



American Democracy & Civil Rights During the Industrial Revolution



Select lesson plans that most directly support
The Henry Ford's educational theme
"American Democracy and Civil Rights"

Created by participants in the
National Endowment for the Humanities
Landmarks of American History and Culture Workshops
for School Teachers:
America's Industrial Revolution at The Henry Ford,
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America's Greatest History Attraction®

Middle School Lesson Plan 1

Carol McGrew, Gibson Middle School, Las Vegas, NV

Title of the Lesson: How Has the President's Limo Changed?

Grade Level: 6-8

Overview: Students will research and describe elements of Presidential limousines. They will then create a new Presidential limousine including various elements necessary for safety, communication and comfort.

Central Question: How has the President's limousine changed since they were first used?

Evidence Sources: Information on Presidential limousines that have been retired.

Websites:

<http://www.hfmgy.org/museum/limousines.aspx>. – photos of the Presidential limos on display at

The Henry Ford.

<http://www.conceptcarz.com/vehicle/z16469/Cadillac-Presidential-Limousine.aspx> – describes various limos used by Presidents

<http://www.digitalalchemy.tv/2009/01/obama-presidential-limo-photos.html> – describes Obama's newest limo

Video:

<http://www.youtube.com/watch?v=eVR8rl59epo> – video from *Henry Ford Museum* about the JFK limo.

Time Frame: 2-3 days

Instructional Sequence: Worksheets are attached to these plans that can be used for each of the following:

1. Discuss the various features of Presidential Limos. Have students note various elements used to address the following:
 - a. communication devices
 - b. safety devices
 - c. place for Secret Service
 - d. luxuries
 - e. how the President can work while on the road
2. Students compare three different cars and answer the following questions
 - a. Write a summary of how the cars are similar. What features do they have in common? What features seem to be standard on all Presidential limos?
 - b. Write a summary of how the cars have changed with each model. What items were eliminated in newer models? Why do you think they were eliminated? What items were added to newer models? What purposes do these features serve?

3. Students design their own Presidential limo.

a. Think about the features that the Presidential limos have in common. Think about the features that have been eliminated and added to newer models.

b. Design a new Presidential limo. Describe the various elements on your limo and attach a drawing.

Curriculum Links: Nevada Standard:

C14.[6-8].10 Describe the duties of the President

What is Inside a Presidential Limo?

Research a Presidential Limo and answer the following questions:

What communication devices are on board?

What safety devices are there to protect the President?

Where does the Secret Service stand?

What luxuries are on board?

How can the President work while on the road?

Comparing Presidential Limos

Compare three different limos and answer the following questions:

How are all three cars similar?

What features do they have in common?

What features seem to be standard on all Presidential limos?

How have the cars changed with each model?

What items were eliminated in newer models?

Why do you think they were eliminated?

What items were added to newer models?

What purposes do these features serve?

Create Your Own Presidential Limo

Think about the features that the Presidential limos have in common. Think about the features that have been eliminated and added to newer models.

Design a new Presidential limo for today's President.

What communication devices are on board?

What safety devices are there to protect the President?

Where does the Secret Service stand?

What luxuries are on board?

How can the President work while on the road?

Attach a drawing of your new Presidential Limo.



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Middle School Lesson Plan 2

Michael Weathers, Lincoln Middle School, Ypsilanti, MI

Title of the Lesson: How industrial differences impacted the North and South during the Civil War

Grade Level: 8

Overview: Students will have learned about the social and economic differences between the North and South and about key events that led up to the Civil War such as the Compromise of 1850, the Dred Scott case, the presidential election of 1860, and early battles of the Civil War. Students will have also learned about industrial and transportation advances, primarily in the North, in the 19th century prior to the Civil War.

Central Question: How did industrialization and advances in transportation in the North compared to those of the South impact each side during the Civil War.

Learning Objectives: Students will be able to recognize how industrialization and advances in transportation in the North compared to those of the South impacted each side during the Civil War. Students will be able to describe using cause and effect how advantages or disadvantages in one area such as population or transportation advances could impact the results of the Civil War. Students will be able to develop an argument for how a combination of different factors could provide either the North or the South with a significant advantage during the Civil War. Students will be able to research an assigned topic in greater depth. Students will be able to work collaboratively with classmates to combine and organize research and present their results to the rest of the class. Students will be able to choose key points from each presenting group and write them on a provided sheet.

