ecological footprint.

EVALUATE

Student responses on the post-activity discussion questions serve as the assessment for this lesson. Extension activities may also be used for evaluation purposes.



Are You Stepping Lightly?

Name

Directions: Read each question below and circle the letter of the answer choice that most accurately reflects the personal decisions that you make. When you are finished, use the scoring rubric at the end to tally your points, and then see what your score reveals about the size of your ecological footprint.

1. How large is your home?

- A. small—one bedroom apartment or house
- B. medium—two to three bedrooms
- C. large—four or more bedrooms

2. Where is your home located?

- A. city
- B. rural/country
- C. suburb

3. How much of your home is made or furnished with environmentally friendly materials (including recycled content, second-hand furnishings, sustainably grown materials, etc.)?

- A. quite a bit
- B. some
- C. not much or none

4. Do you have any of the following in your house: energy-saving appliances, low-flow showers and toilets, power strips, solar panels, CFL bulbs, storm doors and windows, insulating drapes or blinds?

- A. almost all items on list
- B. a couple of them
- C. none of them

5. What type of vehicle does your family own? Circle all that apply

- A. hybrid or compact
- B. midsize car, small SUV or minivan
- C. large SUV, truck or van

6. What is your transportation style?

- A. very little driving—I try to walk most places or ride a bike
- B. moderate driving—I try to avoid frequent long drives
- C. heavy driving—I go where I want, when I want

7. How much have you flown in the past year?

- A. not at all
- B. less than 10 hours of flight time
- C. more than 10 hours of flight time

8. Does your family have a fruit or vegetable garden?

- A. yes
- B. no

9. Where does your family get most of its groceries?

- A. grow or produce our own food or farmers market
- B. try to buy in-state grown/made goods from a grocery store
- C. supermarket goods from all over the country

10. Your diet is considered

- A. vegan or vegetarian
- B. omnivore (red meat 1-3 times per week)
- C. big-time carnivore (red meat almost every day of the week)

11. How often do you shop for clothing and personal electronics?

- A. only when absolutely necessary—worn out
- B. several times per month—when I feel like I might like something new
- C. weekly—I've got to have the latest fashions/fads

12. When I buy clothing or paper products, I look for organic fabrics or recycled content.

- A. all of the time
- B. some of the time
- C. never

13. My family recycles paper, plastics, glass, batteries and electronics.

- A. all of these items
- B. one or two of these items
- C. none of these items

14. How many bags of trash would you estimate your family puts out each week?

- A. one or two bags
- B. 3-4 bags
- C. 5 or more bags

15. How many people live in your house?

- A. three or fewer
- B. four or five
- C. six or more

Scoring:

