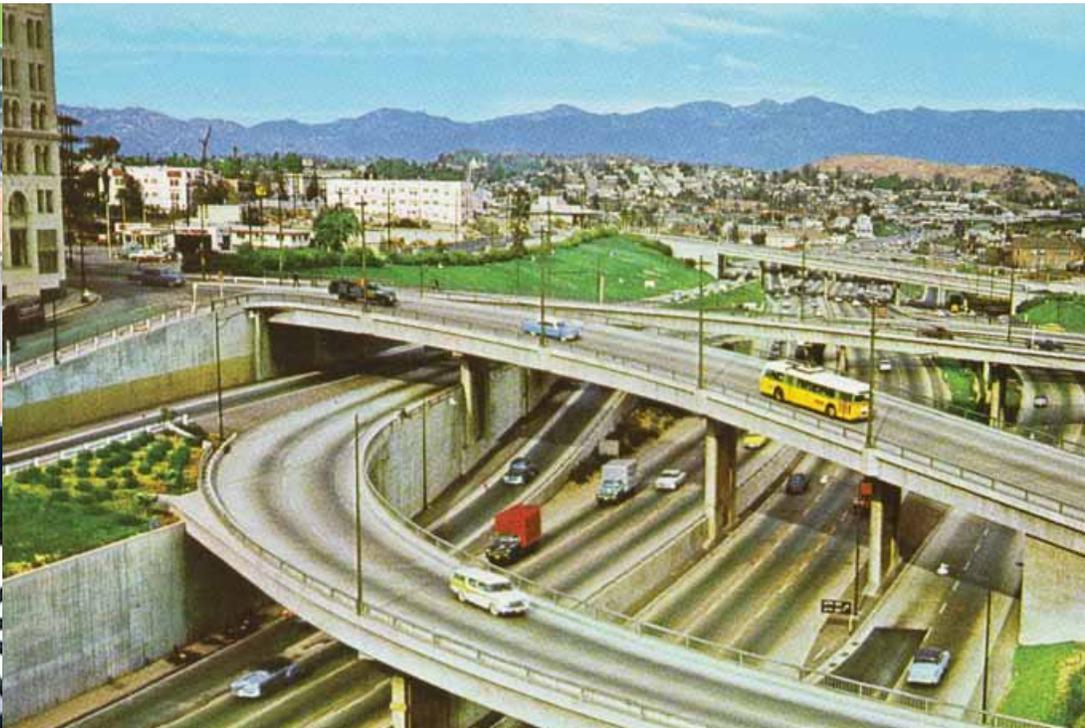


Early 20th-Century Migration

Transportation: Past, Present and Future

Educator DigiKit



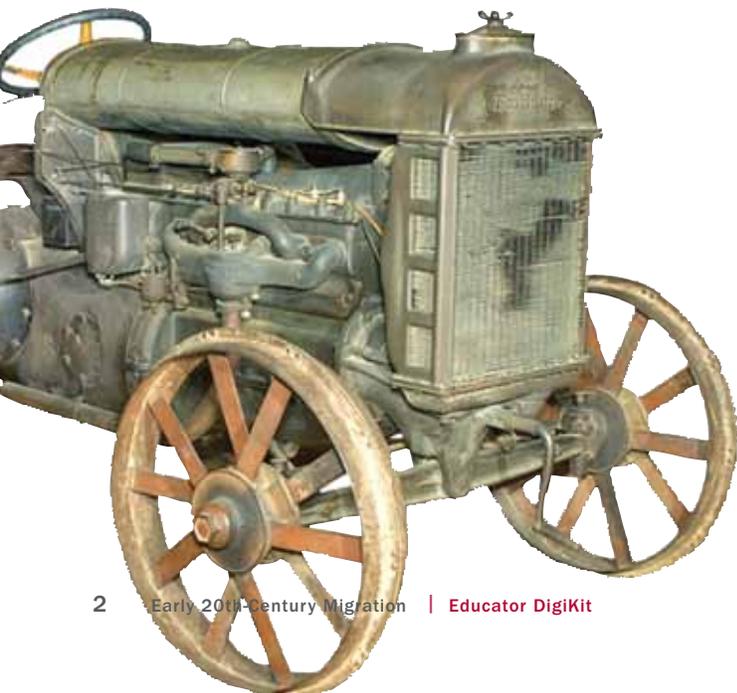
Transportation in America



mission statement

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

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overview

They moved their families to build the vehicles that moved America. Help your students understand why so many people were pulled from Europe and the American South by the promise of jobs in factories in the northern United States – especially in Michigan's automobile factories – and what their new lives were like. In this unit, you and your students will use artifacts, documents and photographs from the collections of **The Henry Ford** to explore the overarching question, *What pushes and pulls people into new ways of life?* Students will also make relevant connections between 20th-century migrations and their own lives today.

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

The Teacher Guide section includes resources to complement the *Early 20th-Century Migration Unit Plan*. You will find a glossary, a timeline, context-setting activities, a bibliography, curriculum links and curriculum-supporting field trip suggestions.

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

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

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

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

teacher guide | for grades 3-5

Glossary

Artisan

Skilled crafts worker who makes furniture, tools, dishes, etc.

Assimilation

The process of conforming or adjusting to a group's customs or habits.

Biography

The story of a person's life.

Case study

A true story that is an example of a bigger trend.

Citizen

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

Division of labor

Each worker does one step of a bigger job.

Emigration

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

Globalization

Across the world, companies compete to sell products and people compete for jobs.

Great Migration

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

Immigration

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

Import

To bring in a product from another country.

Industry, industrial, industrialized

Relating to manufacturing.

Migration

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

Moving assembly line

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

Naturalization

The process an immigrant goes through to become a legal citizen of a country.

Outsourcing

Getting goods or services that could have been produced within your own country or company from another country or company.

Primary source

A document or object that has survived from the past, like a letter or an automobile, that gives us a firsthand view of that time.

Pull

A reason people are attracted to a new place to live and work, like job or housing opportunities, better schools, an overall higher standard of living or family members who are already living in the new place.

Push

Something that makes living and working in a particular place difficult and that can influence people to migrate. Some examples of pushes are social inequality, wars, a lack of jobs and natural disasters.

Rustbelt

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

Secondary source

Another person's explanation of a primary source; a secondary source is one or more steps removed from the event. Examples include textbooks and encyclopedias.

Sociological

Referring to group behavior.

Sunbelt

The South and Southwest of the United States, areas that are gaining companies and jobs, and also people.

Urbanization

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

Unit Plan Timeline

Migration and Immigration

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

Ford Motor Company

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

National Events

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

Unit Plan Timeline continued

World Events

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

Context-Setting Activities

These activities are excellent ways to prepare and excite your students for the *Early 20th-Century Migration* unit or for a visit to **The Henry Ford**.

Immigrant Guest Speaker

Ask someone who has moved to your community from another country to share with your class his/her experiences. Before the visit, help your students prepare a few questions about what pushed this person from the home country, what pulled him/her to your community and how he/she traveled here. Encourage students to ask and think about the experience of adjusting to a new culture and (if applicable) a new language.

Your Community Long Ago

Show students pictures and maps of your community as it looked 50, 100 or 200 years ago. (Contact your local historical society or library for help finding the pictures.) This will provide context for the idea that the community changed over time with the migration of people to or from the community.

Classroom Museum

Prepare students to work with primary sources. Assemble a “museum collection” for your classroom. Find old tools, appliances, clothing, photographs, advertisements, etc., at home or purchase them at garage sales to build your classroom collection. Ask your students to carefully examine the artifacts, perhaps wearing gloves as museum staff do when handling or examining some types of artifacts. Have your students research how the artifacts were used in the past, how they were made and how they have changed over time. Use students’ research and observations to create a museum exhibit or to produce a creative writing piece focused on the artifacts.

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Barry, James. *Henry Ford and Mass Production*. New York: Franklin Watts, 1973.

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Blohm, Judith M., and Lapinsky, Terri. *Kids Like Me: Voices of the Immigrant Experience*. Boston: Nicholas Brealey Publishing, 2006.

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Quackenbush, Robert. *Along Came The Model T: How Henry Ford Put the World on Wheels*. New York: Parents' Magazine Press, 1978.

Online Teacher Resources

Automobile in American Life and Society

autolife.umd.umich.edu

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

Big Three Auto

bigthreeauto.procon.org/viewtopic.asp

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

From the Curators -

Henry Ford and Innovation

thehenryford.org/education/erb/HenryFordAndInnovation.pdf

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

In Motion: The African-American Migration Experience

inmotionaame.org

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

Bibliography Continued

The Negro in Detroit by
Forrester B. Washington, 1920

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

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

From the Curators – Transportation:
Past, Present and Future

thehenryford.org/education/erb/TransportationPastPresentAndFuture.pdf

Information on the history of the American automobile industry to the present and its impact on people, including 20th-century migration and immigration, urbanization and suburbanization from the curators of **The Henry Ford**.

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

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

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

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

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

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

Connections to National and Michigan Standards and Expectations

Michigan Grade-Level Content Expectations

Social Studies

- 3 H3.0.8**
Use case studies or stories to describe how the ideas or actions of individuals affected the history of Michigan.
- 3 G4.0.2**
Describe diverse groups that have come into a region of Michigan and reasons why they came (push/pull factors). (H)
- 3 G4.0.3**
Describe some of the current movements of goods, people, jobs or information to, from or within Michigan and explain reasons for the movements. (E)
- 4 H3.0.1**
Use historical inquiry questions to investigate the development of Michigan's major economic activities (manufacturing, technology) from statehood to present.
– What happened?
– When did it happen?
– Who was involved?
– How and why did it happen?
- How does it relate to other events or issues in the past, in the present or in the future?
– What is its significance?
- 4 H3.0.2**
Use primary and secondary sources to explain how migration and immigration affected and continue to affect the growth of Michigan. (G)
- 4 H3.0.6**
Use a variety of primary and secondary sources to construct a historical narrative about the beginnings of the automobile industry and the labor movement in Michigan.
- 4 G4.0.1**
Use a case study or story about migration within or to the United States to identify push and pull factors (why they left, why they came) that influenced the migration. (H)
- 4 G4.0.2**
Describe the impact of immigration to the United States on the cultural development of different places or regions of the United States (e.g., forms of shelter, language, food). (H)
- 4 E1.0.5**
Explain how specialization and division of labor increase productivity (e.g., assembly line).
- 4 E3.0.1**
Describe how global competition affects the national economy (e.g., outsourcing of jobs, increased supply of goods, opening new markets, quality controls).