Assessment Tools: All of the listeners of the presentations must fill in the attached sheet with the information provided by each group and then write a paragraph on how all of the combined information impacted the Civil War.

Time Frame: Two class periods.

Instructional Sequence: Students will be split into six different groups to provide information on different categories that impacted the Civil War and will be given time to do research. The six groups will be population (by gender, free vs. enslaved, and population densities), draft policies of the North and South, transportation routes and trends by railroad and by water, Northern and Southern industries, finance of the war, and battle sites of the Civil War. Each group will have about 5 members and will need to research their topic in the media center using their textbook, the Internet, library books, and periodicals to gain facts about the North and the South on their topic during this time period. Each group will have one full class period to gather research and organize their data into a 2-5 minute presentation with the requirement that each member must have a speaking part, and state which side, North or South, had the advantage in their opinion. All presentations will take place the following day. From the presentations the students should learn that the North had major advantages over the South in both overall and free population, which allowed less restrictive draft laws

and allowed for a balanced population between soldiers and those providing equipment and food in the North. The North had greater diversification of products through the formation of factories and greater technological advances combined with greater advances in transportation which allowed the North a greater means of moving more diverse products. This allowed the North a greater means of financing the war, caused hyperinflation in the South, and allowed the North the means of cutting off the Southern military from its supplies. Also because the Civil War was fought in the South, it was the South that suffered the territorial damage including the destruction of many farms and crops. Time will be allotted after the presentations for any missing key information to be provided.

Curriculum Links:

Michigan Grade 8 Social Studies Standards and Benchmarks:

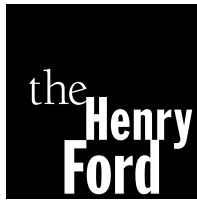
8 – U4.2.1 Comparing Northeast and the South – Compare and contrast the social and economic systems of the Northeast and the South with respect to geography and climate and the development of:

- agriculture, including changes in productivity, technology, supply and demand, and price (E1.3,1.4) (*National Geography Standard 14, p. 171*)
- industry, including entrepreneurial development of new industries, such as textiles (E1.1)
- the labor force including labor incentives and changes in labor forces (E1.2)
- transportation including changes in transportation (steamboats and canal barges) and impact on economic markets and prices (E1.2,1.3) (*National Geography Standard 3, p. 148*)
- immigration and the growth of nativism (*National Geography Standard 9, p. 160*)
- race relations
- class relations

8 – U5.2.2 Make an argument to explain the reasons why the North won the Civil War by considering:

- critical events and battles in the war
- the political and military leadership of the North and South
- the respective advantages and disadvantages, including geographic, demographic, economic and technological (E1.4) (*National Geography Standard 15, p. 173*)

8 – U5.2.5 Construct generalizations about how the war affected combatants, civilians (including the role of women), the physical environment, and the future of warfare, including technological developments. (*National Geography Standard 14, p. 171*)



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Lilliam Rosado, Academia San Jorge, Santurce, PR



Middle School Lesson Plan 3: Title of the Lesson/Activity: Slavery in the Industrial Age: The Caribbean vs. the South

Grade Level: Middle and High School/U.S. History (adaptable for World History)

Overview: Compare/contrast slavery in the Caribbean to slavery in the American South. Recognize the modern form of slavery in our era.

Central Question/Problem: Did all the slaves live in the same conditions? Did they do the same work? Did the slavery industry in the Caribbean use some sort of technology at all? Identify the differences between these regions and their ways of production.

Learning Objectives:

Students will:

- Compare and contrast the given information about the two groups of slaves
- Associate vocabulary and concepts in each case
- Identify technology devices used by slaves in both regions
- Evaluate slavery in the Caribbean
- Think critically
- Interpret information and produce conclusions
- Learn about human rights and the struggle to eradicate modern forms of slavery.

