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LESSON PLAN: Henry Ford: A Cultural Icon

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Subject Area: American History

Keywords: Ford, Henry (1863-1947), Autobiography, innovation, economics, technology, social, pioneer, industrialization, travel, Nineteenth century, Twentieth century

Grades: 8-12 (with special connection to Grade 10 Academic Content Benchmarks – Industrialization)

Timeframe: Five 50 minute class periods; 2-3 days reserved for school library research

OVERVIEW

Throughout history, individuals and groups have accomplished tasks that had far-reaching impact – beyond satisfying the original need or goal. Henry Ford’s innovative method of producing automobiles in mass quantities – **the assembly line** – is an excellent example of this phenomenon. Numerous economic, technological, and social changes resulted from Ford’s assembly line and corporate activities. Some changes were viewed positively; others were not. This lesson is designed to introduce students to the ability to **infer and identify relationships** between actions/activities using a **thesis statement** and **supporting details**.

<p>GOAL/OBJECTIVE</p> <p>Students will learn how to develop and support a thesis related to specific topical requirements prescribed in the goal statement:</p> <p>Goal Statement: Henry Ford contributed <u>pioneering innovations</u> to the growth and development of United States industrialization which affected economic, technological, and social development during the late Nineteenth and early Twentieth century.</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Given use of INFOhio Electronic Resources, students will list and cite two economic innovations developed by Henry Ford with 100% accuracy. 2. Given use of INFOhio Electronic Resources, students will list and cite two technological innovations developed by Henry Ford with 100% accuracy 3. Given use of INFOhio Electronic Resources, students will list and cite two social innovations developed by Henry Ford with 100% accuracy. 4. Given the six Henry Ford innovations selected and cited above, students will write a five-paragraph essay stating why each innovation is important and evaluate each using the criteria listed in the five-paragraph essay rubric. <p>ESSENTIAL QUESTIONS</p> <ol style="list-style-type: none"> 1. How have automobiles affected the way we 	<p>STANDARDS</p> <p>Curriculum Connection: This lesson could be used when studying United States history during the late 19th and early 20th century.</p> <p><u>Correlation with National Standards:</u> Correlation with National Standards for Social Studies - United States History -- Grades 5-12 Era 6, The Development of the Industrial United States 1870-1900</p> <p><u>Correlation with Information Power Standards</u> from the American Association of School Librarians and Association for Educational Communications and Technology. Standard 3: The student who is information literate uses information accurately and creatively. Standard 6: The student who is an independent learner is information literate and strives for excellence in information seeking and knowledge generation. Standard 9: The student who contributes positively to the learning community and to society is information literate and recognizes the importance of information to a democratic society.</p> <p><u>Correlation with the Ohio Social Studies Academic Content Standards: Benchmarks</u> History Standard – Industrialization</p> <ol style="list-style-type: none"> 1. Explain the effects of industrialization in the 19th century including: <ol style="list-style-type: none"> a. Changes in work and the workplace b. Immigration and child labor and their impact on the labor force c. Modernization of agriculture
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<p>work, travel and communicate?</p> <ol style="list-style-type: none"> 2. What does the automobile symbolize to our culture? 3. Which automobile models you can identify are considered “special automobiles” in history and why? 4. How have the manufacturing innovations of Henry Ford affected industrialization in America? 	<ol style="list-style-type: none"> d. Urbanization e. The emergence of a middle class and its impact on leisure, art, music, literature and other aspects of culture <ol style="list-style-type: none"> 2. Analyze the impact of industrialization and the modern corporation in the United States on economic and political practices with emphasis on: <ol style="list-style-type: none"> a. Laissez-faire policies b. Monopolies c. Standard of living <p>Students communicate this information using appropriate social studies terminology in oral, written or multimedia form and apply what they have learned to societal issues in simulated or real-world settings.</p>
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<p>TIMEFRAME</p> <p>Five class sessions are recommended with two or three of those sessions reserved for school library research. Additional time for out-of-school research (including use of local public and college/university libraries as well as local/state historical societies with extensive automotive history collections (i.e. Crawford Museum – Western Reserve Historical Society, is encouraged.</p>	<p>END PRODUCT</p> <p>Five-paragraph essay supporting the impact of the economic, social, and technological contributions of Henry Ford.</p> <p>Supporting Materials: Students will be encourage to supplement their supporting arguments with visual representations of such examples as the assembly line, the Ford Model T, early 20th century roads and driving, migration of workers from the agrarian South to the industrial North, etc.</p>
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<p>ACTIVITIES</p> <p>--Students will have ample time to go to library and use INFOhio resources. Collaborate with librarian to refresh students’ skills with accessing and using resources.</p> <p>--Day One</p> <p>The student progress checklist and Five-paragraph essay rubric will be distributed and reviewed as the basis for introducing the lesson. Next, discussion should be developed using the essential questions and keywords identified in the goal statement. Ask the students to list a “pool of terms” on paper to use for research purposes. Provide an overview of available library resources, and refer to the student progress checklist for their first task – matching the generated keywords with the goal statement, objectives listed, and their individual development of a thesis statement.</p> <p>--Days Two-Four</p> <p>In conjunction with the student progress checklist, students will use generated keywords to identify Henry Ford-related resources (including print, non-print, and electronic). As identified by the checklist, the students will evaluate the content of the resources selected and link the information obtained with the information needed to support their thesis statement. At any time during the research process, students can begin pre-writing activities (outline, thesis statement structure, etc.)</p> <p>--Day Five</p> <p>Students will use notes and resources to write their five-</p>	<p>ASSESSMENT</p> <ol style="list-style-type: none"> 1. Student progress checklist 2. Five-paragraph essay rubric to evaluate majority of project. <p>See examples with lesson plan.</p> <hr/> <p>RESOURCES & TECHNOLOGY</p> <p>INFOhio’s</p> <p>EBSCO Secondary Search (7-12) Use Master File, Academic Search, Newspaper Source, and Vocational & Career Collection. Suggest using “Henry Ford” and biography with the “all words” search for best results)</p> <p>American National Biography—Search for Ford, Henry in name category for best results – Use related article references for concept statements supporting thesis statement elements)</p> <p>Annals of American History – Use related keywords to search.</p> <p>Britannica Online—(Use simultaneous search with the Internet Guide and view video clips from Video & Media choices)</p> <p>Almanacs</p>
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<p>paragraph essay during the class period. This timed writing activity will reinforce their timed writing experiences with proficiency testing and will expose them to new timed writing activities they will experience in other post-secondary and job-related writing/testing environments.</p>	<p>Timeline books Automotive History books</p> <p>Other Web Sites <u>Crawford Automobile Collection – Western Reserve Historical Society -</u> http://search.wrhs.org/auto/crawfordlist.cfm Provides an excellent link to car photos. The cars may be viewed in person by many Ohio students! <u>Henry Ford Museum -</u> http://www.thehenryford.org/museum/default.asp Gives one perspective on history and concepts related to Henry Ford (evaluate for bias because of corporate Ford-based origin) <u>Society of Automotive Historians -</u> http://www.autohistory.org/links.html Provides links to auto museums, resources, etc. which are chosen by noted automotive historians</p>
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LESSON REFLECTION