English Language Arts

- 3 R.CM.03.01**
Connect personal knowledge, experiences and understanding of the world to themes and perspectives in text through oral and written responses.
- 3 R.CM.03.02**
Retell in sequence the story elements of grade-level narrative text and major idea(s) and relevant details of grade-level informational text.

Continued...

Connections to National and Michigan Standards and Expectations Continued

3 R.CM.03.03

Compare and contrast relationships among characters, events and key ideas within and across texts to create a deeper understanding, including a narrative to an informational text a literature selection to a subject area text, and an historical event to a current event.

3 L.RP.03.03

Respond to multiple text types listened to or viewed knowledgeably by discussing, illustrating and/or writing in order to reflect, make connections, take a position and/or show understanding.

3 R.CM.03.04

Apply significant knowledge from grade-level science, social studies and mathematics texts.

3 S.DS.03.03

Respond to multiple text types by reflecting, making connections, taking a position and/or showing understanding.

3 W.GN.03.04

Use the writing process to produce and present a research project, initiate research questions from content area text from a teacher-selected topic and use a variety of resources to gather and organize information.

4 W.GN.04.04

Use the writing process to produce and present a research project using a teacher-approved topic, find and narrow research questions, use a variety of resources, take notes and organize relevant information to draw conclusions.

4 R.CM.04.01

Connect personal knowledge, experiences and understanding of the world to themes and perspectives in text through oral and written responses.

4 R.CM.04.02

Retell through concise summarization grade-level narrative and informational text.

4 R.CM.04.03

Explain relationships among themes, ideas and characters within and across texts to create a deeper understanding by categorizing and classifying, comparing and contrasting or drawing parallels across time and culture.

4 R.CM.04.04

Apply significant knowledge from grade-level science, social studies and mathematics texts.

4 S.DS.04.03

Respond to multiple text types by reflecting, making connections, taking a position and/or showing deep understanding.

4 L.RP.04.03

Respond to multiple text types listened to or viewed knowledgeably by discussing, illustrating and/or writing in order to clarify meaning, make connections, take a position and/or show deep understanding.

5 R.CM.05.01

Connect personal knowledge, experiences and understanding of the world to themes and perspectives in text through oral and written responses.

5 R.CM.05.02

Retell through concise summarization grade-level narrative and informational text.

5 R.CM.05.03

Analyze global themes, universal truths and principles within and across text to create a deeper understanding by drawing conclusions, making inferences and synthesizing.

Continued...

Connections to National and Michigan Standards and Expectations Continued

5 R.CM.05.04

Apply significant knowledge from grade-level science, social studies and mathematics texts.

5 L.RP.05.03

Respond to multiple text types listened to or viewed knowledge-ably by discussing, illustrating and/or writing in order to clarify meaning, make connections, take a position and/or show deep understanding without major misconceptions.

5 S.DS.05.03

Respond to multiple text types by analyzing content, interpreting the message and evaluating the purpose.

5 W.GN.05.04

Use the writing process to produce and present a research project; use a variety of resources to gather and organize relevant information into central ideas and supporting details for a teacher-approved, narrowed-focus question and hypothesis.

National Standards in History

for Grades K-4

Topic 1

Living and Working Together in Families and Communities, Now and Long Ago

Standard 1

Family life now and in the recent past; family life in various places long ago.

Standard 1B

The student understands the different ways people of diverse racial, religious and ethnic groups, and of various national origins, have transmitted their beliefs and values.

Therefore the student is able to:

- Compare the dreams and ideals that people from various groups have sought, some of the problems they encountered in realizing their dreams and the sources of strength and determination that families drew upon and shared. [Compare and contrast]

Topic 2

The History of the Students' Own State or Region

Standard 2

The history of students' own local community and how communities in North America varied long ago.

Standard 2A

The student understands the history of his or her local community.

Therefore the student is able to:

- Describe local community life long ago, including jobs, schooling, transportation, communication, religious observances and recreation. [Obtain historical data]

Standard 3

The people, events, problems and ideas that created the history of their state.

Continued...

Connections to National and Michigan Standards and Expectations Continued

Topic 2 Continued

Standard 3C

The student understands the various other groups from regions throughout the world who came into his or her own state or region over the long ago and recent past.

Therefore the student is able to:

- Use a variety of visual data, fiction and nonfiction sources and speakers to identify the groups that have come into the state or region and to generate ideas about why they came. [Obtain historical data]
- Examine photographs and pictures of people from the various racial and ethnic groups of varying socioeconomic status who lived in the state 100–200 years ago in order to hypothesize about their lives, feelings, plans and dreams, and to compare ways in which their experiences were similar and different. [Formulate historical questions]
- Draw upon census data and historical accounts in order to describe patterns and changes in population over a period of time in a particular city or town in the students’ state or region. [Draw upon historical data]

- Describe the problems, including prejudice and intolerance, as well as the opportunities that various groups who have lived in their state or region have experienced in housing, the workplace and the community. [Appreciate historical perspectives]

Topic 3

The History of the United States: Democratic Principles and Values and the People from Many Cultures Who Contributed to Its Cultural, Economic and Political Heritage

Standard 5

The causes and nature of various movements of large groups of people into and within the United States, now and long ago.

Standard 5A

Demonstrate understanding of the movements of large groups of people into his or her own and other states in the United States, now and long ago.

Therefore the student is able to:

- Draw upon data in historical maps, historical narratives, diaries and other fiction or nonfiction accounts in order to chart various movements (westward, northward, and eastward) in the United States. [Obtain historical data]

- Draw upon data from charts, historical maps, nonfiction and fiction accounts and interviews in order to describe “through their eyes” the experience of immigrant groups. Include information such as where they came from and why they left, travel experiences, ports of entry and immigration screening, and the opportunities and obstacles they encountered when they arrived in America. [Appreciate historical perspectives]
- Identify reasons why groups such as freed African Americans, Mexican and Puerto Rican migrant workers, and Dust Bowl farm families migrated to various parts of the country. [Consider multiple perspectives]
- Analyze the experiences of those who moved from farm to city during the periods when cities grew rapidly in the United States. [Read historical narratives imaginatively]

Lesson 1 Pulls

Michigan Grade-Level Content Expectations

Social Studies

- 3** H3.0.8
Use case studies or stories to describe how the ideas or actions of individuals affected the history of Michigan.
- 4** H3.0.1
Use historical inquiry questions to investigate the development of Michigan’s major economic activities (manufacturing, technology) from statehood to present.
 - What happened?
 - When did it happen?
 - Who was involved?
 - How and why did it happen?
 - How does it relate to other events or issues in the past, in the present or in the future?
 - What is its significance?
- 4** H3.0.6
Use a variety of primary and secondary sources to construct a historical narrative about the beginnings of the automobile industry and the labor movement in Michigan.
- 4** E1.0.5
Explain how specialization and division of labor increase productivity (e.g., assembly line).

English Language Arts

- 3** R.CM.03.01
Connect personal knowledge, experiences and understanding of the world to themes and perspectives in text through oral and written responses.
- 3** R.CM.03.04
Apply significant knowledge from grade-level science, social studies and mathematics texts.
- 4** R.CM.04.01
Connect personal knowledge, experiences and understanding of the world to themes and perspectives in text through oral and written responses.
- 4** R.CM.04.04
Apply significant knowledge from grade-level science, social studies and mathematics texts.
- 5** R.CM.05.01
Connect personal knowledge, experiences and understanding of the world to themes and perspectives in text through oral and written responses.

- 5** R.CM.05.04
Apply significant knowledge from grade-level science, social studies and mathematics texts.

Lesson 2 Urbanization

Michigan Grade-Level Content Expectations

Social Studies

- 3** G4.0.2
Describe diverse groups that have come into a region of Michigan and reasons why they came (push/pull factors). (H)
- 4** H3.0.2
Use primary and secondary sources to explain how migration and immigration affected and continue to affect the growth of Michigan. (G)
- 4** G4.0.1
Use a case study or story about migration within or to the United States to identify push and pull factors (why they left, why they came) that influenced the migration. (H)

Lesson 3 Immigration

Michigan Grade-Level Content Expectations

Social Studies

- 3** G4.0.2
Describe diverse groups that have come into a region of Michigan and reasons why they came (push/pull factors). (H)
- 4** H3.0.2
Use primary and secondary sources to explain how migration and immigration affected and continue to affect the growth of Michigan. (G)

English Language Arts

- 3** R.CM.03.01
Connect personal knowledge, experiences and understanding of the world to themes and perspectives in text through oral and written responses.
- 3** R.CM.03.04
Apply significant knowledge from grade-level science, social studies and mathematics texts.
- 3** S.DS.03.03
Respond to multiple text types by reflecting, making connections, taking a position and/or showing understanding.

- 3** L.RP.03.03
Respond to multiple text types listened to or viewed knowledge-ably by discussing, illustrating and/or writing in order to reflect, make connections, take a position and/or show understanding.

- 3** R.CM.04.01
Connect personal knowledge, experiences and understanding of the world to themes and perspectives in text through oral and written responses.

- 4** R.CM.04.04
Apply significant knowledge from grade-level science, social studies and mathematics texts.

- 4** S.DS.04.03
Respond to multiple text types by reflecting, making connections, taking a position and/or showing deep understanding.

- 4** L.RP.04.03
Respond to multiple text types listened to or viewed knowledge-ably by discussing, illustrating and/or writing in order to clarify meaning, make connections, take a position and/or show deep understanding.

- 5** R.CM.05.01
Connect personal knowledge, experiences and understanding of the world to themes and perspectives in text through oral and written responses.

- 5** R.CM.05.04
Apply significant knowledge from grade-level science, social studies and mathematics texts.

- 5** S.DS.05.03
Respond to multiple text types by analyzing content, interpreting the message and evaluating the purpose.

- 5** L.RP.05.03
Respond to multiple text types listened to or viewed knowledge-ably by discussing, illustrating and/or writing in order to clarify meaning, make connections, take a position and/or show deep understanding without major misconceptions.

Lesson 4 The Changing Nature of Work and the \$5 Day

Michigan Grade-Level Content Expectations

Social Studies

- 3** G4.0.2
Describe diverse groups that have come into a region of Michigan and reasons why they came (push/pull factors). (H)
- 4** H3.0.1
Use historical inquiry questions to investigate the development of Michigan’s major economic activities (manufacturing, technology) from statehood to present.
- What happened?
 - When did it happen?
 - Who was involved?
 - How and why did it happen?
 - How does it relate to other events or issues in the past, in the present or in the future?
 - What is its significance?
- 4** H3.0.6
Use a variety of primary and secondary sources to construct a historical narrative about the beginnings of the automobile industry and the labor movement in Michigan.

