Lesson Title | Mass Production on the Assembly Line | Teacher | Erica Washburn
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Grade Level | 5th | Duration of Lesson | 30 minutes

**Lesson Topic** | Assembly Line

**SC Standards and Indicators** | 5-3.1 Explain how the Industrial Revolution was furthered by new inventions and technologies, including new methods of mass production and transportation and the invention of the light bulb, the telegraph, and the telephone.

**Academic Vocabulary** | Industrial Revolution, Mass Production, Assembly

**Lesson Materials** | Primary Source #1- Ford Factory, First Moving Assembly Line
Rubric
Paper for assembly line drawings
Chart Paper

**Lesson Set**

<table>
<thead>
<tr>
<th>Content Objective(s)</th>
<th>The student will be able to explain the cause and effect relationship between the assembly line and mass production of new inventions and technologies</th>
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</thead>
<tbody>
<tr>
<td>Literacy Objective(s)</td>
<td>The students will write a friendly letter explaining the importance of the assembly line during the Industrial Revolution</td>
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<tr>
<td>Lesson Importance</td>
<td>It is important for students to understand that the assembly line made it possible for many new goods and technologies to be invented</td>
</tr>
<tr>
<td>Connections to prior and future learning</td>
<td>The students will be learning about the Industrial Revolution (What conditions were like in factories during this time, what goods were being produced, how life was improved by new goods and technologies)</td>
</tr>
</tbody>
</table>
| Anticipatory Set/ Hook (Engage) | I will ask students if they have ever been to Subway. I will explain that at Subway sometimes there is more than one person needed to make the sandwich. One person is responsible for getting the bread and slicing it and
adding the meat and cheese before handing it to the next person. The next person adds the vegetables and condiments to the sub before wrapping it. The last person gives you chips or a drink if you care for them and cashes you out at the register. I will ask students why they think it would be beneficial to have three people dividing up the tasks to make the product. I will also ask them what might happen if there is only one person there who is responsible for all of the tasks. I will explain to students that the Subway scenario is very much like the assembly line we will be learning about in class today.

Skill Development

Initial “explain” portion of the lesson. Introduce vocabulary, explain/demonstrate/model the skill required for the literacy objective, introduce content components.

The content portion is only a brief introduction, the bulk of the student learning will take place during the guided practice activity.

<table>
<thead>
<tr>
<th>Introduce content components</th>
<th>Students will learn that Henry Ford invented an assembly line to mass produce goods and technologies.</th>
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<tbody>
<tr>
<td>“I do” Skill from literacy objective introduce/explain/model</td>
<td>I will display the primary source document that we will be using during the guided practice on the smartboard. I will zoom in on parts of the picture using a yardstick with a piece of white paper taped to the end. As I move the paper over parts of the picture it allows that part of the picture on the smartboard to look bigger. As I do this, I will do a think aloud to analyze the photograph. I will make sure to share with students what is happening on the assembly line.</td>
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</tbody>
</table>

Guided Practice

This is the inquiry portion of the lesson, student-centered & often cooperative learning strategies used, teacher acting as facilitator, also known as Explore.

| “We do” Activity Description | • The students will be divided into groups of four. Each group of students will represent a factory  
• Students will each get a task for their assembly line. One person is responsible for drawing the dolls head and hair, the second person is responsible for drawing the dolls body, the third person is responsible for adding the arms, hands and feet and the fourth person will add the facial features. All groups will start at the same time and have ten minutes to mass produce as many dolls as they can by only performing their task as the piece of paper moves down the assembly line. The teacher will act as the factory owner and walk around to monitor the assembly line. Groups are trying to |
|-----------------------------|-------------------------------------------------------------------------------------------------|
**Checking for Understanding- “Informal” Assessment**

- I will count how many dolls were made successfully from each group and the winning factory will get a small prize. I will then ask groups to put their heads together to answer the following questions: Do you think the assembly line was a good invention? Why or why not? What could now happen as a result of the assembly line? Groups will share their responses and I will add them to a piece of chart paper to display their thoughts.

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**Closure**

Teacher will re-visit content and answer students’ questions developed during the Guided Practice component. Summarize the lesson, clarify content, and revisit content and literacy objectives.

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**Content Solidified**

- I will tell students that they have done a great job on their assembly lines. To give them a better understanding of how an assembly line works I will show them a United Streaming video so they can visualize what one looked like during the Industrial Revolution. During this four minutes students should be making connections to what they did during the activity.

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**Independent Practice**

**“You Do”**

- Students will write a friendly letter to a friend that is coming to work at the same factory as they work at. The friend does now know what an assembly line is or why the factory uses this method. In the letter the student will explain to the new employee how the assembly line functions, why it is used and how they feel about using this method of production at their factory. Students will use the friendly letter rubric to complete their writing assignment.

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**Summative/ “Formal” Assessment**

**Assessment**

- To assess students I will read their letters using the rubric created for this assignment. Students will also have the option to share their letters with the class if they choose to do so.

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**Differentiation**
<table>
<thead>
<tr>
<th><strong>During Lesson</strong></th>
<th>Students will be given a small task to complete in an allotted amount of time. They will be working at their own pace.</th>
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<tbody>
<tr>
<td><strong>Assessment</strong></td>
<td>Students can create a visual to accompany their letters.</td>
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</table>
Ford factory, first moving assembly line, 1913, Highland Avenue, Detroit, MI
Assembly Line

Friendly Letter Rubric

Task: You will be writing a friendly letter to a new employee who is joining your factory. This new worker is not familiar with the assembly line and it is your job to explain to them how it works, why it’s used and how you feel about using it. Think of all that you accomplished during your doll making assembly line to guide you in writing this letter. Each question needs to have at least three related sentences to receive full points.

<table>
<thead>
<tr>
<th>Question</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
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<tbody>
<tr>
<td>How the assembly line works</td>
<td></td>
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<tr>
<td>Why is the assembly line used?</td>
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<tr>
<td>Feelings about the assembly line</td>
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<tr>
<td>Spelling/Grammar</td>
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Comments:                                                                                      

                                                                                           

                                                                                           

                                                                                           
Works Cited