

# Lesson 1 Transportation of Goods and Consumption

## Main Idea

- As technology made it possible to transport goods more quickly and cheaply, American attitudes about consumption and consumption patterns changed.

## Key Concepts

- Freight
- Inexhaustible natural resources
- Democracy of consumption
- Plank road
- National Road
- Canal
- Steam power
- Transcontinental Railroad
- Trucking
- Air
- Intermodal containers

## Digitized Artifacts

from the Collections of **The Henry Ford**

### Lesson 1

#### Transportation of Goods and Consumption

- Conestoga Wagon, circa 1840 ID# THF17493
- Lithograph, “View of the Junction of the Northern and Western Canals,” 1825 ID# THF68299
- Wood Engraving, “View of the Public Landing at Louisville, Kentucky,” 1850-1855 ID# THF68301

- Steam Locomotive “Sam Hill,” 1858 ID# THF18578
- Railroad Refrigerator Car, 1924, Used by Fruit Growers Express ID# THF68309
- Horse-Drawn Dray, circa 1890 ID# THF69339
- Crane Unloading Cargo from Railroad Cars into a Mack Model AC Dump Truck, 1927 ID# THF68323
- “Highways of the Sky,” Advertisement Promoting Commercial Air Travel on Ford Tri-Motor Airplanes, 1928 ID# THF68349
- Ford 707E C-Series Truck, Made in 1974, Used by Roadway Express ID# THF67948

## Materials

- Lesson 1 Slide Show: Transportation of Goods and Consumption: A Crash Course in the History of Freight
- Student Activity Sheet 1: Project: Transportation, Availability of Goods and Consumption
- Answer Key 1: Project: Transportation, Availability of Goods and Consumption
- Wooden mixing spoon
- Computer with access to the Internet, digital projector and screen (preferred) OR printed handouts of digitized artifacts’ images and descriptions
- Computers with access to the Internet for student use (optional)
- Local phone books

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## Lesson 1 Transportation of Goods and Consumption Continued

**Duration** 1 full period (45 minutes) or 3.5 periods with optional project

- Parts 1 and 2: 45 minutes
- Part 3 (optional):
  - if assigned as homework: introduction, 15 minutes; follow-up discussion, 20 minutes
  - if in-class project: research, 45 minutes to 1.5 hours; follow-up discussion, 20 minutes

### Instructional Sequence

#### 1 Engagement/Relevance

Show students a wooden mixing spoon, explaining that this is an object they probably have in their homes that was also used in homes in 1800. What do they think are the differences between how it came from the maker to their house today versus how it would have come from the maker to their house in 1800?

#### 2 Transportation of Goods and Consumption: A Crash Course in the History of Freight

Present the [Lesson 1 Slide Show: Transportation of Goods and Consumption: A Crash Course in the History of Freight](#) to your students. Use the notes embedded in the slide show to elaborate on the text and images used.

#### 3 Optional Project: Transportation, Availability of Goods and Consumption

To introduce this project, propose to students: How would the absence of highways, steamships, or railroads affect your consumption of goods?

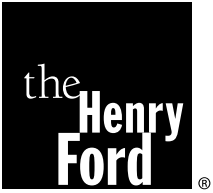
As a class, have students brainstorm a list of the goods they consume or use on a regular basis – for example, food, clothing and furniture.

For the short project, have students work individually or with partners. Have them research the types of goods they could obtain within a day's overland horse travel (20 miles) of their homes in order to fulfill the daily needs from the list that the class has brainstormed. Students should look for producers of goods, like farms, factories or workshops, not retailers. Tools that may be useful in this task include local phone books, local business organizations, such as the Chamber of Commerce or websites such as [localharvest.org](http://localharvest.org) listing local farmers, producers, manufacturers, etc. Students will need 1-2 class periods to conduct their research unless they are able to complete this assignment at home. Have students record their research on Student Activity Sheet 1 Project: Transportation, Availability of Goods and Consumption.

After they have completed the activity, have students report on the producers they found to help them meet their daily needs and discuss answers using Answer Key 1.

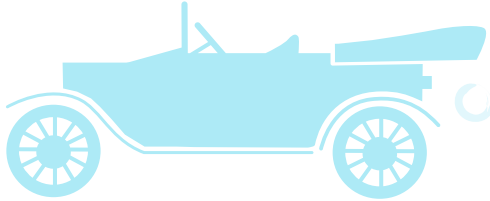
### Assessment

Assess students' effort on Student Activity Sheet 1: Project: Transportation, Availability of Goods and Consumption.



Name \_\_\_\_\_

# project: Transportation, Availability of Goods and Consumption



Need	Producer and Location	Distance From Home



1. Which needs did you have the hardest time meeting by using only producers within 20 miles of home? Why?

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2. How do you think this has changed over time? How do you meet those needs now?

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3. How does transportation affect the availability of goods?

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4. How do you think modern transportation options have influenced the locations of producers? Also, how do you think producers or manufacturers have affected the establishment of transportation networks?

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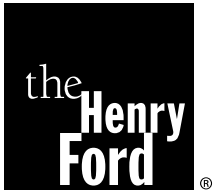
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# project:

## Transportation, Availability of Goods and Consumption

1. Which needs did you have the hardest time meeting by using only producers within 20 miles of home? Why?

*Answers will vary. In urban areas, locating food producers may be harder than in rural areas. Factories and workshops may be scarce in both urban and rural areas.*

2. How do you think this has changed over time? How do you meet those needs now?

*When our transportation networks were not as extensive, goods had to be produced closer to the markets and consumers. With our improved transportation networks, it is easy to ship goods from one area of the country or world to another.*

*Now, we meet those needs by purchasing food and other goods produced far away at local retailers or even online.*

3. How does transportation affect the availability of goods?

*If transportation is available, goods are available. If transportation is not available, goods are not available.*

4. How do you think modern transportation options have influenced the locations of producers? Also, how do you think producers or manufacturers have affected the establishment of transportation networks?

*Without extensive transportation networks, goods were produced closer to the consumer. The establishment of transportation networks has influenced where producers and manufacturers locate their businesses, and businesses have influenced the location of transportation networks. Ford Motor Company built railroad lines to service its Highland Park and Rouge plants by moving raw materials to the production lines.*