English Language Arts

- 3** R.CM.03.01
Connect personal knowledge, experiences and understanding of the world to themes and perspectives in text through oral and written responses.
- 3** R.CM.03.02
Retell in sequence the story elements of grade-level narrative text and major idea(s) and relevant details of grade-level informational text.
- 3** L.RP.03.03
Respond to multiple text types listened to or viewed knowledgeably by discussing, illustrating and/or writing in order to reflect, make connections, take a position and/or show understanding.
- 3** R.CM.03.04
Apply significant knowledge from grade-level science, social studies and mathematics texts.
- 3** S.DS.03.03
Respond to multiple text types by reflecting, making connections, taking a position and/or showing understanding.

- 4** R.CM.04.01
Connect personal knowledge, experiences and understanding of the world to themes and perspectives in text through oral and written responses.
- 4** R.CM.04.02
Retell through concise summarization grade-level narrative and informational text.
- 4** R.CM.04.04
Apply significant knowledge from grade-level science, social studies and mathematics texts.
- 4** S.DS.04.03
Respond to multiple text types by reflecting, making connections, taking a position and/or showing deep understanding.
- 4** L.RP.04.03
Respond to multiple text types listened to or viewed knowledgeably by discussing, illustrating and/or writing in order to clarify meaning, make connections, take a position and/or show deep understanding.

Continued...

Lesson 4 Continued

- 5** R.CM.05.01
Connect personal knowledge, experiences and understanding of the world to themes and perspectives in text through oral and written responses.
- 5** R.CM.05.02
Retell through concise summarization grade-level narrative and informational text.
- 5** R.CM.05.04
Apply significant knowledge from grade-level science, social studies and mathematics texts.
- 5** L.RP.05.03
Respond to multiple text types listened to or viewed knowledgeably by discussing, illustrating and/or writing in order to clarify meaning, make connections, take a position and/or show deep understanding without major misconceptions.
- 5** S.DS.05.03
Respond to multiple text types by analyzing content, interpreting the message and evaluating the purpose.

Lesson 5 A New Language and a New Culture

Michigan Grade-Level Content Expectations

Social Studies

- 4** G4.0.2
Describe the impact of immigration to the United States on the cultural development of different places or regions of the United States (e.g., forms of shelter, language, food). (H)
- 5** H3.0.2
Use primary and secondary sources to explain how migration and immigration affected and continue to affect the growth of Michigan. (G)
- 5** H3.0.6
Use a variety of primary and secondary sources to construct a historical narrative about the beginnings of the automobile industry and the labor movement in Michigan.

English Language Arts

- 3** R.CM.03.01
Connect personal knowledge, experiences and understanding of the world to themes and perspectives in text through oral and written responses.

- 3** R.CM.03.02
Retell in sequence the story elements of grade-level narrative text and major idea(s) and relevant details of grade-level informational text.
- 3** R.CM.03.03
Compare and contrast relationships among characters, events and key ideas within and across texts to create a deeper understanding, including a narrative to an informational text, a literature selection to a subject area text and an historical event to a current event.
- 3** L.RP.03.03
Respond to multiple text types listened to or viewed knowledgeably by discussing, illustrating and/or writing in order to reflect, make connections, take a position and/or show understanding.
- 3** R.CM.03.04
Apply significant knowledge from grade-level science, social studies and mathematics texts.
- 3** S.DS.03.03
Respond to multiple text types by reflecting, making connections, taking a position and/or showing understanding.

Continued...

Lesson 5 Continued

4 R.CM.04.01

Connect personal knowledge, experiences and understanding of the world to themes and perspectives in text through oral and written responses.

4 R.CM.04.02

Retell through concise summarization grade-level narrative and informational text.

4 R.CM.04.03

Explain relationships among themes, ideas and characters within and across texts to create a deeper understanding by categorizing and classifying, comparing and contrasting or drawing parallels across time and culture.

4 R.CM.04.04

Apply significant knowledge from grade-level science, social studies and mathematics texts.

4 S.DS.04.03

Respond to multiple text types by reflecting, making connections, taking a position and/or showing deep understanding.

4 L.RP.04.03

Respond to multiple text types listened to or viewed knowledge-ably by discussing, illustrating and/or writing in order to clarify meaning, make connections, take a position and/or show deep understanding.

5 R.CM.05.01

Connect personal knowledge, experiences and understanding of the world to themes and perspectives in text through oral and written responses.

5 R.CM.05.02

Retell through concise summarization grade-level narrative and informational text.

5 R.CM.05.03

Analyze global themes, universal truths and principles within and across text to create a deeper understanding by drawing conclusions, making inferences and synthesizing.

5 R.CM.05.04

Apply significant knowledge from grade-level science, social studies and mathematics texts.

5 L.RP.05.03

Respond to multiple text types listened to or viewed knowledge-ably by discussing, illustrating and/or writing in order to clarify meaning, make connections, take a position and/or show deep understanding without major misconceptions.

5 S.DS.05.03

Respond to multiple text types by analyzing content, interpreting the message and evaluating the purpose.

Lesson 6 Examining Primary Sources

Michigan Grade-Level Content Expectations

Social Studies

4 G4.0.1

Use a case study or story about migration within or to the United States to identify push and pull factors (why they left, why they came) that influenced the migration. (H)

English Language Arts

3 R.CM.03.01

Connect personal knowledge, experiences and understanding of the world to themes and perspectives in text through oral and written responses.

3 R.CM.03.02

Retell in sequence the story elements of grade-level narrative text and major idea(s) and relevant details of grade-level informational text.

3 R.CM.03.03

Compare and contrast relationships among characters, events and key ideas within and across texts to create a deeper understanding, including a narrative to an informational text, a literature selection to a subject area text and an historical event to a current event.

3 L.RP.03.03

Respond to multiple text types listened to or viewed knowledge-ably by discussing, illustrating and/or writing in order to reflect, make connections, take a position and/or show understanding.

3 R.CM.03.04

Apply significant knowledge from grade-level science, social studies and mathematics texts.

3 S.DS.03.03

Respond to multiple text types by reflecting, making connections, taking a position and/or showing understanding.

4 R.CM.04.01

Connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.

4 R.CM.04.02

Retell through concise summarization grade-level narrative and informational text.

4 R.CM.04.03

Explain relationships among themes, ideas and characters within and across texts to create a deeper understanding by categorizing and classifying, comparing and contrasting or drawing parallels across time and culture.

4 R.CM.04.04

Apply significant knowledge from grade-level science, social studies and mathematics texts.

4 S.DS.04.03

Respond to multiple text types by reflecting, making connections, taking a position and/or showing deep understanding.

4 L.RP.04.03

Respond to multiple text types listened to or viewed knowledge-ably by discussing, illustrating and/or writing in order to clarify meaning, make connections, take a position and/or show deep understanding.

5 R.CM.05.01

Connect personal knowledge, experiences and understanding of the world to themes and perspectives in text through oral and written responses.

Continued...

Lesson 6 Continued

- 5** R.CM.05.02
Retell through concise summarization grade-level narrative and informational text.
- 5** R.CM.05.03
Analyze global themes, universal truths and principles within and across text to create a deeper understanding by drawing conclusions, making inferences and synthesizing.
- 5** R.CM.05.04
Apply significant knowledge from grade-level science, social studies and mathematics texts.
- 5** L.RP.05.03
Respond to multiple text types listened to or viewed knowledgeably by discussing, illustrating and/or writing in order to clarify meaning, make connections, take a position and/or show deep understanding without major misconceptions.
- 5** S.DS.05.03
Respond to multiple text types by analyzing content, interpreting the message and evaluating the purpose.

Lesson 7 Work in the 21st Century

Michigan Grade-Level Content Expectations

Social Studies

- 3** G4.0.3
Describe some of the current movements of goods, people, jobs or information to, from or within Michigan and explain reasons for the movements. (E)
- 4** H3.0.2
Use primary and secondary sources to explain how migration and immigration affected and continue to affect the growth of Michigan. (G)
- 4** H3.0.1
Use historical inquiry questions to investigate the development of Michigan's major economic activities (manufacturing, technology) from statehood to present.
- What happened?
 - When did it happen?
 - Who was involved?
 - How and why did it happen?
 - How does it relate to other events or issues in the past, in the present or in the future?
 - What is its significance?

4 E3.0.1

Describe how global competition affects the national economy (e.g., outsourcing of jobs, increased supply of goods, opening new markets, quality controls).

English Language Arts

- 3** R.CM.03.01
Connect personal knowledge, experiences and understanding of the world to themes and perspectives in text through oral and written responses.
- 3** R.CM.03.03
Compare and contrast relationships among characters, events and key ideas within and across texts to create a deeper understanding, including a narrative to an informational text, a literature selection to a subject area text and an historical event to a current event.

Continued...

Lesson 7 Continued

English Language Arts

3 L.RP.03.03

Respond to multiple text types listened to or viewed knowledgeably by discussing, illustrating and/or writing in order to reflect, make connections, take a position and/or show understanding.

3 R.CM.03.04

Apply significant knowledge from grade-level science, social studies and mathematics texts.

3 S.DS.03.03

Respond to multiple text types by reflecting, making connections, taking a position and/or showing understanding.

4 R.CM.04.01

Connect personal knowledge, experiences and understanding of the world to themes and perspectives in text through oral and written responses.

4 R.CM.04.03

Explain relationships among themes, ideas and characters within and across texts to create a deeper understanding by categorizing and classifying, comparing and contrasting or drawing parallels across time and culture.

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Apply significant knowledge from grade-level science, social studies and mathematics texts.

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5 S.DS.05.03

Respond to multiple text types by analyzing content, interpreting the message and evaluating the purpose.

Field Trip Learning Enhancement Suggestions

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

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

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

The Henry Ford

History Hunters Scavenger Hunts

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

Greenfield Village

Explore the Model T in Greenfield Village Self-Guided Itinerary

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

History Hunters

- [Investigating the Model T](#)
- [Investigating the Making of Inventors: Henry Ford and the Wright Brothers](#)

Additional Sites to Visit in Greenfield Village

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

Henry Ford Museum

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

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

Henry's Assembly Line Guided Activity

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

Build a Model T Guided Activity

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

Continued...