Assessment Tools:

- Vocabulary activity
- Venn diagram organizational assessment
- Conclusions presented at The Henry Ford ExhibitBuilder application

Key Concepts:

Central passage, triangular trade, cimarrones (fugitive slaves), regional sublevations (insurrections), sugar cane and coffee industry, agricultural technology, human rights, modern slavery

Evidence/Sources:

- PowerPoint slide show
- America's slavery video on <http://www.youtube.com/watch?v=Jc1RbUxQv4E>
- Puerto Rico's slavery video on <http://www.youtube.com/watch?v=dh-2E1KReBY>
- Hermitage Slave Quarters at The Henry Ford
<http://www.thehenryford.org/exhibits/smartfun/hermitage/open.html>
- *The Story of Human Rights* film (10 minutes) <http://www.humanrights.com/what-are-human-rights.html>
- English-Spanish dictionary

Duration: 3 days

Instructional Sequence:Day 1:

1. Ask students what they know about slavery. Include the central questions as a launching point.
2. Show the PowerPoint presentation. Let students observe the maps, videos and images carefully.
3. The following short videos are included in the PowerPoint slide show:
Hermitage Slave Quarters at The Henry Ford video:
<http://www.thehenryford.org/exhibits/smartfun/hermitage/open.html> (15 minutes)
America's slavery video on <http://www.youtube.com/watch?v=Jc1RbUxQv4E> (9:55 minutes)
Puerto Rico's slavery video on <http://www.youtube.com/watch?v=dh-2E1KReBY> (3:07minutes)

Day 2:

1. Bring the Slavery activity #1.
2. Discuss the questions.
3. Hand out Venn diagram, activity #2.
4. Show *The Story of Human Rights* film on <http://www.humanrights.com/what-are-human-rights.html> (10 minutes)

Day 3:

1. Ask students to prepare a graphic conclusion using digital images on The Henry Ford page or on the Internet.
2. Let them show their results through the ExhibitBuilder application to see their findings.
3. Discuss the results.

Student Project Ideas:

1. Students could research about the abolition movement in the Caribbean.
2. Students could write about age/gender roles in both areas.
3. Students could create a timeline about the abolition of slavery in the world.
4. Students could create museum displays of their findings and essays about the topic.

Anticipated Student Conceptions or Challenges to Understanding:

Understand the Caribbean geography. Assimilate some Spanish concepts. If they wanted to continue with the investigation, some primary resources are in Spanish.

Some of the images and resources used and cited in these lesson plans are not from the collections of The Henry Ford nor are they affiliated with The Henry Ford in any way.

Curriculum Links:

- U.S. Historical Thinking Standard 3 - Draw comparisons across eras and regions. Analyze the forced relocation of Africans in North America and in the Caribbean.
- U.S. Historical Content Standard 2.3 – Colonization and settlement (1585-1763)
- How to apply geography to interpret the past - Geography Standard 17
- Puerto Rican Social Studies Standards:
 - Change and continuity
 - People, places and environment
 - Production, distribution and consumption
 - Global conscience

Slavery (activity 1)

Name: _____

Date: _____

Class: _____

Teacher: _____

Some of the words at right might help you to fill the Venn diagram on activity 2.

Answer the questions based on the PowerPoint information.



<http://www.wordle.net/thumb/wrdl/4053444/slavery>

1. When did slavery begin in the Caribbean? _____
2. When did slavery begin in the colonies? _____
3. What country claimed the majority of the Greater Antilles in the Caribbean (including Puerto Rico)?

4. What was the name of Puerto Rico's natives? _____
5. What was the name of the slave houses in PR.? How do you compare these houses with the Hermitage Plantation slave quarters?

