



## HENRY FORD AND THE HISTORY OF AUTOMOBILES

**Student Objectives:** The students will...

1. Understand how businesses start in the free enterprise system.
2. Identify how and why Henry Ford was successful in creating automobiles.
3. Organize and use information from a variety of sources, including electronic technology.
4. Create a time line of events.

**TEKS:** 3.6A, 3.14B, 3.15E

**Materials Needed:** Internet and print resources, poster board, Car graphic.

**Vocabulary:** assembly line, production, profit, combustion engine

**Teaching Strategies:**

1. Introduce lesson by asking students if they know who invented the first automobile and when they think it was invented. Display the following website from the Library of Congress:  
<http://www.loc.gov/rr/scitech/mysteries/auto.html>.
2. Ask students how their lives would be different if there were no automobiles. Expand on their ideas.
3. Divide students into groups to find out more about the history of automobiles. Some topics might include:
  - a. Steam powered cars
  - b. Electric cars
  - c. Cars with gasoline engines (combustion)
  - d. Karl Benz
  - e. Gottlieb Daimler
  - f. Henry Ford
  - g. The assembly line
  - h. Model T
  - i. 21st Century Hybrid cars
4. Students will gather information such as significant dates, accomplishments, and facts to be recorded on the car graphic handout. If pictures are available, students should also gather those.
5. Groups will create a poster with the date prominently displayed in the center and facts, pictures, and graphics scattered around the date.
6. Each group will show their poster and report their findings to the class.
7. As each group reports, students will create a human timeline by standing in chronological order.
8. Students will respond by writing a paragraph describing ways the automobile has changed our world. Some references might be made to roads, living far away from work and school, jobs created by manufacturing, car accessories, mass transit, pollution, etc.

**Extension for Gifted/Talented:**

Students may find out the background of license plates—why they are used, when they were first used, how state designs have changed over the years, and then design their own personal license plate, reflecting something about themselves.