Field Trip Learning Enhancement Suggestions Continued

Henry Ford Museum Continued

History Hunters

- Investigating the Model T

Additional Sites to Visit

in *Henry Ford Museum*

- *With Liberty and Justice for All*
- *Made in America: Manufacturing*
- *Driving America*

Ford Rouge Factory Tour

The Ford Rouge Complex:

A Case Study in Industrialization

Curriculum Connector

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

Flexing for the Future Self-Guided Activity

FREE with *Ford Rouge Factory Tour* admission

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

Offered Daily

Program Length 10 minutes

Test Drive Smart Tools Self-Guided Activity

FREE with *Ford Rouge Factory Tour* admission

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

Offered Daily

Program Length Variable, self-directed

History Hunters

- Investigating Manufacturing

Other Places to Visit

to Learn More about
Migration and Immigration

Charles H. Wright Museum of African American History

315 East Warren Ave.
Detroit, MI 48201
maah-detroit.org

Detroit Historical Museum

5401 Woodward Ave.
Detroit, MI 48202
detroithistorical.org

Arab American National Museum

13624 Michigan Ave.
Dearborn, MI 48126
arabamericanmuseum.org

Statue of Liberty National Monument & Ellis Island

New York, NY 10004
nps.gov/elis

Lower East Side Tenement Museum

108 Orchard St.
New York, NY 10002
tenement.org

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

unit plan | for grades 3-5

Early 20th-Century Migration Unit Plan Overview

Later Elementary

Overarching Question

What pushes and pulls people into new ways of life?

Key Concepts

- Labor
- Workshop
- Assembly line
- Artisan
- Station assembly
- Division of labor
- Moving assembly line
- Migration
- Immigration
- Emigration
- Urbanization
- Great Migration
- Citizen
- Immigration restrictions
- Changing nature of work
- Language barrier
- \$5 day
- Globalization
- Global competition
- Import
- Outsourcing
- Rustbelt to Sunbelt Migration

Lessons and Big Ideas

Lesson 1 Pulls

- Jobs created by the moving assembly line pulled people to factories such as the automobile plants in Michigan.

Lesson 2 Urbanization

- New technology made fewer farm workers necessary, so farm workers were pushed to factory jobs.

Lesson 3 Immigration

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

Lesson 4

The Changing Nature of Work and the \$5 Day

- The \$5 day pulled workers into accepting a very different kind of work.

Lesson 5

A New Language and a New Culture

- Once immigrants had arrived in Michigan and were working at Ford Motor Company, they were pulled to adopt a new way of life by the promise of good pay and United States citizenship.

Lesson 6

Examining Primary Sources

- Biographies and photographs provide case studies that help us understand the life experiences of individuals rather than the experiences of whole groups.

Lesson 7

Work in the 21st Century

- Today globalization pushes and pulls workers toward new places and ways of life.

Duration 10 class periods
(45 minutes each)

- **Lesson Plans** 7 class periods
- **Unit Project** 3 class periods

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

Unit Plan Overview Continued

Later Elementary

Field Trips

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

Assessment

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

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

Digitized Artifacts

from the Collections of **The Henry Ford**:

Lesson 1 Pulls

- Women Workers Assembling Magnetos at Ford Highland Park Plant, circa 1913 ID# THF23810
- Workers Assembling Car Bodies at Ford Rouge Plant, 1932 ID# THF23466
- 1924 Ford Model T Cars on Assembly Line at Highland Park Plant, October 1923 ID# THF23577

Lesson 2 Urbanization

- First Official Ford Motor Company Portrait of Henry Ford, 1904 ID# THF36449
- Crowd of Applicants Outside Highland Park Plant after Five Dollar Day Announcement, January 1914 ID# THF67496
- Hay Wagon Coming up from a Meadow, Flushing, New York, circa 1900 ID# THF38312
- Fordson Tractor #1, Made 1917, Used by Luther Burbank ID# THF72058
- Gas-Steam Engine, 1916, Used to Generate Electricity at Highland Park Plant ID# THF52667
- Time Clock, made 1916-1925, and Used by the Shelby Division of Copperweld ID# THF72059
- Mattox House in *Greenfield Village* ID# THF70905

Lesson 3 Immigration

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

Lesson 4

The Changing Nature of Work and the \$5 Day

- Letter to Henry Ford from the Wife of an Assembly Line Worker, 1914 ID# THF32100
- Ford Motor Company Clipping Book, Volume 2, January 6-10, 1914 ID# THF80232
- Crowd of Applicants Outside Highland Park Plant after Five Dollar Day Announcement, January 1914 ID# THF67496

Lesson 5

A New Language and a New Culture

- Ford Motor Company Publication, “Factory Facts from Ford,” 1915 ID# THF80284
- Ford English School Classroom at the Highland Park Plant, 1914-1915 ID# THF23827
- Melting Pot Ceremony at Ford English School, July 4, 1917 ID# THF36844

Unit Plan Overview Continued

Lesson 6 Examining Primary Sources

- Byron Moore, Head of Ford Rouge Plant Aircraft Engine Inspection and Repair, 1943 ID# THF68290
- Short Biography of Ford Motor Company Employee Byron Moore, circa 1943 (page 1 ID# THF68288) (page 2 ID# THF68289)
- Ford Motor Company Designer Joseph Galamb Working at Drafting Table, 1943 ID# THF68287
- Short Biography of Ford Motor Company Industrial Designer Joseph A. Galamb, circa 1943 (page 1 ID# THF68285) (page 2 ID# THF68286)
- Workers in Ford Rouge Plant Cyanide Foundry, 1931 ID# THF68318

Lesson 7 Work in the 21st Century

- Advertisement for the 1986 Nissan Stanza Wagon, “Nissan Innovation Strikes Again” ID# THF73709

Materials

- Computer with Internet, digital projector and screen (preferred); OR printed handouts of the digitized artifacts and descriptions
- Sign: What pushes and pulls people into new ways of life?
- Student Activity Sheet 1: The Moving Assembly Line
- Scrap paper – lots
- Full roll of wrapping paper
- Empty wrapping paper tube
- Tape
- Desks or tables that can be lined up to make a surface that is at least 10 feet long, end to end
- Lesson 2 Slideshow Urbanization
- Student Activity Sheet 2: Urbanization Pushes and Pulls
- Student Activity Sheet 3: Language and Citizenship of Ford Motor Company Employees, According to Nationality, as of January 12th, 1917 – Using a Primary Source
- Large world map, to be colored on
- Colored pencils (1 set per 2 students)
- Student Activity Sheet 4: The Changing Nature of Work: History and Math
- Answer Key 4: The Changing Nature of Work: History and Math
- Student Activity Sheet 6A: Questions on Primary Sources – Byron Moore
- Student Activity Sheet 6B: Questions on Primary Sources – Joseph Galamb
- Student Activity Sheet 6C: Additional Information on African-American Workers
- Student Activity Sheet 6D: Questions on Primary Sources – African Americans at the Rouge Plant
- Lesson 7 Slideshow Work in the 21st Century
- Student Activity Sheet 7: 21st-Century Migration Simulation Roles
- Extension Activities
- Culminating Projects
- Student Activity Sheet 8: Review/Assessment Questions
- Answer Key 8: Review/Assessment Questions

What
pushes and
pulls
people into new
ways of life ?

Lesson 1 Pulls

Big Idea

- Jobs created by the moving assembly line pulled people to factories such as the automobile plants in Michigan.

Key Concepts

- Labor
- Workshop
- Assembly line
- Artisan
- Station assembly
- Division of labor
- Moving assembly line

Digitized Artifacts

from the Collections of **The Henry Ford**

Lesson 1 Pulls

- [Women Workers Assembling Magnetos at Ford Highland Park Plant, circa 1913](#) ID# THF23810
- [Workers Assembling Car Bodies at Ford Rouge Plant, 1932](#) ID# THF23466
- [1924 Ford Model T Cars on Assembly Line at Highland Park Plant, October 1923](#) ID# THF23577

Materials

- Computer with access to the Internet; digital projector and screen (preferred); OR printed handouts of digitized artifacts and descriptions
- Sign: What pushes and pulls people into new ways of life?
- Student Activity Sheet: #1: The Moving Assembly Line
- Scrap paper – lots
- Full roll of wrapping paper
- Empty wrapping paper tube
- Tape
- Desks or tables that can be lined up to make a surface that is at least 10 feet long, end to end

Duration One class period (45 minutes)

Instructional Sequence

1 Engagement

Ask students what is needed to produce a car. Answers will likely include types of materials used, workers, factories, power, etc.

Tell students that Henry Ford was especially innovative in how he organized people to produce cars. Read Part 1 of the article on Student Activity Sheet 1: The Moving Assembly Line. Stop at the end of Part I to facilitate the Paper Airplane Workshop and Paper Airplane Assembly Line activities described below.

Continued...

Lesson 1 Pulls Continued

2 Paper Airplane Workshop and Paper Airplane Assembly Line Activities*

Paper Airplane Workshop

In this activity, students will produce paper airplanes using the same assembly method that was used to produce goods before the Industrial Revolution.

Have each student make his or her own paper airplanes, start to finish, for five minutes. When time is up, find out how many airplanes were made, share a few designs and allow flight-testing. Clean up.

Discussion Questions

- How many of the students were really good at making airplanes that flew far?
- How did these students learn how to make good airplanes?
- How many planes could each of these students make in the five-minute period?

Paper Airplane Assembly Line Setup

It is recommended that the moving assembly line activity be setup before your students arrive.

Set up

- You will need 10 feet of continuous flat surface. Line up desks or tables to create your moving assembly line working surface.
- Place the full tube of wrapping paper at one end of the surface.
- Unwind the wrapping paper enough to cover the entire length of the working surface of the assembly line. The wrapping paper will serve as the conveyor belt for moving the product (paper airplanes) from worker to worker.

- Tape the free edge of wrapping paper to the empty wrapping paper tube so that it can be wound around the empty tube. As the paper is wound around the tube, the conveyor belt of the assembly line will move.
- Place a stack of scrap paper at the start of the conveyor belt of the assembly line next to the full roll. This will be Station One of the assembly line.

Assembly Line Station Tasks

- Station One** Take one piece from the stack of paper and place it on the conveyor belt.
- Station Two** Make a center vertical fold in the piece of paper.
- Station Three** Open the paper.
- Station Four** Fold the top right corner of the paper in to the fold line.
- Station Five** Fold the top left corner in to the fold line.
- Station Six** Fold the center to create the nose.
- Station Seven** Fold one side down to create one wing.
- Station Eight** Fold the other side down to create the other wing.
- Station Nine** Adjust the folds so that the wings are horizontal.
- Station Ten** Test-fly the airplane.

