



## Teacher's Notes: Model T Car

### Learning Objectives:

- The students will be able to identify Henry Ford and the Model T.
- The students will be able to describe the Model T.
- The students will be able to explain how and where the Model T car was made.

### Activities

1. Have students practice making things using an assembly line.
2. Students do an image searches using the technology printable. Have the students save pictures of their favorite ones. Those are then inserted onto a Word document or a PowerPoint. Students write a word or sentence describing each picture.

**General Tips:** The goal is to build background knowledge while leading an engaging discussion on any and all information that can be talked about on a given page. The items that you choose to bring up or focus on should be modified for the students you are working with. For example, if you have a student who can point to something in the picture, answer yes/no questions be sure to incorporate a lot more of that as you go through the book. On the same token, be sure to ask a lot of comprehension questions and critical thinking questions at the level appropriate for students. There is something for everyone.

**Page 1:** Industrial is a word used to describe businesses that make merchandise (also called goods). A revolution is when a lot of people come together and make very big changes. The Industrial Revolution means people created a big change in the way merchandise is made. The Industrial Revolution was a long time ago. It is part of America's history. The Industrial Revolution changed how goods were made and built. Merchandise used to be made in small shops or homes. Goods were being made by people. After the Industrial Revolution, merchandise was now made in big factories. Goods were now being made by machines. Factories are the buildings where workers use machines to make goods. Factories are able to make a lot of merchandise very quickly. Have student view the following industrial revolution song video. Pause periodically to discuss. <https://www.youtube.com/watch?v=ZuKf03Rc-OA>

**Point:** factory smokestacks, factory smoke, factory buildings, factory building icons **WH Questions:**

When was the Industrial Revolution? What is a factory? How was merchandise made before factories?

**Yes/No:** Was the Industrial Revolution this week? Was the Industrial Revolution a long time ago? Are factories buildings where trees are grown? Are factories buildings where merchandise is made?

**Opinions/Experiences:** Where do you think your clothes are made? Where do you think your TV and other electronics are made? Do you think these things are made in a factory? What other merchandise do you think is made in a factory? **Peer to Peer Interaction:** After you read Page 1, ask students, "What time in history changed the way merchandise was being made?" The answer is the main idea card

“Industrial Revolution.” Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions talked about above.

**Page 2:** Factories are buildings where things are made. A lot of people worked in the factories during the Industrial Revolution. The people made a lot of different things in the factories. Some factories made food. Some factories made clothes. Have students view the following video showing pictures of old factories. <https://www.youtube.com/watch?v=G8f9elypppo>

**Point:** factory, female workers, chairs **WH Questions:** Where did a lot of people work? **Yes/No:** Did a lot of people work in schools? Did a lot of people work in factories? **Opinion/Experiences:** Many of things that you own were made in factories. Clothes are made in factories. Shoes are made in factories. Video games are made in factories. Toys are made in factories. The desk you are sitting in was made in a factory. Name something that you own. Do you think it was made in a factory? Do you think in would be fun to work in a factory? What kind of factory would you like to work in? **Peer to Peer Interaction:** After you read Page 2, ask students, “Where did a lot of people work?” The answer is the main idea card “factories.” Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions talked about above.

**Page 3:** Henry Ford was raised on a farm. He left the farm at a young age. He worked in machine repair shops. He repaired a lot of different engines. He soon began trying to build cars. Henry Ford made each car better than the last one. An idea is something that you think about in your mind. Henry Ford came up with an idea for how to build cars quickly. He wanted to build cars in a factory. **Point:** Henry Ford picture, eyes, nose, hair, idea bubble with factory icon and car icon, Henry Ford icon **WH Questions:** What did Henry Ford want to make in a factory? Who wanted to make cars in a factory? **Yes/No:** Did Santa Claus want to make cars in a factory? Did Henry Ford want to make cars in a factory? Did Henry Ford want to make clothes in a factory? Did Henry Ford want to make cars in a factory? **Opinion/Experiences:** What is something that you really want? **Peer to Peer Interaction:** After you read Page 3, ask students, “Who wanted to make cars in a factory?” The answer is the main idea card “Henry Ford.” Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions talked about above.

**Page 4:** The Model T is the name of a car. It was the first car Henry Ford build in a factory. It was also called the ‘Tin Lizzie’. Model T cars all looked the same. Have students view the following video of a Model T car. [https://www.youtube.com/watch?v=MLMS\\_QtKamg](https://www.youtube.com/watch?v=MLMS_QtKamg)

**Point:** Model T car, wheels, **WH Questions:** What was the name of the first car Ford made in a factory? Who made the Model T? **Yes/No:** Was the Model T are car? Was the Model T made in Ford’s house? Was the Model T made in a factory? **Opinion/Experiences:** The car your family owns was made in a factory. What color is your family’s car? **Peer to Peer Interaction:** After you read Page 4, ask students, “What was the first car built in Ford’s factory?” The answer is the main idea card “Model T.” Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions talked about above.

