



BHH ASSEMBLY LINE ACTIVITY

BHH in the classroom - Teacher Adaptations

Unit title and activity #: Industrialization Revolution Unit / Activity 4 Mass Production

Submitted by: Kim Heckart

Description of Activity: Students participate in an assembly line of mass production.

Day 1

1. Read Extra Cheese, Please (This is a story that shows students the process of how milk starts on a dairy farm and is taken to a factory to make cheese.)
2. On overhead, show sequence of Henry Ford's first assembly line. Read from Industrialization, where Henry Ford tells why the assembly line was important.

Day 2

1. Children discuss how craftsmen are different than an assembly line process. Remind the students of how they made their notebooks as a craftsmen and how long it took to make their notebook. (It took our class 38 minutes for everyone to complete their individual notebook.)
2. Discuss how we could make notebooks using an assembly line. Write their suggestions as a list. Examples:
 - Glue on cover (Student A and B)
 - Make a mud puddle. (Students C and D)
 - Glue on pig's body. (Student E) *button sorter (Student F and G)
 - Glue on pig's nose. (Student H) *button sorter (Student I and J)
 - Glue on the sun. (Student K) *button sorter (Student L and M)
 - Sharpie of the eyes. (Student N and O)
 - Draw on the feet. (Student P)
 - Draw on the tail. (Student Q)
 - Draw on the ears. (Student R)
 - Draw on the sun's rays. (Student S)
 - Checker (Student T)
3. Put names of students next to each job to complete the project on the assembly line.



Day 3

1. Arrange students' desk in a long row. Have students sit in desks according to their job on the assembly line. Button sorters will be at a separate table sorting the buttons they need to take to their area in the assembly line.
2. Students do the assembly line while teacher watches the time. (Ours took approximately 20 minutes.) Record time.
3. When all the notebooks are complete through the assembly line, discuss with students the process.
 - What were some of the problems that happened on the assembly line? How did we solve those problems along the way to make the assembly line work better?
 - How come the craftsmen notepad took longer to make than the assembly line?
 - Comparing the notepads, which one have better quality? Why?
 - Did you like being a craftsmen or working on the assembly line better? Why?
 - Would you like doing the same job everyday all day long as you did on the assembly line? Why or why not?
 - Who do you think can make more money creating their product a craftsmen or a factory that using an assembly line?

Day 4

1. Class makes a group pictograph using clipart pictures. The pictograph illustrates how products are made by an assembly line mass production.
 - Students glue clipart pictures onto poster board begun in Activity 1.

Reflection on student learning outcomes:

- ❖ Students have an amazing grasp of the craftsmen vs mass production of an assembly line.
- ❖ Students were so engaged in the assembly line that they weren't even aware of how much they learned.
- ❖ Will you do anything differently next time?
- ❖ Have kids make their own individual pictograph of the mass production activity using our assembly line activity (with digital pictures).