Each station is one task in the assembly of a paper airplane. Choose ten students to fill these positions. The wrapping-paper conveyor belt should move the airplane between stations.

You will also need two students to run the conveyor belt. One student will hold the full tube at the start of the

Continued...

Lesson 1 Pulls Continued

Assembly Line Station Tasks Continued

assembly line. The other student will wind the wrapping paper around the empty tube and will be the belt controller, controlling the speed of the assembly line.

Students not working on the assembly line should each be assigned to closely observe one of the workers. Let the observers know that they'll be asked to comment on what their worker seems to find easy and what their worker seems to find challenging.

Paper Airplane Moving Assembly Line Activity

Explain to the students that the speed of production is controlled by the speed of the conveyor belt in the moving assembly line. Before you begin, ask students to explain why they think Henry Ford would believe this is a good idea.

Explain to students how the moving assembly will work. Once you are sure each student understands his or her job, try out the moving assembly line!

Discuss, and record on the board, students' reactions, successes and challenges.

Next, try speeding up the line by speeding up the conveyor belt.

Run the assembly line for five minutes; then test-fly a few of the airplanes that were made.

Discussion Questions

- How many airplanes were the assembly line workers able to produce in five minutes?
- Did the quality of the product (airplanes) change during those five minutes? How?
- How did the workers' feelings change?
- Does the work become more challenging? If so, for who, and how?

Explain to students that in the factory, the line does not stop.

3 Workers Needed

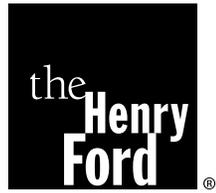
Follow up by reading Part II of the article on Student Activity Sheet 1: The Moving Assembly Line.

If students want to examine the images in the article more closely, access the digitized artifacts and images and project them onto a screen.

Assessment

To assess students' learning and understanding, ask them to answer the questions at the end of Student Activity Sheet 1A: The Moving Assembly Line.

- * Adapted from *The Power in Our Hands: A Curriculum on the History of Work and Workers in the United States*, by William Bigelow and Norman Diamond. New York: Monthly Review Press, 1988.



Name _____

the moving Assembly Line

Part I

Have you ever wondered how the items you use every day, like the shoes you wear and the pen with which you write, were made? Workers on a moving assembly line in a factory probably made them. Products have been made on moving assembly lines for almost 100 years. In 1913, though, when Henry Ford began producing automobiles on the first moving assembly line, it was a major innovation in the way workers worked. Producing anything requires people. The people who play a part in producing a product can be called “labor.” For hundreds, even thousands, of years,

products were made in a workshop, with an **artisan**, or skilled crafts worker, completing the work from start to finish. Then, workers made products through a process called **station assembly**. Each worker had a station to work at, and the parts for the product were brought to the station. When a worker finished a product, it was moved away from the station and the worker began making another one.

The moving assembly line is different. In the moving assembly line, a worker does only one of the tasks involved in producing the product. This is called division of labor. The work moves from worker to worker. Each worker adds a new piece to the product; then the product moves along to the next worker. At first, Ford Motor Company (the company run by Henry Ford) used the moving assembly line to make the individual parts of cars. It was so efficient, allowing workers to make parts so quickly, that eventually it spread to all aspects of the assembly process. Even the chassis (the bottom of the car to which the wheels attach) moved on a conveyor belt from worker to worker.

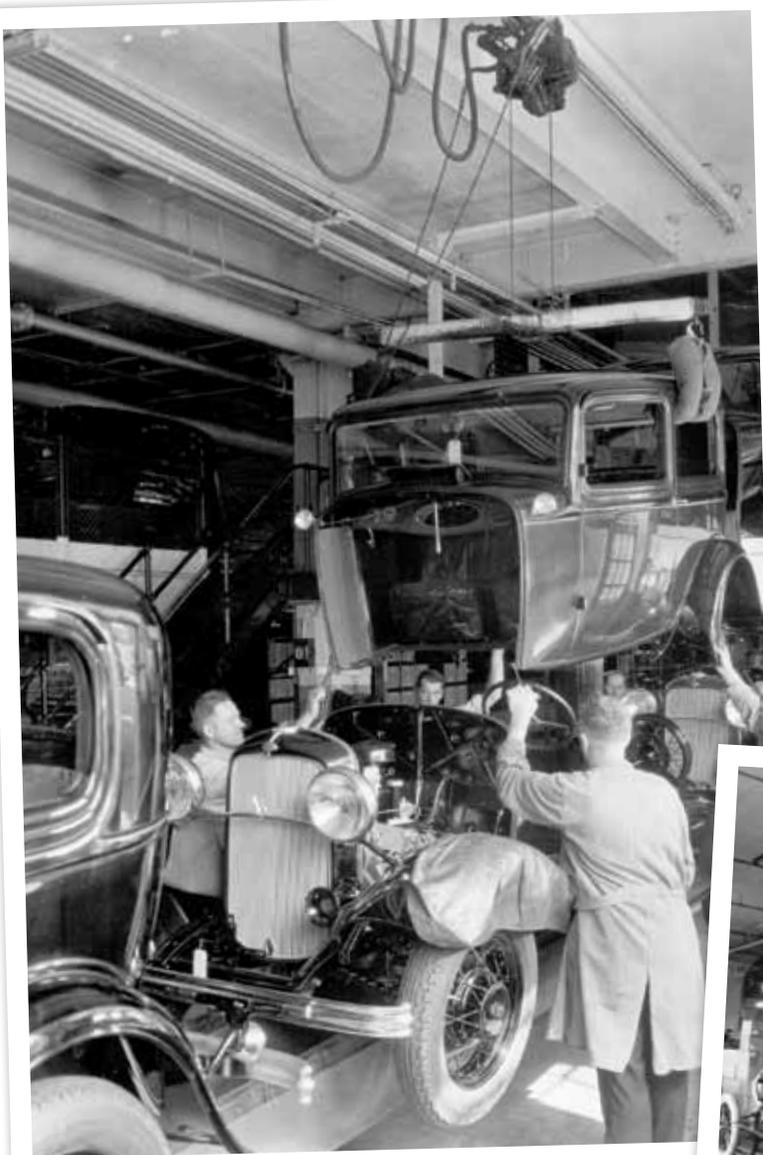


Women Workers Assembling Magnetos at Ford Highland Park Plant, circa 1913 ID# THF23810

Part II

This new method of production changed the way that people worked. Instead of being involved in the whole process of building a car, workers completed just one small part of the process. This was faster and made it easier to train workers. However, since there are so many parts in a car, many workers were needed for this method of production. In addition, Ford Motor Company was so successful at selling automobiles that it needed to increase the number of automobiles it produced. Henry Ford needed to hire many more workers. But where would he find them?

(below) [1924 Ford Model T Cars on Assembly Line at Highland Park Plant, October 1923](#) ID# THF23577



(above) [Workers Assembling Car Bodies at Ford Rouge Plant, 1932](#) ID# THF23466



1. How did the moving assembly line change the way people worked?

2. What did Ford Motor Company need because of its use of the division of labor and the moving assembly line?

3. If you were going to apply the idea of “division of labor” to cleaning your house with your family, how would it work?

Lesson 2 Urbanization

Big Idea

- New technology made fewer farm workers necessary, so farm workers were pushed to factory jobs.

Key Concepts

- Migration
- Immigration
- Emigration
- Urbanization
- Great Migration

Digitized Artifacts

from the Collections of **The Henry Ford**

Lesson 2 Urbanization

- [First Official Ford Motor Company Portrait of Henry Ford, 1904](#) ID# THF36449
- [Crowd of Applicants Outside Highland Park Plant after Five Dollar Day Announcement, January 1914](#) ID# THF67496
- [Hay Wagon Coming up from a Meadow, Flushing, New York, circa 1900](#) ID# THF38312
- [Fordson Tractor #1, Made 1917, Used by Luther Burbank](#) ID# THF72058
- [Gas-Steam Engine, 1916, Used to Generate Electricity at Highland Park Plant](#) ID# THF52667
- [Time Clock, made 1916-1925 and Used by the Shelby Division of Copperweld](#) ID# THF72059
- [Mattox House in Greenfield Village](#) ID# THF70905

Materials

- Computer with Internet; digital projector and screen (preferred); OR printed handouts of the digitized artifacts and descriptions
- Sign: What pushes and pulls people into new ways of life?
- [Lesson 2 Slideshow Urbanization](#)
- Student Activity Sheet 2: Urbanization Pushes and Pulls

Duration One class period (45 minutes)

Instructional Sequence

1 Engagement/Personal Relevance

Take a poll of students to see how many of them have moved to a new place because of a family member's job situation. Ask them to share stories about adapting to a new place. What was different? What was similar?

In the first decades of the 20th-century there was a significant migration of people from rural areas to urban areas. Millions came to metropolitan Detroit in search of jobs during those years. Just as the students themselves may have experienced when moving to a new place, there were positive and negative changes for these new Detroiters. In this lesson, students will examine the movement of different groups of people to Michigan to work in the auto industry.

Continued...

Lesson 2 Urbanization Continued

2 Urbanization

Use the [Lesson 2 Slideshow: Urbanization](#) to introduce and discuss the factors that influenced the migration of people from rural to urban areas. Review the slides with students.*

For slide 5, ask students to develop definitions for the words “migration,” “emigration” and “urbanization” based on their prior knowledge and the content of the previous slides.

For example

Migration is to move from one place to go live in another.

Emigration is to *leave* a country or region to live in another.

Urbanization is the process in which a significant number of the population moves from rural areas to urban (city) areas.

Assessment

Have students complete Student Activity Sheet 2: Urbanization Pushes and Pulls to record the pushes and pulls to Detroit (and other similar urban areas).

* For additional information, see “20th-Century Migration” in “[From the Curators – Transportation: Past, Present and Future.](#)”

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.

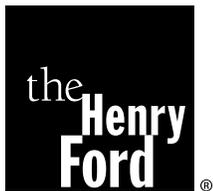
To really understand the statistics, one must understand how the survey was developed and administered, and we don't know that from this document. Also, some immigrant groups tended to be very small, and people from small groups needed to learn English to survive in a foreign country whereas people from 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?	