..... A's x 1 point =

..... B's x 2 points =

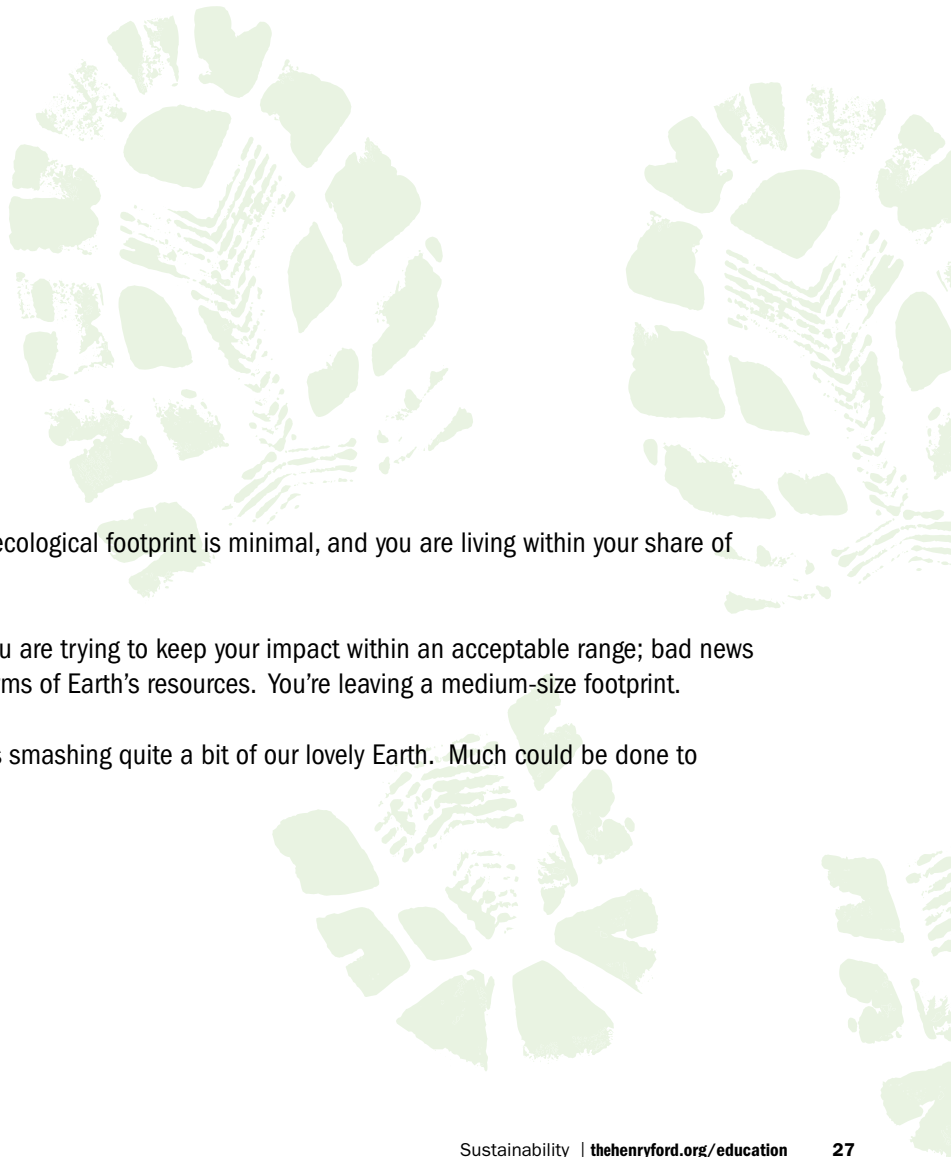
..... C's x 3 points =

Total points =

Less than 18 points: Congratulations! Your ecological footprint is minimal, and you are living within your share of Earth's resources.

Between 19 and 25 points: Good news is you are trying to keep your impact within an acceptable range; bad news is you are still living outside your means in terms of Earth's resources. You're leaving a medium-size footprint.

More than 26 points: Ouch! Your footprint is smashing quite a bit of our lovely Earth. Much could be done to reduce your impact.



Post-Activity Discussion Questions:

1. Were there any quiz items that surprised you? Any that you were embarrassed to answer?

.....
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.....
.....

2. Which quiz items do you feel are beyond your control and why?

.....
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.....

3. Of the items that are within your control, list two or three and describe your improvement plan. Be specific about how you'd like to lower your score/footprint on these items.

.....
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.....

4. How is the size of your ecological footprint related to the concept of stewardship that was discussed in class?

.....
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Are You Stepping Lightly?

Name Answer Key

Post-Activity Discussion Questions:

1. Were there any quiz items that surprised you? Any that you were embarrassed to answer?

Answers will vary. Students may be surprised that the food they eat impacts their ecological footprint. They may be embarrassed by the amount of trash their family produces or by the lack of recycling.

2. Which quiz items do you feel are beyond your control and why?

Answers will vary. Students have little control over the size of the house they live in, the types of cars their parents drive or the size of their family. These are all things for them to think about for making choices about their future.

3. Of the items that are within your control, list two or three and describe your improvement plan. Be specific about how you'd like to lower your score/footprint on these items.

Answers will vary. Students may select an item such as where they get their food and make a commitment to shop at a local farmers market or grow food in a backyard garden.

4. How is the size of your ecological footprint related to the concept of stewardship that was discussed in class?

Being a good steward of the environment means making choices that don't deplete more than our share of natural resources. Driving a vehicle that gets low miles per gallon uses a greater amount of gasoline than one that gets better fuel efficiency. Another way we can be good stewards is by limiting the amount of waste we create by reducing our consumption and reusing or recycling the waste we do generate. A person who practices stewardship will have a smaller ecological footprint.

Sustainability | Lesson 3

Lesson 3 | Understanding Green Design

Overview

Main Ideas

- Green architects, such as William McDonough and Toshiko Mori, strive to design buildings that achieve their intended purpose without impacting the environment in a negative manner.
- The Dearborn Truck Plant, designed by McDonough, exemplifies the ideals of green design and innovation by serving as a model for other businesses here and abroad.
- The Ford Rouge Factory Tour highlights changes to the Dearborn Truck Plant that make it more sustainable.
- LEED certification is granted by the United States Green Building Council to businesses, schools and homes that follow principal principles of sustainability.

Key Concepts

| | |
|--------------------|--------------------|
| Energy efficiency | LEED certification |
| Green architecture | Water efficiency |
| Innovation | |

Materials

- Computers with access to Internet; digital projector and screen (preferred) or printed handouts of digital images from PowerPoint
- Sign: How do personal and business decisions affect environmental sustainability?
- OnInnovation.com playlist: Sustainability: Environmental Management and Responsible Manufacturing <http://oninnovation.com/topics/detail.aspx?playlist=2293>
- PowerPoint slide show “The 21st Century Ford Rouge Factory: Environmental Innovations” <http://www.thehenryford.org/rouge/eduResources/environment3.ppt>
- Student Activity Sheet 3: Building Green—Innovation in Action
- Answer Key for Student Activity Sheet 3

Duration 1 class period or block (60-75 minutes)

Instructional Sequence

ENGAGE

- Using a classroom computer projector or printed images, show students some pictures of green buildings. Some great pictures can be found at <http://www.flickr.com/groups/sustainablebuilding>, or you can do an image search in the browser of your choice.
- Ask students to identify some common elements in the pictures, or they can share how they feel when they look at the structures. Students may wish to share some differences that they see between the green buildings in the pictures and more traditional structures such as the school building they are sitting in. Additionally, you may wish to show students how green innovation can be implemented at school in the web video “Generation G” about LEED certification at the new middle school at Sidwell Friends School in Washington, D.C. at http://www.sidwell.edu/about_sfs/envstewardship.aspx. This nine-minute video can give students a sense of purpose and empowerment in shaping environmental decisions and policy.