**Page 5:** An assembly line is a line of machines and workers in a factory. Cars move down the line of machines and workers while being built. Each machine or worker does a specific job before the car can move to the next station in the line. Assembly lines help speed up building cars and other things. Many goods are made on assembly lines. Food is inspected and packaged on assembly lines. Cell phones are made on assembly lines. Using assembly lines to build merchandise was part of the Industrial Revolution. Have students view the following video of an assembly line. Pause periodically to point and discuss. [https://www.youtube.com/watch?v=PZnGWJ\\_6BwU](https://www.youtube.com/watch?v=PZnGWJ_6BwU)

**Point:** cars and workers on assembly line, assembly line icon **WH Questions:** What did Ford's factory have to make Model T cars? **Yes/No:** Is an assembly line a new dance move? Is an assembly line a line of machines and workers? Do assembly lines slow down the building of cars? Do assembly lines speed up the building of cars? **Opinion/Experiences:** You can create an assembly line while you make a salad. One person could put the lettuce in a bowl. The next person could put the tomatoes in with the lettuce and so on. You and your classmate can create an assembly line to color a picture. Each student takes a turn coloring a part of the picture. There are many ways you and your friends can create an assembly line. Try it! **Peer to Peer Interaction:** After you read Page 5, ask students, "What is a line of machines and workers in a factory called?" The answer is the main idea card "Assembly line." Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions talked about above.

**Page 6:** Part of the assembly line is painting the cars. Cars are painted to protect against sun, rain, wind and hail damage. Cars are also painted to protect against bird droppings and scratches. Cars are painted to make them look pretty as well. There are many, many different colors. Cars can be painted many different colors. Black is a color. Henry Ford had all Model T cars painted black. Black paint cost less money. Black paint lasted longer and was stronger than color paint colors. Black paint dried faster.

**Point:** black Model T, paint can icon, paint brush icon **WH Questions:** What color did Henry Ford paint all Model T? Where were the Model T cars painted black? **Yes/No:** Did Henry Ford paint all Model Ts purple? Did Henry Ford paint all Model Ts black? **Opinion/Experiences:** Does your family have a car? What color is your car? It might be hard to find your car at Walmart if all of them were painted the same color! What is your favorite color? Do you like to paint? Have you painted on paper? Have you painted a ceramic? What other things have you painted? You can buy paint sets at the stores. Paint sets come with different colors of paint and paint brushes. What colors are in your paint set? **Peer to Peer Interaction:** After you read Page 6, ask students, "What color were all Model Ts painted?" The answer is the main idea card "black." Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions talked about above.

**Page 7:** Money is used to buy merchandise. Some merchandise costs a lot of money. Some merchandise costs a little money. When you use money to get merchandise, you 'bought' it. Cars costs a lot of money to buy. Some people do not have enough money to buy a car. Henry Ford wanted to offer a car people could afford. He built the Model T so people could afford to buy it. It did not cost as much money as other cars. **Point:** Model T car, people riding in Model T, cash register icon **WH Questions:** What did a lot of people do with the Model T? What did people use to buy Model Ts? **Yes/No:** Were Model Ts expensive to buy? Were Model Ts affordable? **Opinion/Experiences:**

Sometimes parents or grandparents give money as a birthday gift. Do you get money from your parents/grandparents? What do you like to buy with your money? Does it cost a lot? Is it affordable? What is the most expensive thing you have bought? What is the least expensive thing you have bought?

**Peer to Peer Interaction:** After you read Page 7, ask students, “What did a lot of people do with the Model T cars?” The answer is the main idea card “bought.” Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions talked about above.

**Page 8:** Assembly lines helped build Model Ts fast. Assembly lines helped build a lot of Model Ts. The low cost of Model Ts allowed a lot of people to buy them. They were very popular. Henry Ford’s factory was the largest car builder in the world. He sold a lot of Model T cars. Henry Ford earned a lot of money selling Model Ts. Having a lot of money made Henry Ford rich. He paid his employees very well.

**Point:** Henry Ford, Model T, money in hand, money bag icon **WH Questions:** What did Henry Ford make from selling cars? What does having a lot of money mean? **Yes/No:** Did Henry Ford give away Model Ts? Did Henry Ford sell Model Ts? Did Henry Ford make a lot of money selling cars?

**Opinion/Experiences:** Is \$1.00 a lot of money? Is one million dollars a lot of money? Would you rather have one dollar or million dollars? Have you sold merchandise? What did you sell? How much did you sell them for? Did you make a lot of money? Did you get rich? **Peer to Peer Interaction:** After you read Page 8, ask students, “What did selling a lot of cars make Henry Ford?” The answer is the main idea card “rich.” Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions talked about above.

**Page 9:** Henry Ford named his factory the Ford Motor Company. Henry Ford is dead now, but his company still makes cars. They make a lot of different types of cars and trucks. They are painted many different colors as well as black. Today you can buy a Ford car or truck at a Ford dealership. A dealership is a place where people can buy cars. **Point:** Ford sign, cars, truck

**WH Questions:** What does the Ford company make today? **Yes/No:** Does the Ford Motor Company make a lot of submarines? Does the Ford Motor Company make a lot of cars? Does the Ford company make a lot of trucks?

**Opinion/Experiences:** What do you like more? Cars or trucks? What is your favorite color car? Truck? **Peer to Peer Interaction:** After you read Page 9, ask students, “What does the Ford company make?” The answer is the main idea card “cars and trucks.” Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions talked about above.