Lesson 4 The Changing Nature of Work and the \$5 Day

Big Idea

- The \$5 day pulled workers into accepting a very different kind of work.

Key Concepts

- Changing nature of work
- Language barrier
- \$5 day

Digitized Artifacts

from the Collections of **The Henry Ford**

Lesson 4

The Changing Nature of Work and the \$5 Day

- [Letter to Henry Ford from the Wife of an Assembly Line Worker, 1914](#) ID# THF32100
- [Ford Motor Company Clipping Book, Volume 2, January 6-10, 1914](#) ID# THF80232
- [Crowd of Applicants Outside Highland Park Plant after Five Dollar Day Announcement, January 1914](#) ID# THF67496

Materials

- Computers with Internet, digital projector and screen (preferred); OR printed handouts of digital artifacts and their descriptions
- Sign: What pushes and pulls people into new ways of life?
- Student Activity Sheet 4: The Changing Nature of Work: History and Math
- Scrap paper – a few pieces

Duration 1 class period (45 minutes)

Instructional Sequence

1 The Changing Nature of Work:

Understanding History through Math

Present the history-based math problem “The Changing Nature of Work” to students. If they are not able to solve it themselves, walk them through the steps to solve it.

2 The Changing Nature of Work:

Understanding History through the Arts

Next, perform a dramatic reading of the primary source [Letter to Henry Ford from the Wife of an Assembly Line Worker, 1914](#) ID# THF32100 for your students. You may consider asking a colleague to come perform this role, or you could pretend to be rereading the letter out loud after writing it. After the performance, discuss the following questions with students:

- Why was the writer upset?
- How is her husband treated at work?
Give some examples.
- How much is her husband being paid?
- Who does she seem to be upset with?
How does she seem to feel about Henry Ford?

Continued...

Lesson 4 Continued

3 Language Barriers: Understanding History through Kinesthetic Experiences

Choose four student volunteers, preferably students who are tactile-kinesthetic learners, to help with the experience. Assign one to role-play an English-speaking supervisor and three to each role-play a different non-English speaking assembly line worker.

Tell the rest of the class to observe what the supervisor and workers are doing and to evaluate their interactions and the quality of their product. Tell the supervisor and student-workers they must communicate without talking, in order to simulate not speaking the same language. Ask the supervisor to assign and teach each worker one step in “assembling” (making the folds for) a paper airplane. Limit the time the supervisor has to train the workers. Then have the workers assemble one airplane. Discuss the following questions:

- **For the student-workers:** What was it like to not be able to communicate while you worked? Was it hard to learn your task? Did you feel you were doing as well as you would have had you been able to communicate in your own language?
- **For the supervisor**
What was it like to not be able to communicate in your own language with your workers?
- **For the observers**
How did you notice the language barrier affecting the assembly of the planes?
- **For all**
What if, instead of assembling paper airplanes, the factory was assembling real airplanes?
What new problems might occur because of the language barrier? (Safety would be a concern.)
What problems do you think some assembly line workers at Ford Motor Company encountered?

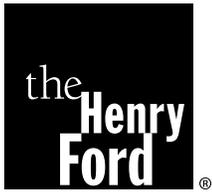
Lastly, the class will be summarizing the problems they see occurring at Ford Motor Company. Break the students into small groups and ask them to consider and list problems faced by immigrant workers, problems faced by workers from rural America and problems shared by both groups. Review the lists as a class and compile them into one class list on the board.

4 The \$5 Day

Explain that the issues of stress, repetitive tasks, accelerated production/assembly lines, language barriers, cultural differences, etc., resulted in a high turnover of workers. Introduce the \$5 day as the way Ford Motor Company dealt with the problem of high turnover. Illustrate this point with the digitized artifacts [Ford Motor Company Clipping Book, Volume 2, January 6-10, 1914 ID# THF80232](#) and [Crowd of Applicants Outside Highland Park Plant after Five Dollar Day Announcement, January 1914 ID# THF67496](#). Have students consider whether Ford’s offer of \$5 for a day’s work was a good way to convince people to work on the assembly line by asking: What are its advantages? What are its disadvantages?

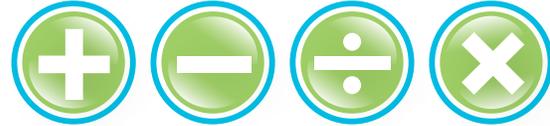
Assessment

Assess students’ participation in the activities and discussions.



Name _____

changing nature of work - History and Math



Some people did not like working on Henry Ford's moving assembly line. This new method of production changed the way that they worked. They were no longer involved in the yearlong process of planting and harvesting or in the whole process of building a car. Workers just completed one small part of the vehicle-assembly process over and over again, every day. This made it easier for Ford to train workers and turn out cars more quickly. However, doing a small task over and over again was boring. Also, workers had to work as fast as the conveyor belt moved parts to their station; if one worker slowed down or got behind, the rest of the process would be held up. In fact, the company had to hire 53,000 people a year just to keep 14,000 jobs filled!

1. How many people quit or were fired at Ford Motor Company each year?

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


Lesson 5 A New Language and a New Culture

Big Idea

- Once immigrants had arrived in Michigan and were working at Ford Motor Company, they were pulled to adopt a new way of life by the promise of good pay and United States citizenship.

Key Concepts

- Assimilation
- Ford English School
- Citizenship
- Melting pot

Digitized Artifacts

from the Collections of **The Henry Ford**

Lesson 5

A New Language and a New Culture

- [Ford Motor Company Publication, “Factory Facts From Ford,” 1915 ID# THF80284](#)
- [Ford English School Classroom at the Highland Park Plant, 1914-1915 ID# THF23827](#)
- [Melting Pot Ceremony at Ford English School, July 4, 1917 ID# THF36844](#)

Materials

- Computers with Internet, digital projector and screen (preferred); OR printed handouts of digital artifacts’ images and descriptions
- Sign: What pushes and pulls people into new ways of life?

Duration 1 class period (45 minutes)

Instructional Sequence

1 Engagement

Ask students to share their opinions on this question:

You learned about the new \$5-a-day wage at Ford Motor Company. Do you think Ford should give all workers the same pay? What do you think is fair? Answers will vary; students will have different conceptions of “fair.” They may suggest different amounts for different types of jobs.

2 The \$5 Day

Introduce this part of the lesson by telling your students that earning \$5 a day was not automatic and that different wages were not dependent on the type of job but on the worker’s personal life.

Show them the image [Ford Motor Company Publication, “Factory Facts From Ford,” 1915 ID# THF80284](#). Ford Motor Company thought that if it influenced the behavior of employees at home, the employees would become better workers at the factory. The Ford Motor Company Sociological Department sent investigators out into the community to meet with workers in their homes, instruct them in household habits they considered better and evaluate the quality and healthfulness of the workers’ home lives. If a worker did not conform to company standards, he or she ran the risk of being paid half as much for the same work as his or her co-workers and could eventually lose his or her job.

Continued...

Lesson 5 Continued

Discuss the following questions:

Look closely at each photograph.

- Describe what you see in the photographs.
- What do you not know about these photographs that you would like to know?

For example:

- Were they taken in the same house?
- Was the worker earning \$5 a day when the initial photo was taken?
- How did the family get new furniture?
- Who were the family members, and what was the role of each person?
- Was there a person in the family experienced in taking care of a home?
- When this photo was taken, was a family member ill or had a big meal or important family event just taken place?
- What is your definition of your bedroom being clean? What is your parents' definition of your bedroom being clean?

Answers will vary; this question allows students to relate to different views on what constitutes cleanliness.

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

Answers will vary.

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

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

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

They may have felt criticized, judged or misunderstood. They may have felt angry that they were being forced to change habits or sad about losing their old customs. Or, if they wanted to fit into American culture, perhaps they would have welcomed the investigator's explanation of this aspect of American life.

- If you were the family living in the home in this photograph, would you change your home (which would mean making a small change to your culture) in order to be eligible for the \$5 wage?

Answers will vary. As you discuss this, be sure to mention that the \$5 wage was an important pull toward adopting a new lifestyle.

Continued...

Lesson 5 Continued

3 Ford English School

Remind students that another aspect of work life is sharing a common language. Show [Ford English School Classroom at the Highland Park Plant, 1914-1915](#) ID# THF23827. Explain that attending Ford’s English School increased immigrants’ chances to earn \$5 per day.

- Why would Ford Motor Company want immigrant workers to learn English?

Learning English could make work go more smoothly and safely on the assembly line.

- Why would immigrant workers want to learn English?

Being able to communicate in English could make their work safer and make it easier for them to participate more fully in American life.

Students may not come up with the following answer, but you should mention that learning English helped them earn the \$5-per-day wage and also helped them become citizens. Speaking English became a requirement for citizenship in 1906.

- Why would workers not want to learn English?

They might not feel it was necessary, if their language was commonly spoken in Detroit. Or they might not want to lose the language that is an important part of their culture.

Show [Melting Pot Ceremony at Ford English School, July 4, 1917](#) ID# THF36844. Explain that it is a picture of the English School graduation ceremony.

- What’s happening in this picture?

In this ceremony, Ford English School graduates would walk into a “melting pot” in traditional ethnic clothing and would walk out in American suits.

- What does a “melting pot” mean?

In the “melting pot,” all groups’ attitudes and customs are melted together, creating a completely new culture that all individuals adopt. This usually means some aspects of the home cultures are lost, but other aspects of the home cultures are brought into the larger American culture.

- What is this ceremony saying about these individuals’ culture?

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

- What does this ceremony show about another reason Ford Motor Company would want immigrant workers to learn English?

To make it more likely that they join the greater American society instead of just keeping within their ethnic group.

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

Answers will vary, but perhaps Henry Ford felt both paternalistic pride in helping others and relief that his workforce would be more cohesive.

- How would you feel if you were a graduate participating in the ceremony, walking into and out of the melting pot? Do you think the graduates felt pulled to new way of life?

Answers will vary, but it is likely that many graduates did feel regret about leaving some of their native culture behind.

Assessment

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

Lesson 6 Examining Primary Sources

Big Idea

- Biographies and photographs provide case studies that help us understand the life experiences of individuals rather than the experiences of whole groups.