EXPLORE

In this activity, students will be using the Sustainability OnInnovation.com playlist <http://oninnovation.com/topics/detail.aspx?playlist=2293> and PowerPoint slideshow from The Henry Ford to better understand the philosophy and process of green design. The architects featured are William McDonough, coauthor of the book *Cradle to Cradle* and designer of the Dearborn Truck Plant in Dearborn, Michigan, and Toshiko Mori, Harvard professor and renowned green designer.

– If your students have access to a computer lab with headphones, you may want to have them watch the video clips in this fashion, either individually or in groups of two, so that they can replay clips as needed. If that is not an option, you can watch the clips as a class using a computer projector. Hand out Student Activity Sheet 3: Building Green—Innovation in Action. When students have completed the video questions, they should look through the PowerPoint slide show titled “The 21st Century Ford Rouge Factory: Environmental Innovations” found at <http://www.thehenryford.org/rouge/eduResources/environment3.ppt> and answer the corresponding questions. Upon completion of the student activity sheet, students may be asked to share their thoughts on green design with the class.

Discussion Questions:

– McDonough mentions the criteria for environmental safety as “when we would be willing to let our children play there.” How is this better or worse than quantifiable measurements?”

Qualitative measurements, such as visual assessments (“it looks better”) or perceived safety (“it’s safe enough for my kids to play here”), are the types of “evidence” that many citizens respond to emotionally. Scientifically, hard data (quantifiable) are needed to actually prove that remediation was achieved. So, both types of measurements serve important functions.

– Were you surprised to learn that the living roof was going to cost less than half of a traditional roof? Are there other green products or processes that represent a significant cost savings?

Answers will vary. Examples: Many businesses find that recycling saves money, since the tipping fees charged by their waste hauler decrease when the trash containers don’t need to be emptied as frequently. Another example would be the money saved when a person replaces incandescent light bulbs with CFLs—a savings when the cost of electricity is factored in.

– When McDonough discusses changing the way people think, he refers to the colleague who answers a challenge with “What’s wrong with that?” Compare that scenario to the peer pressure that young people face.

Many people resist the process of change. It is comfortable to continue the status quo, and sometimes it is a matter of not understanding or agreeing with the reason for change. When a teen social group exerts peer pressure, it is usually a case where an individual teen is trying to “go against” or change the group norm. The rest of the group is resistant and resorts to emotional ploys to hamper the change.



EXPLAIN

Green designers like McDonough and Mori seek to create multifunctional buildings while protecting natural resources such as soil, water and air. Conditions that affect the building occupants, such as natural light and comfortable temperature, are optimized without compromising energy efficiency. Increased costs associated with green design and construction are usually offset by energy savings. Students, like the rest of the public, may have misconceptions about the costs and benefits of green buildings.

EXTEND

- A. Students can research and conduct an energy audit of their home or school. Useful tools can be found at www.energysavers.gov or www.energystar.gov
- B. Students can visit the U.S. Green Building Council's website at www.usgbc.org to learn more about LEED certification. Interested students may research and develop a presentation to the school board about LEED certification for their school building. The USGBC Green School Buildings website can be found at <http://www.centerforgreenschools.org/home.aspx>
- C. Students can go on a field trip to the Ford Rouge Factory Tour or other green buildings in their area to see these environmental innovations in action.

EVALUATE

Student responses to the student activity discussion questions serve as the assessment for this lesson. Extension activities may also be used for evaluation purposes.



Building Green – Innovation in Action

Name

Directions: Watch the selected interview video clips from two innovative green architects, and answer the questions below. In the second part of the activity, you will be answering questions about environmental innovation at the Ford Rouge Factory as seen in a PowerPoint slide show.

Part I—OnInnovation.com Video Playlist
<http://oninnovation.com/topics/detail.aspx?playlist=2293>



1. William McDonough: “The Rouge Plant” (length 5:48)

A. What was the guiding principle of the Rouge Plant redevelopment?
.....

B. How did William Clay Ford Jr. and McDonough define the goal for quality soil?
.....

C. By installing features such as the living roof, porous pavement, wetlands and swales, how much money did Ford save over installing a traditional storm water treatment facility?
.....