6. What kinds of products did the Caribbean slaves produce? What were their tools?

7. What was the name of the runaway slaves in the Caribbean?

8. Which was the slavery abolition year in the Caribbean? _____
9. When did slavery finish in the USA? _____

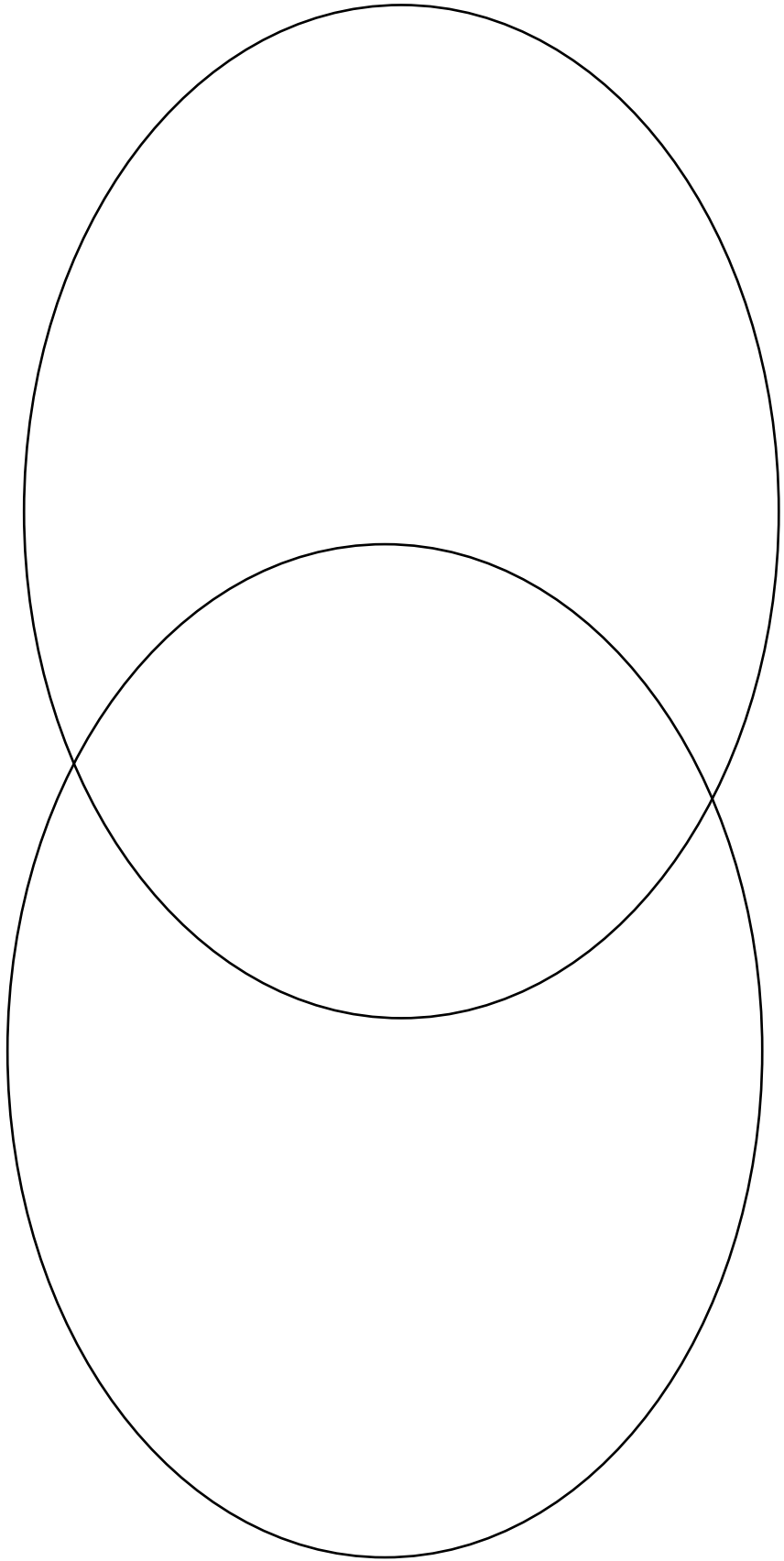
Name: _____

Slavery (activity #2)

Venn diagram about Caribbean and North American slaves



Instructions: Identify at least 8 differences and 8 similarities between the two groups.
Use only concepts or phrases, not sentences.



Caribbean Slaves

North American Slaves

Caribbean Slavery: the Puerto Rican case



By: Lilliam Rosado
History Teacher
Academia San Jorge, S.J., P.R.



This is where Puerto Rico is.

The beginning

Slavery in the Caribbean started at 1517-1518 when Spain decided to adopt this ancient practice to increase the island's labor force. Until then native indians **Tainos** had worked in an economic system called **Encomiendas**.

<http://www.youtube.com/watch?v=Jc1RbUxQv4E>



Indians at work



An image of an Encomienda.
What elements do you see?

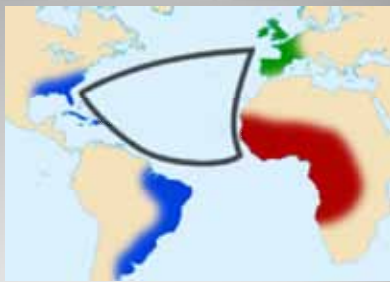
Epidemics and severe working conditions diminished this labor force.
Slaves and Tainos were both baptized by the Catholic church.

Slaves arrival to the Caribbean

All slaves shared the same roots: the African continent. But as you should know, slaves came from different parts of Africa. It means, their languages, beliefs, religions, skills and physical characteristics were not the same.