Key Concepts

- Primary source
- Case study

Digitized Artifacts

from the Collections of **The Henry Ford**

Lesson 6

Examining Primary Sources

- [Short Biography of Ford Motor Company Employee Byron Moore, circa 1943](#) (page 1 ID# THF68288) (page 2 ID# THF68289)
- [Byron Moore, Head of Ford Rouge Plant Aircraft Engine Inspection and Repair, 1943](#) ID# THF68290
- [Short Biography of Ford Motor Company Industrial Designer Joseph A. Galamb, circa 1943](#) (page 1 ID# THF68285) (page 2 ID# THF68286)
- [Ford Motor Company Designer Joseph Galamb Working at Drafting Table, 1943](#) ID# THF68287
- [Workers in Ford Rouge Plant Cyanide Foundry, 1931](#) ID# THF68318

Materials

- Computers with Internet and digital projector and screen; OR computers with Internet for student use (preferred); OR printed handouts of digital artifacts' images and descriptions
- Sign: What pushes and pulls people into new ways of life?
- Student Activity Sheet 6A: Questions on Primary Sources – Byron Moore
- Student Activity Sheet 6B: Questions on Primary Sources – Joseph Galamb
- Student Activity Sheet 6C: Additional Information on African-American Workers
- Student Activity Sheet 6D: Questions on Primary Sources – African Americans at the Rouge Plant

Duration 1 class period (45 minutes)

Instructional Sequence

1 Engagement

Ask students to define the word biography. They should come up with something to this effect: A **biography** is the story of a person's life.

Ask students if they prefer nonfiction that has pictures or nonfiction that does not have pictures. Ask if they have ever heard the saying, "A picture is worth a thousand words," and ask what it means.

Continued...

Lesson 6 Continued

2 What Are Primary And Secondary Sources?

Tell students that today they will use both biographies and photographs to learn about the past. Define the terms primary sources and secondary sources with students:

*A **primary source** is a document or object – a letter or piece of furniture, for example – that survives from the time period under study and that gives an insider’s perspective on that period.*

It may help here to compare primary and secondary sources.

Secondary sources explain primary sources; they are one or more steps removed from the event. Examples of secondary sources include textbooks and encyclopedias.

3 Examine Primary Source Documents

Examine the following primary source documents with the students. Or you might like to model examining just one primary source as a class and then allow students to examine the others in pairs. Or you may prefer to save time by using a jigsaw method.

Primary Source 1 Byron Moore Biography

Have students look at the document [Short Biography of Ford Motor Company Employee Byron Moore, circa 1943](#) (page 1 ID# THF68288) (page 2 ID# THF68289). Show the picture [Byron Moore, Head of Ford Rouge Plant Aircraft Engine Inspection and Repair, 1943](#) ID# THF68290 on the projection screen (or as a handout if a projection screen is not available).

As a class or in pairs, have students read the biography and complete the questions on Byron Moore in the Student Activity Sheet 6A: Questions on Primary Sources – Byron Moore.

Primary Source 2 Joseph Galamb Biography

Have students look at the document [Short Biography of Ford Motor Company Industrial Designer Joseph A. Galamb, circa 1943](#) (page 1 ID# THF68285) (page 2 ID# THF68286). Show the picture [Ford Motor Company Designer Joseph Galamb Working at Drafting Table, 1943](#) ID# THF68287 on the projection screen (or as a handout if a projection screen is not available).

As a class or in pairs, have students read the biography and complete the questions on Joseph Galamb in the Student Activity Sheet 6B: Questions on Primary Sources – Joseph Galamb.

Primary Source 3 African Americans at the Rouge Plant

As a class or in pairs, have students read Student Activity Sheet 6C: Additional Information on African-American Workers. Then have them look at the document [Workers in Ford Rouge Plant Cyanide Foundry, 1931](#) ID# THF68318. If possible, give students access to the document on classroom computers or in the lab so that they can zoom in wherever they would like in order to examine the photo more carefully.

Then have students complete the questions on African Americans at the Rouge Plant in Student Activity Sheet 6D: Questions on Primary Sources – African Americans at the Rouge Plant.

Continued...

Lesson 6 Continued

4 Thinking About and Analyzing Primary Sources:

Discuss the following questions as a class:

- Compare the jobs (past and current) of Byron Moore, Joseph Galamb and the African-American workers in the photograph. Which job do you think was the best? Why? Which job do you think was the worst? Why?

Answers will vary. The jobs that are dangerous (Joseph Galamb's job in the box factory, the jobs in the foundry) will be considered by most people as undesirable. The jobs that people enjoyed (Joseph's job working for Henry Ford, for instance) would be considered by most as desirable.

- Do you think it is fair to say that all immigrants had experiences like Joseph Galamb's, or that all migrants had experiences like Byron Moore's, or that all African Americans had experiences like those of the foundry workers?

No, each person has different experiences. People's experiences may vary greatly. To know the average experience, a person would have to read many biographies and look at many photographs and probably also study other types of primary sources.

- If you wanted to learn about an average day at Ford Motor Company, would you consult the biographies or the photographs?

Both might be helpful. The stories and images about work really make history come to life. Both might also be problematic. These biographies were not written at the same time as the work was occurring, so it's possible that a writer might remember a job inaccurately. The photographs also could be staged shots rather than candid ones.

- If you wanted to learn what a worker thought and felt, would you consult the biographies or the photographs?

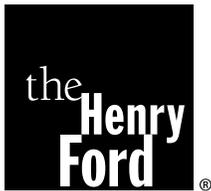
Thoughts and feelings are probably best expressed in words, so the biographies would likely be a better source.

- Do you have a preference for either biographies or photographs?

Answers will vary.

- What have you found to be different about using the biographies versus using the photographs?

Answers will vary.



Name _____



questions on primary sources - Byron Moore

Instructions Write down what you learn from Byron's biography to answer the following questions.

1. Where did Byron Moore live when he was young?

2. What were his parents' jobs?

3. Where did he move?

4. What was Byron Moore's first job?

5. What was Byron Moore's job at Ford when his biography was written?

6. Why did he move? What pushed or pulled him?

7. Circle the concept(s) that best describe Byron Moore's experience:

Immigration

Urbanization

Assimilation

Migration



Name _____



questions on primary sources - Joseph Galamb

Instructions Write down what you learn from Joseph's biography to answer the following questions.

1. Where did Joseph Galamb live when he was young?

2. What education did he have?

3. Where did he move?

4. What was Joseph Galamb's first job?

5. What was Joseph Galamb's job at Ford when his biography was written?

6. Why did he move? What pushed or pulled him?

7. Circle the concept(s) that best describe Joseph Galamb's experience:

Immigration

Urbanization

Assimilation

Migration

Name _____

additional information on African-American Workers

The Great Migration

The movement of African Americans from the South to the Northeast, Midwest and West is known as the Great Migration. In addition to being pushed from the rural South by a lack of jobs, African Americans were also pushed by racism and a lack of educational opportunities for their children. A 1920 survey by Forrester Washington of African-American Detroiters from the South found that over 83% came primarily for these social reasons rather than for purely economic reasons.



Work Opportunities for African Americans in Detroit

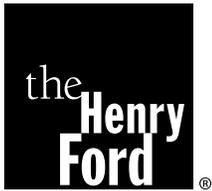
African Americans encountered discrimination and prejudice in the workplace but did find employment in Detroit's factories and foundries in the early 20th century. Foundries – factories that make steel – employed many African Americans. Working in a foundry was a difficult, dirty and dangerous job. In 1919, the workforce at Monarch Foundry was 48% African American and at Bellevue Foundry was 38% African American.

In 1919, Ford Motor Company was the largest employer in Detroit of African Americans. The company employed 1,700 African-American workers, which was 3% of its total workforce.

Companies often limited African Americans to janitorial and the most unskilled jobs. Other aspects of work life could be unfair as well. Some companies segregated their facilities and did not allow African Americans to join their recreational or social clubs, such as company sports teams.

[Workers in Ford Rouge Plant Cyanide Foundry, 1931](#)

ID# THF68318



Name _____



questions on primary sources - African Americans at the Rouge Plant

Instructions Write down everything you can observe in the photograph that provides answers to the following questions.

1. Where was this photograph taken?

2. When was this photograph taken?

3. Who are the people in this photograph?

4. What are the people in this photograph doing?

5. What are the people in this photograph wearing?

6. What words would you use to describe the jobs being done in this photo?

7. Circle the concept(s) that best describe these workers' experience:

Immigration

Urbanization

Assimilation

Migration

Lesson 7 Work in the 21st Century

Big Idea

- Today globalization pushes and pulls workers toward new places and ways of life.

Key Concepts

- Globalization
- Global competition
- Import
- Outsourcing
- Rustbelt to Sunbelt migration

Digitized Artifacts

from the Collections of **The Henry Ford**

Lesson 7

Work in the 21st Century

- Advertisement for the 1986 Nissan Stanza Wagon, “Nissan Innovation Strikes Again” ID# THF73709

Materials

- Computers with Internet, digital projector and screen (preferred); OR printed handouts of digital artifacts’ images and descriptions
- Sign: What pushes and pulls people into new ways of life?
- Lesson 7 Slideshow: Work in the 21st Century
- Student Activity Sheet 7: 21st-Century Migration Simulation Roles

Duration 1 class period (45 minutes)

Instructional Sequence

1 Engagement/Personal Relevance

Ask students to share some of the complaints they hear from their parents or other working people about their jobs. Are any of the complaints related to the changing nature of work in the 21st-century?

2 Review

Ask students to recall some of the ways that workers’ jobs changed in the early 20th century. (Refer to Student Activity Sheet 4 The Changing Nature of Work: History and Math and the dramatic reading from Lesson 4 of the primary source [Letter to Henry Ford from the Wife of an Assembly Line Worker, 1914](#) ID# THF32100 if your students need a reminder.)

3 Introduce Key Concepts

The key concepts in the [Lesson 7 Slideshow Work in the 21st Century](#) include:

- Globalization
- Global competition
- Import
- Outsourcing
- Rustbelt to Sunbelt migration

Review the slideshow with your students. Ask them to share personal stories that they or their families have experienced related to any of the concepts introduced.

Continued...

Lesson 7 Continued

4 Migration Today

In this migration simulation, students will be given a specific role and scenario and will be asked to make a decision about whether to migrate, to emigrate or not to move.

Student Activity Sheet 7: 21st-Century Migration Simulation Roles contains five different roles and scenarios. Make copies of the activity sheet and cut the copies up so that each student receives a slip of paper with a role and scenario. Organize students into groups of five so that each student in the group has a different role and scenario.

Ask each student to share their role and scenario and the decision they have made about moving or not moving. Require students to explain the reasons and conditions for their answers. Ask them what would influence them to change their mind.