D. According to McDonough, what four traits were required for this project?
.....

2. William McDonough: “The Green Roof” (length 3:51)

A. The living roof at the Ford Rouge is composed of what plant?

B. List at least six benefits of the living roof at the Ford Rouge:
.....
.....
.....

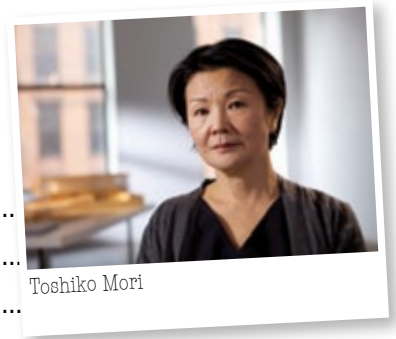
C. What surprised McDonough about the living roof project at the Ford Rouge?
.....
.....

D. What expression did he use to describe the living roof?
.....

3. Toshiko Mori: “Building for Energy Efficiency” (length 3:37)

A. What does Mori say about LEED certification?

.....
.....
.....



B. What are some of the features of her design of the Great Lakes Visitor Center in Buffalo, New York?

.....
.....
.....

4. Toshiko Mori: “Studying Building Environments at Syracuse” (length 3:11)

A. What is the name of the building featured in this clip?

.....

B. What are some of the purposes of this building?

.....
.....
.....
.....

C. What are they testing on the living roof?

.....
.....

5. Toshiko Mori: “A Living Laboratory of Energy Efficiency” (length 4:03)

A. When the biofuel testing is 100% active, how much electrical use would it support?

.....
.....

B. What other testing is taking place in the building?

.....
.....

Part II—"The 21st Century Ford Rouge Factory: Environmental Innovations" PowerPoint

1. Before the Ford Rouge Factory was built, how would you describe the land at the site?

.....

2. After 80 years of operation, how had the site and attitudes changed?

.....

.....

3. Innovations at the Ford Rouge Complex involve ways of better managing the,

..... and

4. The living roof at the Ford Rouge Complex covers acres.

5. What are the four layers of the living roof composed of?

.....

.....

.....

.....

6. Besides the living roof, what are some other innovations at the Rouge for managing water?

.....

7. How are scientists cleaning up the soil at the Rouge?

.....

.....

8. Describe one way that daylight and air are being managed at the Rouge?

.....

.....

9. Analysis Question—How could innovations like those seen at the Ford Rouge Factory be implemented at your home or school?

.....

.....

.....

Building Green – Innovation in Action

Name **Answer Key**

Directions: Watch the selected interview video clips from two innovative green architects, and answer the questions below. In the second part of the activity, you will be answering questions about environmental innovation at the Ford Rouge Factory as seen in a PowerPoint slide show.

Part I—OnInnovation.com Video Playlist

<http://oninnovation.com/topics/detail.aspx?playlist=2293>

1. William McDonough: “The Rouge Plant” (length 5:48)

A. What was the guiding principle of the Rouge Plant redevelopment?

..... **The guiding principle was to build a “quality workplace.”**

B. How did William Clay Ford Jr. and McDonough define the goal for quality soil?

..... **The goal was for “children to be able to play in the dirt” and be safe.**

C. By installing features such as the living roof, porous pavement, wetlands and swales, how much money did Ford save over installing a traditional storm water treatment facility?

..... **It saved somewhere between 17-35 million dollars.**

D. According to McDonough, what four traits were required for this project?

..... **The traits this project required were hope, creativity, teamwork and leadership.**

2. William McDonough: “The Green Roof” (length 3:51)

A. The living roof at the Ford Rouge is composed of what plant? **Sedum**

B. List at least six benefits of the living roof at the Ford Rouge:

..... **makes oxygen**

..... **absorbs particulates**

..... **creates habitats**

..... **cools buildings in summer**

..... **accrues solar energy**

..... **warms buildings in winter**

..... **shunts the wind load**

C. What surprised McDonough about the living roof project at the Ford Rouge?

..... **He was surprised that birds started nesting within five days and by how light the roof was (only seven pounds**.....

..... **per square foot).**

D. What expression did he use to describe the living roof?

..... **Ballast with weeds**

3. Toshiko Mori: “Building for Energy Efficiency” (length 3:37)

A. What does Mori say about LEED certification?

She explains that it means the building is “certified for environmental sustainability and energy efficiency.”

B. What are some of the features of her design of the Great Lakes Visitor Center in Buffalo, New York?

Features include: triple-glazed glass (insulating), no ductwork for heat (displacement ventilation) and the angle of the ceiling causes natural light to bounce down to work space (no artificial light needed April to November during the day).

4. Toshiko Mori: “Studying Building Environments at Syracuse” (length 3:11)

A. What is the name of the building featured in this clip?

It is the Center of Excellence for Energy and Environmental Systems.

B. What are some of the purposes of this building?

Purposes include: a lab testing environmental quality (especially air quality), reclamation of a contaminated site, classrooms, solar panel testing, living roof.

C. What are they testing on the living roof?

They are testing to see which species grow best on the roof and the drainage of the roof.

5. Toshiko Mori: “A Living Laboratory of Energy Efficiency” (length 4:03)

A. When the biofuel testing is 100% active, how much electrical use would it support?

It would support 99% of the electrical use.

B. What other testing is taking place in the building?

Elevator testing and air quality metrics are also being tested in this building.

