

Where
the past
is present

DETROIT HISTORICAL SOCIETY

EDUCATOR LESSON PLAN

DETROIT: FROM FARM TO INDUSTRIALIZATION



Workers in the Detroit
Copper and Brass Co.,
c. 1910

Courtesy of the Burton
Historical Collection,
Detroit Public Library

INTRODUCTION

For the past 150 years, Detroit has been a growing city with many different industries. Through graphing census population numbers, students in grades six through eight will see how industry attracted large numbers of people during the years between 1810 and 1910.

LEARNING OBJECTIVE

Students will:

- Understand why people moved from the farm to the city, and to the suburbs.
- Understand what kind of work was done during the 1700s in Detroit and compare it to work in the 1800s and the 1900s.
- Understand the need for division of labor and specialization in the workplace as Detroit's population and industrialization developed.
- Understand the importance of the Detroit River and the location of Detroit in its economic and cultural growth.

Learning Standards

The Market Economy

6 – E1.1.1 Explain how incentives and disincentives in the market economy can change the decision-making process.

Geographical Understanding

6 – G1.3.2 Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility.

Patterns of Human Settlement

6 – G4.3.2 Describe patterns of settlement and explain why people settle where they do and how people make their livings.

6 – G4.3.3 Explain the patterns, causes, and consequences of major human migrations.

7 – G4.3.1 Explain how people in the past have modified the environment and used technology to make places more suitable for humans

USHG ERA 6

THE DEVELOPMENT OF AN
INDUSTRIAL, URBAN, AND
GLOBAL UNITED STATES
(1870-1930)

8 – U6.1.1 America at Century's
End – compare and contrast the
United States in 1800 with the
United States in 1898, focusing
on similarities and differences in:
• territory. • population. •
systems of transportation.

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MATERIALS USED

- Reading: “From Farming to Industrialization in Detroit”
- Worksheet: “Census Table for Detroit between 1810 and 1910”
- Worksheet: “Predicting the Future”
- Worksheet: “Detroit Businesses”

LESSON SEQUENCE

Opening the Activity

1. Have the students read “From Farming to Industrialization in Detroit.” Discuss how people earned a living during the 1700s, 1800s, and early 1900s. List them on the whiteboard. Compare the lists: How are they similar? How are they different? Why?
2. List and discuss the geographical factors which contributed to Detroit’s economic growth.

Developing the Activity

1. In the late 1800s and early 1900s, many people living on the farms moved into Detroit. During the 1940s people began moving from the city into the suburbs. Make a chart listing reasons for moving into Detroit in one column and reasons for moving out of Detroit in another. Discuss.
2. Have students complete the worksheet “Census Table for Detroit between 1810

and 1910.” Discuss how to make a bar graph and then have them discuss ways they learned about Detroit in studying the graph.

2. Have the students complete the chart for four different businesses in the metropolitan area.

Concluding the Activity

1. Ask the students to interview their parents and/ or another adult about their jobs.
 - Where is he/she employed?
 - What kind of job does he/she have?
 - What does he/she have to know to perform this job?
 - Why is his/her job important?



The Large Garland Stove

Courtesy of the Burton Historical Collection, Detroit Public Library

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2. Divide class into four groups. Each group will make a collage depicting jobs during the 1700s, the 1800s, the 1900s, or today.
3. Have student volunteers prepare reports on Detroit business leaders such as Henry Ford, William Durant, Fred Sanders, Lee A. Iacocca, or others.
4. Have the students complete the worksheet "Predicting the Future." Discuss the items on the worksheet.

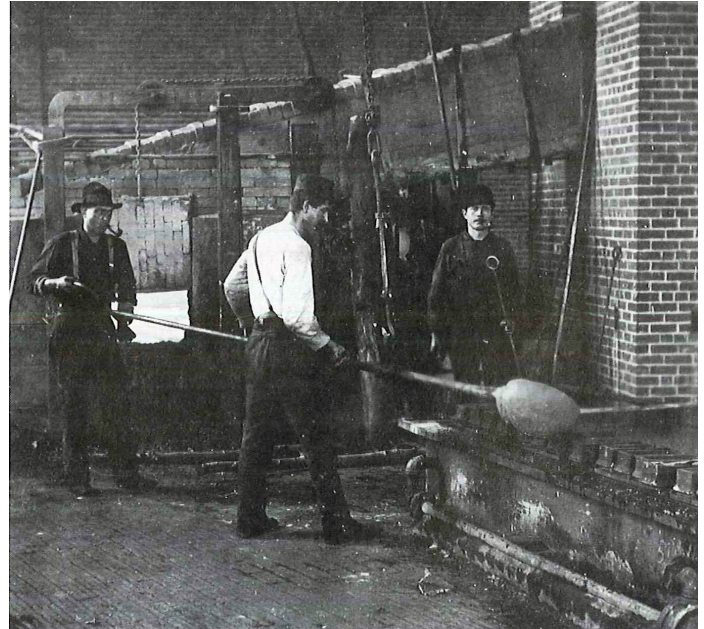
EXTENSION ACTIVITIES

- Have students present oral reports on a Detroit business such as the Ford Motor Company, General Motors, and others.
- Interview senior citizens about making a living during their lifetime.