Assessment

Have students complete a piece of writing that:

1. explains their migration decision from the simulation and the reason behind it

AND

2. compares migration today to migration in the early 20th century.

You may ask students to write an essay about the reasons people choose to migrate or emigrate, create a script for a conversation about making a decision to move or stay or compose a journal or diary entry from the perspective of someone impacted by the decision to move or stay.

21st-century migration Simulation Roles

- A. You are a 30-year-old man who had worked in an auto parts factory, but you have been out of work for 2 years. You had worked on the assembly line since you graduated from high school. You do not have relatives living nearby. You are married with 2 small children. Your wife is a teacher. You hear of a factory hiring workers in Tennessee. Would you attempt to migrate to Tennessee for this job? Why or why not? If no, what would convince you to change your mind?
- B. You are a 30-year-old woman who had worked in an auto parts factory, but you have been out of work for 2 years. You had worked on the assembly line since you graduated from high school. You have lots of relatives living nearby, and you have never lived far away from them. You are not married and do not have children. You hear of a factory hiring workers in Tennessee. Would you attempt to migrate to Tennessee for this job? Why or why not? If no, what would convince you to change your mind?
- C. You are a 45-year-old man who was an engineer for an auto manufacturer, but you lost your job 6 months ago. You are not married, and you do not have relatives in Michigan. You hear of an engineering job in Alabama. Would you attempt to migrate to Alabama for this job? Why or why not? If no, what would convince you to change your mind?
- D. You are a 45-year-old woman who was an engineer for an auto manufacturer, but you lost your job 6 months ago. You are married, you have 3 children living at home and your husband is a teacher. You hear of an engineering job in Alabama. Would you attempt to migrate to Alabama for this job? Why or why not? If no, what would convince you to change your mind?
- E. You are a 45-year-old man who is an engineer for an auto parts manufacturer. Your employer has told you that in order to keep your job, you must move to southern Texas and drive across the Mexican border to help run the factory. You do not know anyone in southern Texas. Would you attempt to migrate to Texas for this job? Why or why not? If no, what would convince you to change your mind?

supplemental resources | for grades 3-5

Early 20th-Century Migration **Culminating Projects**

Consider introducing these projects at the outset of the unit *Early 20th-Century Migration* so that students can gather information along the way. These projects are designed as opportunities for students to demonstrate their learning and their response to the overarching question for this unit, “What pushes and pulls people into new ways of life?”

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

Online Individual Project

ExhibitBuilder: Curate Your Own Exhibition

Create your own exhibition through **The Henry Ford’s** website, using digital artifacts and the ideas and information you learned through this unit. Your exhibition should be on the topic “What pushes and pulls people into new ways of life?” Incorporate ideas that have been discussed in this unit. There are a number of angles to take with this, so focus on the aspect of the topic that matters most for you, and be creative! Use **The Henry Ford’s** Transportation in America website to access the ExhibitBuilder – or [click here](#).

Off-line Individual Project

Fiction

Write a piece of fiction (for example, realistic fiction, adventure or historical fiction) looking through a worker’s eyes. Choose one of these identities for yourself:

- A migrant living in the early 20th century who recently moved from a farm into the city to work in the auto industry
- An African American living in the early 20th century who recently moved from the South to the North to work in the auto industry
- An immigrant living in the early 20th century who recently moved from southern Europe to the United States to work in the auto industry
- A migrant living in the early 21st century who recently moved from Michigan to Texas to work in a factory

Incorporate the factors that pushed and pulled you to your new life and tell how your life has changed. Express how you feel about your new life. Draw a picture illustrating a scene from your new life.

Off-line Team Project

Dramatic Performance

Work in a group of 4–5 people to plan and perform a short play using the ideas and information you explored in this unit. Each student should take part in the planning and/or performing of the play. Your play should address the question “What pushes and pulls people into new ways of life?” and should tie the experiences of factory workers in the early 20th century to those in the early 21st century. There are a number of angles to take with this, so focus on what aspect of the topic matters most for you, and be creative!

Early 20th-Century Migration Extension Activities

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

Genealogy

Have your students research their own genealogies to find out the places their families have lived. If possible, find the pushes and pulls that caused them to move and to live where the students live today.

The \$5 Day

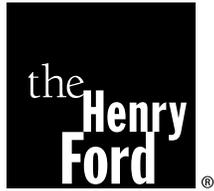
Ask students to research what the \$5 day meant to a household in 1914. Use an inflation calculator to find out today's equivalent of \$5 in 1914. (We recommend bls.gov/data/inflation_calculator.htm.) Or have your students research the cost of items in 1914. Contact the local library or historical society for help in accessing catalogs or local papers from that time period, or purchase a reproduction newspaper or catalog to learn how much things cost in 1914.

Migration in Your Community

Have your students research the history of your community to find out what groups migrated there and the pushes and pulls that explain why. Contact the local museum, historical society or library to recommend resources. Find out about individual or groups that are migrating to or from your community today.

Becoming an American Today

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



Name _____

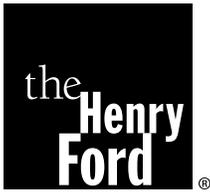
Early 20th-Century Migration review/assessment questions

1. How did Henry Ford affect the history of Michigan?

3. How did migration and immigration in the early 20th century affect Michigan?

2. What happened to make the automobile industry a major economic activity in Michigan? Answer from the perspective of automotive workers.

4. What groups of people moved to the Detroit area in the early 20th century? What pushed them from home? What pulled them to southeast Michigan?



Early 20th-Century Migration review/assessment questions

1. How did Henry Ford affect the history of Michigan?

Both the innovation of the assembly line, led by Ford and his team of managers, and the \$5 day brought new jobs and workers to Michigan. The automobile industry remains an important part of our economy today.

(3 – H3.0.8)

2. What happened to make the automobile industry a major economic activity in Michigan? Answer from the perspective of automotive workers.

Automobile companies like Ford Motor Company needed many workers to build cars like the Model T. Many people moved to the Detroit area, from rural areas, from the South or from other countries, for jobs. The automobile industry is still a big part of Michigan's economy today, although it does not provide as many jobs as before.

(4 – H3.0.1, 4 – H3.0.6, 3 – R.CM.03.02, 4 – R.CM.04.02, 5 – R.CM.05.02)

3. How did migration and immigration in the early 20th century affect Michigan?

They brought many new workers with different experiences and from different cultures who were pushed and pulled into a new way of life. (4 – H3.0.2)

4. What groups of people moved to the Detroit area in the early 20th century?

Major groups included immigrants from Europe, former farmers from nearby rural areas and both white and black farmers from the South.

What pushed them from home?

Political and social problems such as government changes and Jim Crow laws; unstable economic situations such as sharecropping; and environmental problems such as the boll weevil infestation pushed people from their homes.

What pulled them to southeast Michigan?

Jobs, family and an opportunity for economic and social advancement pulled people to Michigan. (3 – G4.0.2)

5. How does migration and immigration affect Michigan today?

Today many people are migrating out of Michigan due to a lack of jobs. Some new groups are coming to Michigan from the Middle East and Latin America.

(3 – G4.0.3, 4 – H3.0.2)

Continued...

- 6. Choose a person you learned about in this unit – for example, Byron Moore or an African American in the foundry photos. What's a likely reason this person came to southeast Michigan? What push/pull factors were involved?**

Answers may include: pushed from previous home by economic and social factors, and pulled by easy transportation, friends/family, jobs and social opportunities. (4 – G4.0.1)

- 7. What are some of the primary and secondary sources we used in this unit?**

Primary – photographs, artifacts, letters, magazine and newspaper articles, company documents. Secondary – slideshows, student activity sheet on the moving assembly line. (4 – H3.0.2, 4 – H3.0.6)

- 8. How did the assembly line increase productivity?**

Each person had to perform only one task (division of labor), and the speed of work could be increased, so more items were produced. (4 – E1.0.5)

- 9. How is globalization affecting the economy?**

Americans compete for jobs with people from other countries. We also compete to sell goods with other countries that are making the same types of items we are. (4 – E3.0.1)

Credits

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

Curriculum Advisory Committee

Carol Egbo

Waterford ISD, Waterford, MI

Denise Knapp

Wilson Middle School, Wyandotte, MI

Susan Laninga

Kent Intermediate School District, MI

Jamita Lewis

Henry Ford Academy, Dearborn, MI

Cynthia Andrews

Ann Arbor Learning Center,
Ann Arbor, MI

Christopher Belch

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

Cathryne Gibson

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

Jim Cameron

Saline High School, Saline, MI

Beth McLaren

Pierce Middle School, Waterford, MI

Patriaka Rosell

Nobel Elementary School,
Detroit Public Schools, Detroit, MI

Barb Johnson

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

Russell VonDomelin

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

Content Review Committee

Cary Mannaberg

East Kentwood High School,
Kentwood, MI

Jamita Lewis

Henry Ford Academy, Dearborn, MI

Christopher Belch

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

Jim Cameron

Saline High School, Saline, MI

Jeff Koslowski

Henry Ford Academy, Dearborn, MI

Mike Flannery

Henry Ford Academy, Dearborn, MI

Lisa Lark

Edsel Ford High School, Dearborn, MI

Unit Plan Development

Catherine Tuczek

Curator of Education, The Henry Ford

Teacher Guide Development

Ryan Spencer

Educational Coordinator, The Henry Ford

Catherine Tuczek

Curator of Education, The Henry Ford

Digitization of Artifacts

Supplementing the Unit Plans

Jim Orr

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

Kathy Steiner

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

Lisa Korzetz

Registrar, Historical Resources,
The Henry Ford,

Leslie Mio

Assistant Registrar,
Historical Resources, The Henry Ford

Carol Wright

Assistant Registrar,
Historical Resources, The Henry Ford

Ann Larson

Curatorial Assistant,
Historical Resources, The Henry Ford

Jan Hiatt

Collections Information Specialist,
Historical Resources, The Henry Ford

Emily Szymanski

Collections Information Specialist,
Historical Resources, The Henry Ford

Rudy Ruzicka

Photographer, The Henry Ford

Overall Review Edits

Historical Accuracy:

Robert Casey

Curator of Transportation,
Historical Resources, The Henry Ford

Peter Kalinski

Associate Curator of Transportation,
Historical Resources, The Henry Ford

Content overview edits and educational
needs alignment:

Dorothy Ebersole

Senior Curator of Education,
The Henry Ford

Transportation in America

Overall Educational Product Development

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

Paula Gangopadhyay

Director of Education, The Henry Ford

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