Part II—"The 21st Century Ford Rouge Factory: Environmental Innovations" PowerPoint

1. Before the Ford Rouge Factory was built, how would you describe the land at the site?

It was approximately 2,000 acres of undeveloped wetlands.

2. After 80 years of operation, how had the site and attitudes changed?

After 80 years of manufacturing (including waste disposal), the site had become contaminated. Attitudes had changed as people began to understand the environmental impact of these actions.

3. Innovations at the Ford Rouge Complex involve ways of better managing the water, soil, daylight and fresh air.

4. The living roof at the Ford Rouge Complex covers 10.4 acres.

5. What are the four layers of the living roof composed of?

The top layer of the living roof is composed of crushed shale, sand, peat, compost and dolomite. The next layer is made of an absorbent fleece. The third layer is a porous drainage layer, and the final layer is a plastic membrane that prevents water from leaking onto the roof below.

6. Besides the living roof, what are some other innovations at the Rouge for managing water?

Porous pavement, wetlands and swales

7. How are scientists cleaning up the soil at the Rouge?

Phytoremediation is the process by which plants and trees are planted to clean up the soil with their root systems.

8. Describe one way that daylight and air are being managed at the Rouge?

Examples: air replacement and cooling, large glass monitors (windows) and energy-efficient glass.

9. Analysis Question—How could innovations like those seen at the Ford Rouge Factory be implemented at your home or school?

Answers will vary. Example: Instead of planting a living roof on your home or school, students could plant a rain garden to filter storm water runoff before it flows into a storm drain or nearby water body. Replacing impervious pavement or turf grass with native plants is another way to manage surface runoff at home or school.

Sustainability | Lesson 4

Lesson 4 | Ford Motor Company— An Innovator in Responsible Manufacturing

Overview

Main Ideas

- Responsible manufacturing describes the process by which business and industry create environmentally friendly products in a manner that does not harm workers or the surrounding environment.
- William Clay Ford Jr.'s vision for Ford Motor Company is to deliver excellent products and services while making the world a better place.
- Individuals can show their support for responsible manufacturing by purchasing products and services from businesses that have sustainable environmental practices.

Key Concepts

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|--------------|---------------------------|
| Emissions | Natural resources |
| Fuel economy | Production |
| Innovation | Responsible manufacturing |

PowerPoint slide show “Sustainability: Environmental Management and Responsible Manufacturing” <http://www.thehenryford.org/education/erb/Sustainability.ppt> (PP numbers below correspond to slide numbers on the Sustainability PowerPoint)

- 1928 Ford Model A on Assembly Line; ID# THF23871 PP7
- F150 Assembly Line at FRFT; ID#16016 PP8
- Aerial View of FMC Rouge Plant; ID# THF23881 PP9
- Coke Quenching Tower; ID# THF24018 PP10
- Living Roof at FRFT; ID# THF50020 PP11
- View from Roof of Visitor Center PP12

Materials

- Computers with access to Internet; digital projector and screen (preferred) or printed handouts of digital images from PowerPoint
- Sign: How do personal and business decisions affect environmental sustainability?
- Student Activity Sheet 4: Green Goods—Responsible Manufacturing in Our World
- Answer Key 4

Duration 2 class periods or blocks (60-75 minutes)
Plus one additional day for presenting (optional)

Instructional Sequence

ENGAGE

- Write or project the following quote on the board:

“A good company delivers excellent products and services. A great company does all that and strives to make the world a better place.”

– **William Clay Ford Jr.**

- Ask students to answer the following two questions in their science notebooks after reading the quote:

1. Do you agree or disagree with the premise of the quote, that it is a responsibility of business and industry “to make the world a better place”? Support your view.

2. Do you as a consumer feel that you have a duty to support sustainable businesses with your purchases, even if those products and services are more expensive as a result of responsible manufacturing? Support your view.

- As a method of surveying the class, give each student two small sticky notes to cast their “votes” as to whether they agree or disagree with the above questions.

- On the board (or on poster board prepared in advance), write out each question with an area below labeled “agree” and “disagree.”

- Ask students to come up to the board and place their sticky notes in the area below each question that corresponds to their viewpoint.

- Once all sticky notes are placed, ask a couple students from each response group to share their viewpoint and supporting opinion with the class.

- After discussion, allow students to move their sticky notes to the other column if the discussion persuaded

them to change their mind.

Discussion Question:

- Ford’s view is that businesses have the responsibility to make the world a better place. Is this the same as not making it a worse place? If not, how do they differ? **Not “making the world a worse place” implies that the business would not be creating any environmental damage or unsustainable resource depletion, but it would not be going out of its way to improve the Earth either. Ford’s position is to encourage business leaders to take a proactive approach to sustainability and resource management.**

EXPLORE

In this activity, students will be doing some Internet research to learn about responsible manufacturing and corporate sustainability initiatives. With the knowledge they gain, students will create a RAFT (Role, Audience, Format, Topic) project to demonstrate their comprehension of the material. Students will need to be in a computer lab where they should work one or two students per computer.

