

HENRY FORD DID NOT INVENT THE AUTOMOBILE, BUT MORE THAN ANY OTHER SINGLE INDIVIDUAL, HE WAS RESPONSIBLE FOR TRANSFORMING THE AUTOMOBILE FROM AN INVENTION OF UNKNOWN UTILITY INTO AN INNOVATION THAT PROFOUNDLY SHAPED THE ZOTH CENTURY AND CONTINUES TO AFFECT THE 21ST.



FORD LIKED TO DO THINGS HIS WAY. WHEN CONSUMERS WANTED THE MODEL T IN DIFFERENT COLORS, HENRY FORD SAID THEY COULD HAVE IT IN ANY COLOR THEY WANTED, AS LONG AS IT WAS BLACK.



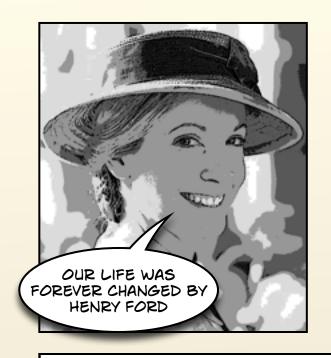




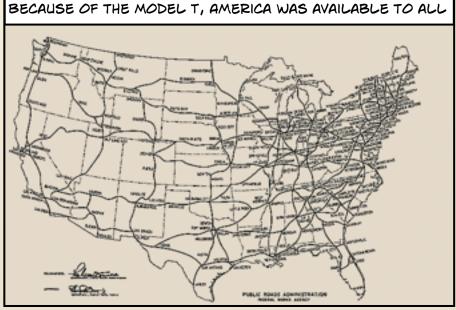














THE MODEL T IS KNOWN AS HENRY FORD'S GREATEST VEHICLE. IT BROUGHT MOBILITY AND PROSPERITY TO EVERYONE BECAUSE HE FOUND EFFICIENCIES IN HIS ASSEMBLY LINE PROCESS. HENRY FORD'S PRODUCTION TECHNIQUES AND OTHER EFFICIENCY IMPROVEMENTS HELPED THE FACTORY TURN OUT ONE CAR EVERY 3 MINUTES AND LOWERED THE PRICE SO ALL AMERICANS COULD AFFORD TO BUY ONE.





LIFE WAS HARD IN AMERICA'S EARLY HISTORY.

AVERAGE LIFE EXPECTANCY WAS 52 FOR MEN, 56-8 FOR WOMEN

MOST HOMES HAD NO INDOOR PLUMBING

60% OF CHILDREN WERE IN SCHOOL AND ONLY ABOUT 13% EARNED A HIGH SCHOOL DEGREE

THE OTHER 87% HAD JOBS, SOME WORKING FOR THE FORD MOTOR COMPANY













and the second

WHAT IS IT CALLED WHEN YOU MAKE SOMETHING MORE EFFICIENT AND EFFECTIVE BY EMPLOYING FASTER OR SIMPLER WORKING METHODS?

DESPITE ONLY HAVING ABOUT 15,000 ON PAYROLL AT ANY GIVEN TIME, THE FORD MOTOR COMPANY HIRED 52,000 A YEAR!!

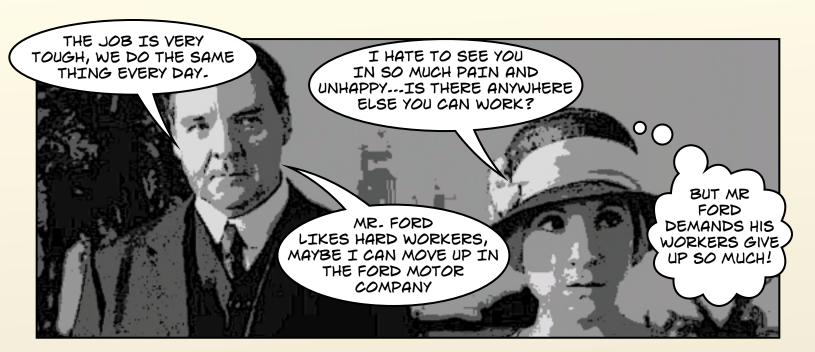
THOSE HIRED HOWEVER DID NOT JUST GET PAID \$5 A DAY. FACTORY WORK WAS BORING, MONOTONOUS, DANGEROUS, AND LONG.

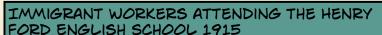
INSTEAD YOU HAD TO WORK AT THE COMPANY FOR AT LEAST 6 MONTHS, AND YOU HAD TO BUY IN TO A NEW SET OF RULES---HENRY FORD'S WAY OF LIFE













ESTABLISHED IN 1914, THE FORD

ENGLISH SCHOOL TAUGHT THE

COMPANY'S IMMIGRANT WORKERS MORE

THAN JUST HOW TO SPEAK ENGLISH---

IT TAUGHT THEM ABOUT AMERICAN CULTURE AND HISTORY AND INSTILLED THE IMPORTANCE OF SUCH VIRTUES AS THRIFTINESS, CLEANLINESS, GOOD MANNERS, AND TIMELINESS.