View of men working in Machine Department of George N. Pierce Company factory c. 1910

Courtesy of the Nat'l Automotive History Collection



Workers in the Detroit Copper and Brass Co., c. 1910

Courtesy of the Burton Historical Collection, Detroit Public Library

ASSESSING THE LEARNING

- Have students write a short composition about why Detroit became a great automobile manufacturing city.
- List three examples of a producer and three examples of a consumer.
- Canada is linked to Detroit by a bridge and a tunnel. Discuss how this has helped to create trade between Canada and Detroit.
- Invite a business man/woman to class to speak about his/her company. How did it get started? How many workers does it have?

READING: FROM FARMING TO INDUSTRIALIZATION IN DETROIT

When the French first settled in Detroit, almost everyone lived on a farm. They built their own houses and grew most of their food. They raised cows for meat and sheep for wool. They fished in the Detroit River. The fathers and sons went hunting for animal meat and furs. The furs and surplus vegetables and grains were often traded for things they needed. They made their own candles and soap and chopped wood for the fireplace. They were busy providing for themselves the things they needed. Sugar, spices and iron tools were available to them by trading with the storekeeper in the village.

These products were shipped to Detroit from France through Canada. As the town of Detroit began to grow after the great fire of 1805, some settlers began to specialize in making products such as candles and clothing. People could buy some things they once had to make for themselves. The candle maker - a producer - sold his candles to people who needed them. The candle maker then became a consumer when he bought things that he needed such as food and clothing with his earnings.

In town, usually there was a shoemaker, a miller who ground wheat into flour for the farmers, and a blacksmith who put horseshoes on horses and made tools. There were also individuals who did not make or manufacture a product to sell. A doctor, a

lawyer, or a teacher provided services rather than products for the consumer.

About this time, during the latter 1800s, more farm tools and machines were invented which made it easier for farmers to grow crops. Fewer people were needed to work on the farms.

Some of them moved to the city and became

producers of goods and services needed for the increasing population. The small village of Detroit grew into a town, then into a city. By the end of the Civil War, manufacturing became an important industry in the Detroit area. People who make a living by doing just one kind of work or providing a particular service are called specialists. This division of labor allows each person to become more skilled at his/her own individual task. More specialists were needed to provide goods



READING: FROM FARMING TO INDUSTRIALIZATION IN DETROIT

and services for the increasing population. The location of Detroit helped to make it an important trade center. By the middle of the 1800s, Detroit had become an important railroad center. By the 1900s, Detroit had developed many industries and businesses. People worked in stores, banks, warehouses, carriage factories, and construction companies. Detroit manufactured paints, pharmaceuticals, varnishes, freight cars, tobacco products, chemicals, stoves, shoes, and many other products. In the early 1900s, there were very few paved streets. An electric street car transported people short distances. At that time, Detroit was nationally recognized for manufacturing carriages, wagons, bicycles, and engines. With the development of the automobile by Henry Ford and William Durant, skilled workers from these industries transferred their expertise to making cars. The new methods of mass production required great numbers of unskilled workers. After 1920, car manufacturing was the largest industry in Detroit and it effected the economy and culture of our entire country. People could now travel farther and faster in cars. Roads were built to accommodate the increasing number of cars, and gasoline stations were needed. The Detroit River became one of the busiest ship thoroughfares in the country, bringing raw materials and other resources for automotive production. Detroit's interurban railway system made it the center

of a metropolitan area having a radius of 60 to 70 miles in every direction. People living within that area came into Detroit to do their banking, business, and shopping. Today, many industries, businesses, medical and educational facilities, and shopping malls have expanded into suburban areas. Many people work in factories, stores, and offices. Some people started their own businesses. The Vernors Ginger Ale Company and the J.L. Hudson department store are examples of businesses started in Detroit. Other examples are the Flint Ink Company, Awry's Bakery, the Ferry Seed Company, Olde Detroit Confections, and many others. Some businesses started at the beginning of the last century and are still operating while others are no longer in existence.



View of men and women making automobile seat cushions in Chrysler factory at Detroit, Michigan c.1939

Courtesy of the Nat'l Automotive History Collection

WORKSHEET: CENUS TABLE FOR DETROIT (1810-1910)

YEAR	POPULATION	% INCREASE
1810	1650	- - -
1820	1,442	-7%
1830	2,222	54%
1840	9,102	311%
1850	21,019	123%
1860	45,619	117%
1870	79,577	74%
1880	116,340	45%
1890	205,876	77%
1900	285,704	39%
1910	465,766	63%

STUDY THE CENUS TABLE FOR DETROIT

1. Make a bar graph showing the population of Detroit between 1810 and 1910.
2. What two things have you learned about Detroit by studying this table and reading "From Farming to Industrialization in Detroit"?

WORKSHEET: DETROIT BUSINESS

Question	Answer
Company or Business?	
Product or Service Provided?	
When Founded?	
Founded by Whom?	
How Many Employed?	
Is Company or Business Still in Existence?	

WORKSHEET: DETROIT BUSINESS

Read the following predictions. Then tell whether you think it will happen or not happen.

Prediction	Will It or Won't It Happen? Explain.
More automobiles will be produced in metropolitan Detroit than anywhere else in the world.	
More people will own helicopters than automobiles.	
Every classroom will have built-in computers for each student.	
Public transportation will be used more than private transportation.	
Shopping malls will disappear. Shopping will be done by computers.	
Libraries will no longer have any books. Everything will be on tapes and disks.	
The telephone will be standard equipment on all automobiles.	
The Ford Motor Company and General Motors will be making space ships for travel among the planets.	
Almost everything in our homes will be made in other countries.	

Make a prediction of your own. Ask one of your classmates what he/she thinks of your prediction. Write your prediction and your classmate's response on a piece of paper.