Procedure:

- Hand out copies of Student Activity Sheet 4: Green Goods—Responsible Manufacturing and Our World, and read the background information together as a class.
- Project or hand out images of the Ford Rouge Complex and assembly line from the PowerPoint slide show “Sustainability: Environmental Management and Responsible Manufacturing” for students to make a comparison of the site and assembly line before and after responsible manufacturing initiatives were implemented. <http://www.thehenryford.org/education/erb/Sustainability.ppt>
- Students should then begin their Internet research on the Ford Motor Company (Part I) and a company of their choice (Part II).
- When research questions have been completed, students may choose and begin working on their RAFT

activity (Part III).

- It is suggested that students have at least one full class period to conduct their research and all or part of a class period to work on the RAFT activity. Additional time can be given if needed to work on projects or present them to the class.

EXPLAIN

Environmental innovations like those implemented at the Ford Rouge Complex are creating a resource for other corporations that wish to operate in a sustainable manner. It is a consumer’s responsibility to create a marketplace for products made through responsible manufacturing.

EXTEND

- Students can have a debate about the roles of consumers, manufacturers and government in promoting responsible manufacturing.
- Students can do Internet research and debate the concept of “eco-labels,” which identify consumer goods that are manufactured in an environmentally responsible manner. This process is not currently used in the United States, but it is gaining popularity.

EVALUATE

Student responses to the student activity discussion questions and completion of the RAFT project serve as the assessment for this lesson.

Green Goods—Responsible Manufacturing in Our World Name

Background Information: Responsible manufacturing describes the process by which businesses and industry create environmentally friendly products in a manner that does not harm workers or the surrounding environment. Many large companies, such as those in food and beverage manufacturing, have responded to public pressure and new government regulations by reducing and reformulating packaging and implementing recycling programs. Additionally, many companies, such as those in apparel or home furnishings manufacturing, have begun to take a closer look at the sustainability of their source materials in terms of the environment and social equity.

American automotive manufacturer Ford Motor Company has taken this process a step further by implementing innovative changes at the Ford Rouge Complex not only to produce a product with a greater amount of sustainable materials but to remediate an industrial site that had become contaminated by decades of steel production. The Ford Rouge Factory Tour, which showcases the world’s largest living roof, a living lab tour through wetlands and an orchard, a LEED-certified visitor center, and an ergonomically designed truck assembly line, allows the public to experience how an industry leader tackles the issue of responsible manufacturing.

In this activity, you will research sustainability practices at Ford and other top companies with the purpose of creating a product that highlights the importance of responsible manufacturing to a global audience.

Part I—Ford Motor Company and the Ford Rouge Factory Tour

Your teacher will display photos from the collections of The Henry Ford that highlight the changes made to the Ford Rouge Plant. In addition, you will obtain information from Ford Motor Company’s sustainability report, which can be found at www.ford.com/about-ford/company-information/corporate-sustainability.

Answer the following questions as you conduct your research.

- 1. Describe what conditions were like historically at the Rouge and on the assembly line.

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2. How have innovations at the Rouge changed the site and the assembly line in the last decade?

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3. According to Ford Motor Company’s sustainability report and other articles, what are some environmental innovations that are being implemented in the automobile manufacturing process?

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4. How can Ford Motor Company continue to be a role model to other companies both here and abroad?

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Part II—Responsible Manufacturing at _____

Select a large corporation that you are interested in (maybe you love their soft drink or food, or you wear their shoes or clothing), and search online for their environmental accomplishments and practices. These can usually be found by doing a search for “Company Name Sustainability Report” or “Company Name Environmental Sustainability Report.” In addition to the sustainability report, many companies highlight their environmental practices on their main home page for consumers to access.

1. What company did you select, and what products does it manufacture?

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2. According to its sustainability report and other website information, what environmental accomplishments and practices are taking place at this company?

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3. Does this company have any marketing tools to get the word out about its environmental practices? If so, what are they?

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4. How is this company serving as a role model to other companies both here and abroad?

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Part III—RAFT Project

In this part of the activity, you will select a “role, audience, format, topic” project choice from those listed below. If you have an idea for a RAFT project that is not on the list, talk to your teacher for project permission. Use the information gathered in parts I and II of this activity to demonstrate your comprehension of responsible manufacturing.

RAFT Project Choices

| Role | Audience | Format | Topic |
|------------------------------|---------------------------|-------------------------|--|
| Current employee | Employee of the future | Letter for time capsule | Explain environmental innovations at the company and why they were implemented |
| Salesperson | Green consumers | Sales pitch | Explain why they should buy your product |
| Politician | Voters | Campaign speech | Explain what environmental policies you would support or develop |
| American teenager | Friend in another country | YouTube video | Explain your favorite green product and why it's so green |
| Environmentally aware singer | Radio listeners | Song | Explain how they can care about the Earth by supporting green companies |

Green Goods—Responsible Manufacturing in Our World

Name **Answer Key**

Background Information: Responsible manufacturing describes the process by which businesses and industry create environmentally friendly products in a manner that does not harm workers or the surrounding environment. Many large companies, such as those in food and beverage manufacturing, have responded to public pressure and new government regulations by reducing and reformulating packaging and implementing recycling programs. Additionally, many companies, such as those in apparel or home furnishings manufacturing, have begun to take a closer look at the sustainability of their source materials in terms of the environment and social equity.