THIS WAS ALSO HENRY FORD'S WAY OF "PRESERVING" WHAT HE FELT WAS THE WAY AMERICA SHOULD BE. JUST LIKE HIS ASSEMBLY LINE, HIS WORKERS NEEDED TO BE COMPLETE REPLICAS OF THE AMERICAN LIFE.





DURING THE CEREMONY SPEAKERS HEARD

PATRIOTIC SPEECHES AND SONGS. THE HIGHLIGHT OF THE EVENT WOULD BE THE TRANSFORMATION OF IMMIGRANTS INTO AMERICANS.

STUDENTS DRESSED IN COSTUMES REMINISCENT OF THEIR **NATIVE**

HOMES, STEPPED INTO A MASSIVE STAGE PROP CAULDRON WITH A BANNER ACROSS READING AMERICAN MELTING POT



SECONDS LATER, AFTER A QUICK CHANGE OUT OF SIGHT FROM THE AUDIENCE, STUDENTS EMERGED WEARING

AMERICAN SUITS AND HATS, WAVING THE AMERICAN FLAGS.

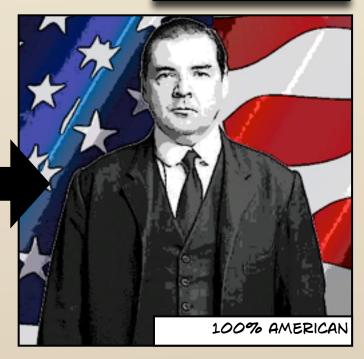
HAVING UNDERGONE A SPIRITUAL SMELTING PROCESS WHERE

IMPURITIES OF FOREIGNNESS

WHERE BURNT OFF AS SLAG TO BE TOSSED AWAY LEAVING

100% AMERICAN





FORD'S SOCIAL DEPARTMENTAL CHECK LIST

SPENDING HABITS

ALCOHOL CONSUMPTION

MARITAL RELATIONSHIP

NUMBER OF CHILDREN

ARE CHILDREN IN SCHOOL

DOES FAMILY SPEAK ENGLISH

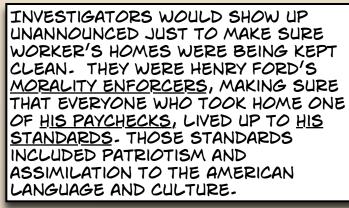
HOME IS CLEAN

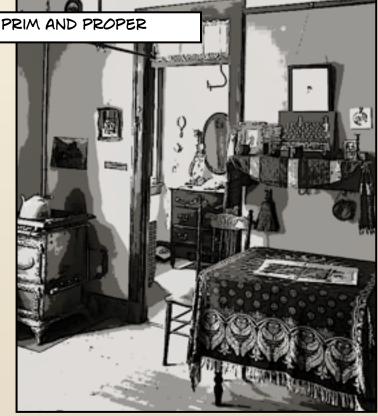
MEN UNDER 22 SHOULD FIND SPOUSE ASAP





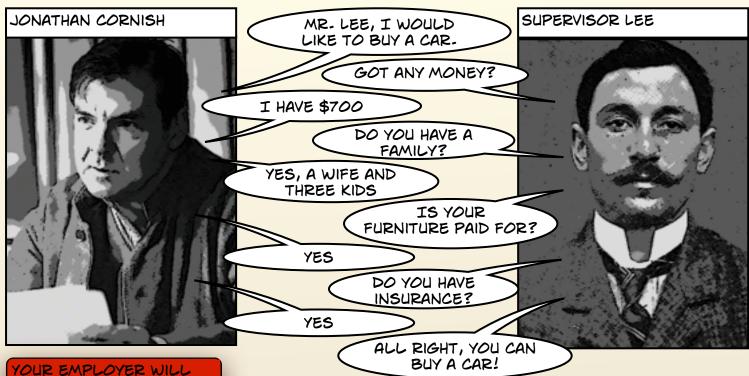






HOLD THE PHONE

WOULD YOU HAVE WORKED UNDER
SUCH CONDITIONS? WHAT
ADVANTAGES DO WE HAVE NOW
THAT PREVENT SUCH EMPLOYEE
MISTREATMENT...OR WERE ALL
JOBS LIKE THAT IN THE EARLY
1900'S?