Slaves in the New World shared the same experience: the survival of the Middle Pass



The traveling route was called the Middle Pass. The business name was the Triangle Trade.



Some slaves were exchanged for goods in this business.



What does this image presents?



Caribbean slaves lived in shelters or homes named bohios, the same ones of the Tainos natives.

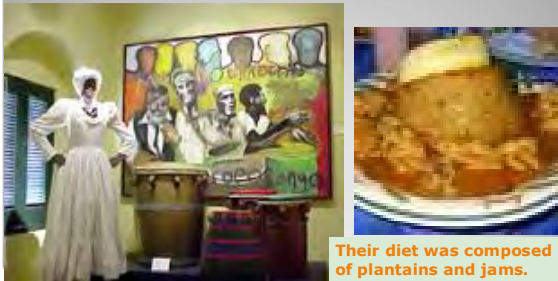


A bohio during the early nineteenth century.



Interior of a bohio. Notice the artifacts.

Some aspects of their culture



<http://www.youtube.com/watch?v=dh-2E1KReBY>

The Hermitage Plantation



A slave quarter from Georgia (ca 1850)

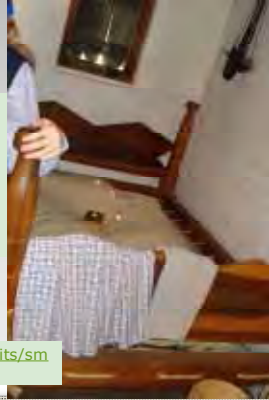


Wooden recipients to store water



Utensils and artifacts.

Slave bed in a quarter



<http://www.thehenryford.org/exhibits/smartfun/hermitage/open.html>

A slave dish during the Reconstruction Era



Despite the fact of the strong repression, rebellions and conspirations in Puerto Rico were common. Fugitive slaves were called **cimarrones**.



Slaves and their basic tools for agriculture in Puerto Rico.



Other slaves worked on mines, extracting gold and other precious metals.



[Learn more](#)

Corn mill at **Hacienda Buena Vista** en Ponce, P.R. (Late 19th century)

Slavery in Puerto Rico was abolished in 1873.

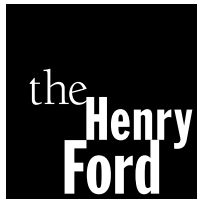
What does this map show about slavery in all over America?



Now you are able to do:

**Slavery Activity #1
Slavery Activity #2**





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Lonnie W. Lewis, Frankfort Christian Academy, Frankfort, KY

Middle/High School Lesson Plan 1: Title of the Lesson/Activity: Immigration During the Early 20th Century

Grade Level: Middle/High School

Overview: The students will have a series of 6 different prints from The Henry Ford concerning immigration during the early 20th century. Several questions can be developed from the pictures. They will respond to a document-based question (DBQ).

Central Question/ Problem: Why was Immigration in the Early 20th Century in the United States viewed as either a very positive or a very negative concept by many Americans?

Learning Objectives: Students will be able to utilize the 6 prints and answer the Central Question in a variety of ways, depending upon the wording and the age/level.

Assessment Tools: This exercise is assessed after the writing exercise during the class utilizing the AP DBQ model, which can be modified for younger students.

Key Concepts: The Industrial Revolution contributed to massive waves of new immigrants during the early 20th century. These immigrants were greeted in a variety of ways. Some Americans welcomed the immigrants with open arms while others wanted to bar the door to them.

Evidence/Sources: <http://collections.thehenryford.org/Collection.aspx?collectionid=1244>

Duration: The teaching of the lesson would be about 2-3 weeks and the DBQ exercise would be used in class one day or could be modified for a homework assignment.

Instructional Sequence: The teacher would present the 3 chapters or so (roughly 1900-1920) over a period of weeks. In the course of study, immigration would be included as a recurring topic. At the end of the study, the students would be given the 6 prints with a DBQ writing assignment.

Student Project Ideas:

1. Students could be given an additional assignment to find more prints/documents from the period to add to a classroom collection.
2. Students could be given a role to play to include the position of an immigrant, an American who does not want more immigration and an American who welcomes further immigration.

Anticipated Student Conceptions or Challenges to Understanding:

1. If students lack writing expertise, using DBQ exercises over the course of the year will help them improve.
2. Students may have trouble relating to the topic, but remind them that today in the United States, the same issue has arisen with Hispanic immigration.
3. Students who are behind or have language issues—the assignment can be modified.