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Part I—Ford Motor Company and the Ford Rouge Factory Tour

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Answer the following questions as you conduct your research.

1. Describe what conditions were like historically at the Rouge and on the assembly line.

The Ford Rouge Factory resembled most factories of its era – noisy, smoky and bustling with activity. Trains and ships made daily visits to drop off raw materials for automobile production. The workers on the assembly line were compensated well but faced many dangers along with the physically demanding labor.

2. How have innovations at the Rouge changed the site and the assembly line in the last decade?

In the last 10 years, many innovations have been implemented at the Rouge that improved the health and safety of the workers, along with the restoration of key areas of the damaged ecosystem. Workers on the assembly line now face fewer physical demands with the implementation of skids that raise the vehicle to a comfortable height for the worker. Robots also assist with more arduous tasks such as windshield installation. Environmentally, the Rouge is becoming greener with the implementation of a living roof, porous pavement, and wetlands and swales that slow and filter storm water runoff.

3. According to Ford Motor Company’s sustainability report and other articles, what are some environmental innovations that are being implemented in the automobile manufacturing process?

Answers will vary. Example:

- Global manufacturing at Ford reduced water consumption by 25%.
- Ford scientists have engineered a patent-pending process for using soy oil to make rubber car parts.
- Ford reduced carbon emissions in its 2009 fleet by 12%.
- Ford delivered on its 2006 pledge to double the fleet of flexible-fuel vehicles by 2010.

4. How can Ford Motor Company continue to be a role model to other companies both here and abroad?

Answers will vary. Example:

Ford can serve as a role model to other companies by showing that following principles of sustainability not only benefits the environment but helps the bottom line as well. When other businesses see that customers will buy products made with sustainable materials, it encourages them to use those types of materials.

Sustainability | Supplemental Resources

How do personal
and business
decisions affect
environmental
sustainability?

Sustainability: Environmental Management and Responsible Manufacturing at the Ford Rouge | Culminating Project Ideas

These projects are designed as opportunities for students to demonstrate their learning and their response to the overarching question for this unit, “How do personal and business decisions affect environmental sustainability?” Consider introducing these projects at the beginning of the unit so that students can gather information along the way.

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

Online Individual Project

Media Campaign

Select a topic from one of the unit’s four lesson plans for further study. Use online resources to learn more about the issue, and develop a plan for a persuasive media campaign. Inspire your fellow students to make a change that leads to a positive impact on our environment, society and/or economy. This campaign should include multiple diverse products, such as a brochure, bumper sticker or billboard, newspaper article/editorial, podcast and/or video PSA.

Off-Line Individual Project

Survey

Design a survey to assess your fellow students’ attitudes about the environment and sustainability. Conduct your survey during academic downtime, such as in the cafeteria at lunch or in the school foyer before or after school. If you would like to survey adults as well, another good forum for administering your survey would be at a school sports event or parent-teacher conferences. Survey questions should be written in either a “yes or no” or “strongly agree—agree—neutral/no opinion—disagree—strongly disagree” format. Sample survey questions:

- Consumers should make every effort to purchase green products.
- Stores should charge customers a small fee for using paper or plastic bags.
- The government should provide tax incentives to businesses that implement green initiatives.
- Consumption of red meat should be taxed.

Continued...

Off-Line Group Project Debate

Select some famous quotes about the environment that have opposing messages, such as:

“The human race is challenged more than ever to demonstrate our mastery, not over nature but of ourselves.”
– Rachel Carson*

“The proper goal of communism is the domination of nature by technology and the domination of technology by planning, so that raw materials of nature will yield to mankind all that it needs and more besides.”
– Leon Trotsky**

Allow students time to gather background information about the issue and then facilitate a small-group debate of the topic.

Suggestions:

- Have students work in groups of four or six, with two or three students on each side of the issue. Small-group debate is easier to manage than a whole-class debate.
- You may wish to assign an independent moderator to each group to keep track of time.
- Before groups are chosen/assigned, you can ask students to take a side on the issue. Use this information to assign groups. For added interest, assign groups to a position counter to their initial belief.

Cross-curricular component: As an American or World History class project, students may be interested in using environmental quotes by famous leaders to draw a parallel between popular beliefs and historical/environmental events.

***Rachel Carson** (1907-1964) is the noted author of *Silent Spring*, a book credited with bringing the dangers presented by synthetic chemical pesticides, such as DDT, to the fore. A marine biologist and early conservationist, she helped advance the global environmental movement.

****Leon Trotsky** (1879–1940) was a Russian revolutionary and the first leader of the Red Army. Because he opposed the politics of Joseph Stalin, he was deported from Russia and later assassinated.