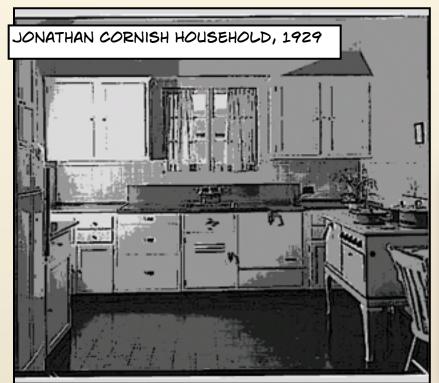


PAY YOU FOR WORK, BUT CAN THEY ALSO SAY HOW YOU CAN SPEND YOUR MONEY? IMAGINE HOW YOU WOULD FEEL IF YOU HAD LITTLE CONTROL OVER THAT.

A LOT OF WORKERS, HOWEVER, TOOK THE OVERBEARING REACH OF THE SOCIOLOGICAL DEPARTMENT IN STRIDE. NOT ONLY DID IT OFFER A BETTER FACTORY WAGE THAN MOST NEWCOMERS TO THE UNITED STATES COULD HOPE FOR ANYWHERE, IT ALSO OFFERED A HOST OF NEW SERVICES TO HELP THE NEWLY EMPLOYED SETTLE DOWN LIKE LOW COST LOANS FOR SUCH AMERICAN DREAM ITEMS LIKE HOMES AND FURNITURE.







FINIL TROUGHTS...

BY 1921, THE MODEL T ACCOUNTED FOR ALMOST 57% OF THE WORLD'S AUTOMOBILE PRODUCTION!

FORD CREATED THE "AMERICAN WAY OF DRIVING" BECAUSE EARLY CARS HAD NO STANDARD STEERING WHEEL PLACEMENT. IT COULD BE CENTER, LEFT, OR RIGHT.

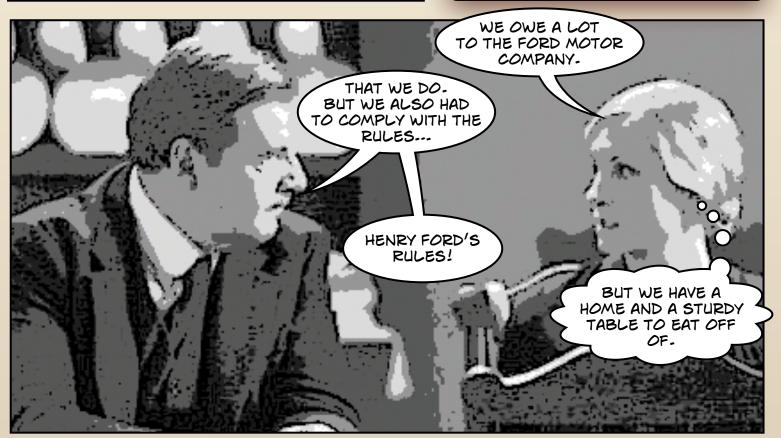
FOR AS EXTREME AS HENRY FORD WAS, HE HAS BEEN KNOWN TO HAVE HELPED ESTABLISH THE MIDDLE-CLASS.

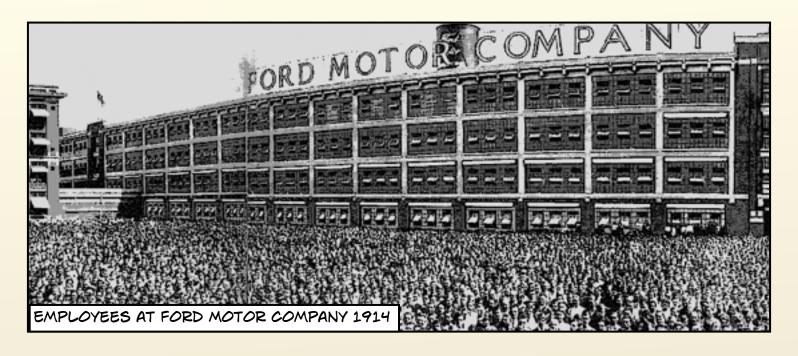
WHAT WOULD YOU HAVE DONE?

GIVE UP YOUR CULTURE?

GONE ALONG WITH THE SOCIAL DEPARTMENT'S INVESTIGATIONS?

WORKED HARD TOWARD THE AMERICAN DREAM?





COMMON CORE STANDARD

INDICATOR 2: EVALUATE THE INFLUENCE/IMPACT OF VARIOUS CULTURES, PHILOSOPHIES, AND RELIGIONS ON THE DEVELOPMENT OF THE U.S.

9-12-US-2-2. STUDENTS ARE ABLE TO DESCRIBE THE CAUSES AND EFFECTS OF CULTURAL, ECONOMIC, RELIGIOUS, POLITICAL, AND SOCIAL REFORM MOVEMENTS ON THE DEVELOPMENT OF THE U.S.

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