

## Lesson 3 Immigration

### Big Idea

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

### Key Concepts

- Immigration
- Citizen
- Immigration restrictions

### Digitized Artifacts

from the Collections of **The Henry Ford**

### Lesson 3 Immigration

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

### Materials

- Computers with Internet (preferred), digital projector and screen; OR printed handouts of digitized artifacts and descriptions
- Sign: What pushes and pulls people to new ways of life?
- Student Activity Sheet 3: Language and Citizenship of Ford Motor Company Employees, According to Nationality, as of January 12th, 1917 – Using a Primary Source Document
- Large world map, to be colored in
- Colored pencils (1 set per 2 students)

**Duration** 1 class period (45 minutes)

### Instructional Sequence

#### 1 Engagement/Personal Relevance

Ask students if they know anyone living in the United States who was born in another country. Ask if they know where their relatives or ancestors lived before coming to the United States.

#### 2 Introduce Immigration

Share the following information about immigration with students:

- Travel across the Atlantic in the steerage section of large passenger ships became easier and cheaper with the technology of steam power.
- Through letters home, immigrants encouraged family and friends to come join them.
- Immigrants were pushed by other factors: political unrest and the lack of economic opportunities made life difficult.
- Prior to the Civil War, most immigrants to America were from western Europe.
- In the decades after the Civil War and into the 20th century, most immigrants were from southern and eastern Europe. This was partly because the government made laws about who could enter the country and who could become a citizen.
- Not enough workers were migrating from places within the United States to supply Ford Motor Company with the workers it needed to produce the number of automobiles its customers demanded.
- These manufacturing jobs and others like them pulled people from other countries to the United States.

Continued...

## Lesson 3 Immigration Continued

### 3 Checking for Understanding

Stop and ask students to define *immigration* and *citizen*.

**Immigration** is to enter a new country, other than one's own, and live there.

A **citizen** is a member of a country who has special rights, privileges and duties.

### 4 Primary Source

Find out where Ford Motor Company workers were from, using the digitized primary source [Language and Citizenship of Ford Motor Company Employees, According to Nationality, as of January 12th, 1917](#) ID# THF68283. Display it on the projector or give students a copy. Display a map of the world on the board or on a wall of the classroom.

To begin working with the chart in the document, pair up the students. Assign to each one of the pairs a group from the primary source and a particular colored pencil. Each student pair should answer the questions on the Student Activity Sheet #3: Language and Citizenship of Ford Motor Company Employees, According to Nationality, as of January 12th, 1917 – Using a Primary Source Document about the group, and then go to the classroom world map and color in the group's home country.

Explain that a naturalized citizen is someone who was not an official member of a country when he/she was born, but who goes through a process to become a legal citizen.

**Note** Spellings and groups' preferred names may have changed since the primary document's chart was produced. Assist students as needed. Also use this as a teachable moment about how language and the perceptions of ethnicity and race change over time.

### 1 Group Discussion

– How does the number of American employees compare to the number of employees of other nationalities?  
There are many more American employees than employees of any other individual nationality, but there are more non-Americans than Americans.

– What percent of employees are American?  
 $16,457 \div 40,903 = \text{approximately } 0.40 \text{ or } 40\%$ .

– Which parts of the world do the majority of non-American workers come from? *Europe*

– Why do some groups have a high percentage of English speakers?

*Some groups spoke English in their native countries.*

*Other groups had been settled in the Detroit area long enough to become fluent in English. We don't know who was counted as "American" – maybe people who were born in the United States to German parents were counted as American, but maybe they were counted as German.*

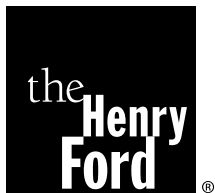
*To really understand the statistics, one must understand how the survey was developed and administered, and we don't know that from this document. Also, some immigrant groups tended to be very small, and people from small groups needed to learn English to survive in a foreign country whereas people from large groups could work, shop and live in places with only those who speak their language.*

– Why do some groups have a high percentage of naturalized citizens?

*Some of these groups spoke English in their native countries; in 1906 Congress made speaking English a requirement for citizenship. Other groups were part of an older wave of immigration from western and northern Europe who may have been naturalized prior to 1906 and were therefore able to become citizens even though they did not speak English.*

### Assessment

Collect and assess students' Student Activity Sheet 3: Language and Citizenship of Ford Motor Company Employees, According to Nationality, as of January 12th, 1917 – Using a Primary Source Document. Also assess students' participation and effort in this activity.



Names \_\_\_\_\_

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

## Using a Primary Source



|   |  |
|---|--|
| Nationality group:  |  |
| Color your group's country with this color, assigned by your teacher:           | Number of employees in this group:   |
| Number of employees in this group who speak English:                            | Number of employees in this group who are American citizens (naturalized): |
| Compared to other groups, are there many employees of this nationality at Ford? |  |
| Compared to other groups, do many of the employees in this group speak English? |  |
| Compared to other groups, are many of the employees in this group citizens?     |  |