Sustainability

Name

1. What are the three components of sustainability?

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2. How do consumer choices affect the sustainability of our natural resources?

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3. What does an ecological footprint indicate?

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4. Is it possible to have a large ecological footprint and be considered a good steward of the environment?

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5. How are innovators, such as William McDonough and Toshiko Mori, changing the purpose and function of architecture?

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6. How are businesses such as Ford Motor Company using responsible manufacturing to create a sustainable product and work environment?

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7. How can the environmental innovations at the Ford Rouge Complex serve as a model for other businesses in the United States and abroad?

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Sustainability

Name **Answer Key**

1. What are the three components of sustainability?

The three components of sustainability are the environment, social equity and the economy. These are also known as the “triple bottom line.”

2. How do consumer choices affect the sustainability of our natural resources?

By selecting products that have green characteristics, consumers minimize their impact on natural resource depletion, habitat destruction and unsafe work practices. These products are typically organic or locally grown, made of recyclable materials, have reduced packaging, utilize fair trade practices, are energy and water efficient, biodegradable and/or nontoxic.

3. What does an ecological footprint indicate?

An ecological footprint indicates the level of impact that a person’s choices have on the environment. It seeks to quantify carbon emissions and water usage by looking at choices in transportation, housing, energy usage, food and goods and services. The larger a person’s ecological footprint, the more that person is “stepping” on the Earth by utilizing more than one person’s biologically productive spaces.

4. Is it possible to have a large ecological footprint and be considered a good steward of the environment?

Stewardship is another word for the practice of protecting and restoring our natural resources, so a person with a large ecological footprint is not exhibiting good environmental stewardship.

5. How are innovators, such as William McDonough and Toshiko Mori, changing the purpose and function of architecture?

Innovators such as McDonough and Mori are dedicated to creating buildings that achieve their intended purpose without impacting the environment in a negative manner. In fact, many of their buildings actually improve the land, air and water around them. An example would be the Center of Excellence for Energy and Environmental Systems in Syracuse designed by Mori. This building has multiple functions, such as classroom and laboratory space, as well as features, such as a living roof, that improve air quality and other environmental parameters.

6. How are businesses such as Ford Motor Company using responsible manufacturing to create a sustainable product and work environment?

Ford is using responsible manufacturing to deliver products with a greater amount of sustainable materials in a work environment that is healthy and safe for employees. Innovations at the Ford Rouge Factory include the world's largest living roof, natural lighting and an ergonomic assembly line.

7. How can the environmental innovations at the Ford Rouge Complex serve as a model for other businesses in the United States and abroad?

Ford serves as a role model by showing that environmental innovations, such as the living roof, can actually save a company money when compared to our traditional practices. Other companies will also emulate these practices if Ford can demonstrate that consumers are eager to buy vehicles that are more environmentally friendly, even if the sticker price is slightly higher.

Credits

The Henry Ford sincerely thanks the following individuals who contributed to the development of the environmental science Teacher Packets for the Ford Rouge Factory Tour.

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For nearly 100 years, the Ford Rouge Complex has been an icon of American innovation. Now you and your students can view an industrial marvel through the lens of environmental innovation. This unit uses resources, documents and photographs from The Henry Ford's Ford Rouge Factory Tour experience in Dearborn, Michigan, to explore the overarching question, How do personal and business decisions affect environmental sustainability? Meets National Standards for Science Education. Grades 9-12.

EXPLORE THESE OTHER 21ST-CENTURY TEACHING AND LEARNING TOOLS FROM

DOWNLOADABLE RESOURCES

Transportation in America

www.thehenryford.org/education/TransportationInAmerica.aspx

- Henry Ford and the Model T (Social Studies, Grades 3-5)
- Impact of the Model T — Then and Now (Social Studies, Grades 9-12)
- Early 20th-Century Migration (Social Studies, Grades 3-5)
- Transportation Systems (Social Studies, Grades 8-12)
- Moving to Michigan: Immigration, Migration and Transportation (Social Studies, Grades 9-12)

America's Industrial Revolution

www.thehenryford.org/education/americasIndustrialRev.aspx

- Over 150 lesson plans created by the teachers for the teachers on various angles of America's Industrial Revolution (Science, Social Studies and Language Arts, Grades K-12)
Not for purchase, free online version only!

Science and Technology

www.thehenryford.org/education/scienceTechnology.aspx

- Science, Life Skills and Innovations in American Automobile Racing (Science, Grades 3-8)
- Physics, Technology and Engineering in Auto Racing (Science, Technology, Engineering and Math (STEM), Grades 9-12)
- Life Requirements (Science, Grades 2-5)
- Human Impact on Ecosystems (Science, Grades 6-8)
- Sustainability: Environmental Management and Responsible Manufacturing (Science, Grades 9-12)

American Democracy and Civil Rights

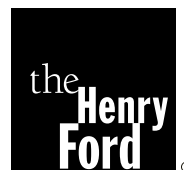
www.thehenryford.org/education/AmericanDemo.aspx

- Lincoln's Legacy of Leadership (Social Studies, Grades 9-12)

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