Student Progress Checklist

Name _____

Date range of assignment _____

Date	Assignment	Verification of completion (Teacher/School Library Media Specialists' Initials)
	Compile list of keywords	
	Locate possible resources (using at least one INFOhio electronic resources database, one print source, and one non-traditional source)	
	Evaluate resources for content using the following criteria: <ol style="list-style-type: none"> 1. source relates to one or more elements in thesis statement 2. source provides a visual display of my needs 3. source is an accepted, credible agency, etc. 4. source's accuracy can be verified if needed 	
	Essay outline and thesis statement completed	
	Essay completed.	

Autobiographical Timeline Rubric

Name _____

CATEGORY	Excellent (5 pts.)	Good (4 pts.)	Satisfactory (3-2 pts.)	Needs Improvement (1-0 pts.)	SCORE
Thesis statement	Statement contains all three elements – economic, technological, and social innovations – clearly stated.	Statement contains implied reference to all three elements – economic, technological, and social innovations.	Statement contains a portion of the needed elements – economic, technological, and social innovations	Statement contains no references to the needed elements – economic, technological, and social innovations.	
Supporting examples	Essay contains six references (two for each category – economic, technological, social)	Essay contains five references (two for each category – economic, technological, social)	Essay contains three references (two for each category – economic, technological, social)	Essay contains less than three references (two for each category – economic, technological, social)	
Biographical information	Essay contains biographical references including birth date, death date (if applicable), and additional life information integrated into the essay.	Essay contains biographical references including birth date, death date (if applicable)	Essay contains biographical references including birth date	Essay contains few biographical references or none at all.	
Research time	Classroom and library time were used effectively beyond the normal scope with inquiries generated regarding resources, etc.	Classroom and library time were used effectively with inquiries generated regarding resources, etc.	Classroom and library time were used effectively .	Classroom and library time were not used effectively with disruptive behavior playing a key role.	
Mechanics	Follows five-paragraph essay structure (introduction, thesis statement, # of elements in statement corresponds to # of paragraphs in body of paper, restatement of thesis, conclusion) Grammar, spelling, punctuation, and capitalization are correct with no errors. Includes a bibliography in correct form.	Follows five-paragraph essay structure (introduction, thesis statement, # of elements in statement corresponds to # of paragraphs in body of paper, restatement of thesis, conclusion) Grammar, spelling, punctuation, and capitalization are mostly correct with 2-4 errors. Includes a bibliography in correct form.	Follows five-paragraph essay structure somewhat (missing one or two parts - introduction, thesis statement, # of elements in statement corresponds to # of paragraphs in body of paper, restatement of thesis, conclusion) Grammar, spelling, punctuation, and capitalization are mostly correct with 5-7 errors. Includes a bibliography in correct form.	Follows five-paragraph essay structure somewhat (missing three or more parts - introduction, thesis statement, # of elements in statement corresponds to # of paragraphs in body of paper, restatement of thesis, conclusion) Grammar, spelling, punctuation, and capitalization are mostly correct with 8-10 errors. Includes a bibliography in correct form.	
Graphics	The essay contains references to graphics in the bibliography with at least two examples.	The essay contains references to graphics in the bibliography with one example.	The essay contains references to graphics in the bibliography with no examples.	The essay contains no references to graphics in the bibliography	
Overall Evaluation	The essay is well above average, as it is entertaining and uses an engaging writing style to deliver the necessary elements.	The essay is average, as it is somewhat entertaining and readable in delivering the necessary elements.	The essay is slightly below average, as it is readable and delivers the necessary elements.	The essay is well below average, as it is not readable and fails to deliver the necessary elements.	
TOTAL POINTS =					
GRADE =					