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High School Lesson Plan 1

Alexander Bohl, Chalmette High School, Chalmette, LA

Title of Lesson: Cotton, Slavery, and the Constitutional Convention

Grade Level: 10

Overview: The student will take part in growing cotton without the conveniences of modern machinery to understand the desire for forced human labor in Southern agriculture.

Central Question: How did economic development in the South contribute to the Constitutional protections of slavery during the Constitutional Convention?

Learning Objective: The student will be able to describe the hardships involved in growing cotton, the economic benefits and costs this crop brought to the Deep South, and how technological advancements have increased our overall economic well-being.

Assessment Tools: The student will be assessed via thorough discussions that apply relevant GREs to the activities, completion of hands-on activities, 6 + 1 writing assignments, and a formal unit test.

Key Concepts: How supply and demand affect producers and consumers, factors of production, and compromises in the U.S. Constitution.

Evidence/Sources Tallies kept by teacher during discussions, grown and processed cotton, student writings, and formal assessments.

Time Frame: Four days scattered throughout a semester.

Instructional Sequence: The students will visit the Laura Plantation and will observe a presentation on the Susquehanna Plantation in addition to planting cotton on the school grounds.

Beginning of semester: Plow small field and plant cotton

Second day: Tend to cotton

Third day: Harvest cotton

End of semester: Spin cotton

Student Project Ideas: Students can research the lives in slaves in south Louisiana, abolitionists of the late 18th century, or founding fathers.

Anticipated Challenges: Receiving permission to plant cotton on the school grounds will be difficult as will be finding appropriate tools from the late 18th century.

Curriculum Links: Louisiana Grade-Level Expectations (Free Enterprise)

7. Define *productivity* and characterize the relationship between productivity and standard of living (E-1A-H2)
9. Identify actions or conditions that increase productivity or output of the economy (E- 1A-H2)
13. Compare contemporary and historic economic systems (e.g., ownership and control of production and distribution, determination of wages) (E-1A-H4)
19. Analyze the importance of labor-management relations and the effects of given labor and management practices on productivity or business profitability (E-1A-H6)
21. Explain ways in which businesses have changed to meet rising production costs or to compete more effectively in a global market (E-1A-H6)
27. Explain, analyze, and apply principles of supply and demand, including concepts of price, equilibrium point, incentives, and profit (E-1B-H1)
29. Explain the role of *factors of production* in the economy (E-1B-H2)
48. Define productivity and characterize the relationship between productivity and standard of living (E-1C-H1)
54. Predict the consequences of investment decisions made by individuals, businesses, and government (E-1C-H2)
60. Explain factors contributing to unequal distribution of income in a market economy (E-1C-H3)

Louisiana Grade Level Expectations (Civics)

14. Examine constitutional provisions concerning the relationship between federal and state governments (C-1A-H4)
17. Examine the meaning, implications, or applications of the U.S. Constitution (e.g., the Bill of Rights, Fourteenth Amendment) (C-1A-H5)
26. Explain how European philosophers (e.g., Rousseau, Locke, Montesquieu, Voltaire) helped shape American democratic ideas (C-1B-H1)
27. Analyze central ideas in an American historical document and explain the document's significance in shaping the U.S. Constitution (C-1B-H1)
28. Explain the meaning and importance of principles of U.S. constitutional democracy in American society (C-1B-H1)
29. Assess the importance of the U.S. Constitution as the Supreme Law of the Land, and ways in which U.S. constitutional government has helped shape American society (C-1B-H1)
30. Identify and describe examples of freedoms enjoyed today but denied to earlier Americans (C-1B-H1)
31. Explain issues involved in various compromises or plans leading to the creation of the U.S. Constitution (C-1B-H2)
32. Interpret, analyze, or apply ideas presented in a given excerpt from any political document or material (e.g., speech, essay, editorial, court case) (C-1B-H2)
33. Analyze a given example of American political or social conflict, and state and defend a position on the issue (C-1B-H3)
34. Analyze discrepancies between American ideals and social or political realities of life (e.g., equal protection vs. Jim Crow laws) (C-1B-H4)
51. Analyze an amendment or law concerning the rights of citizens in terms of their effect on public policy or American life (e.g., Nineteenth Amendment, Americans with Disabilities Act) (C-1D-H1)
55. Evaluate current and past political choices that individuals, groups, and nations have made, taking into account historical context (C-1D-H3)