

UW-Platteville SoE Lesson Planning Template

Name: Bryanna Walz
Lesson Title: Manufacturing/Assembly Line
Grade level(s)/Course: 3rd Grade/Social Studies
Date taught: November 13 & 14, 2013

INFORMATION ABOUT STUDENTS AND THEIR LEARNING NEEDS

Total students 17 **Males** 10 **Females** 7

INFORMATION ABOUT THE LESSON

Content Strand

Social Studies

- History
- Science, Technology, and Society
- Economics

Enduring Understanding and/or Essential Question

- What is manufacturing?
- Why is Detroit known as the “Motor City”?
- What did Henry Ford do to change automobile manufacturing?
- How has manufacturing changed since Henry Ford’s time?
- How does an assembly line work?

GLE(s) or EOC and Symbolic Notation

- B.4.7 Identify and describe important events and famous people in Wisconsin and United States history.
- B.4.8 Compare past and present technologies related to energy, transportation, and communications and describe the effects of technological change, either beneficial or harmful, on people and the environment,
- E.4.12 Give examples of important contributions made by Wisconsin citizens, United States citizens, and world citizens.
- D.4.4 Give examples to explain how businesses and industry depend upon workers with specialized skills to make production more efficient.
- D.4.6 Identify the economic roles of various institutions, including households, businesses, and government.

Outcome(s)

- The students will be able to recall the importance of farming to America over time.
- The students will be able to explain how supply and demand affect the price of goods.
- The students will be able to understand how a manufacturing business works.
- The students will be able to recall how the advances in manufacturing have changed life in America and the world.
- The students will be able to identify how Henry Ford’s new business changed people’s lives.
- The students will be able to participate in our own assembly line in the classroom.

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Academic Language related to the lesson

- Manufacturing
- Factory
- Assembly Line
- Henry Ford

Prior Learning/Prior Thinking

- The students have learning about farming the previous week and created a foldable that they will be filling out on what they have learned about all three topics in Chapter 7; farming, manufacturing, and trade.

LESSON IMPLEMENTATION

Anticipatory Set/Elicit Prior Knowledge

- Have the students' foldable on their desks so that when they come in from recess everything is ready to begin right away. As a review from what the students have learned about farming they will be writing a short summary to explain the importance of farming to America over time in their own words.

Example: Farming provided food for people.

Focus/Purpose Statement

- The students will understand how manufacturing was and still is used in America and experience a small assembly line in the classroom.

Procedures

- Write the four vocabulary words (manufacturing, factory, assembly line, and Henry Ford) on the board and have the students state what they think is the definition of each. If the students are close to the right definition have them explain their definition more in depth to help the other students will understanding and knowing the definition of each word.
- Have each student get out their Our Communities Social Studies textbook and open to page 192, the first page of Chapter 7 Lesson 2. As a class read the entire lesson, pages 192 through 199. While the students are taking turns reading periodically stop and check their understanding by asking the participation questions.
What is manufacturing?
What was Detroit known for producing in the 1800s?
How has manufacturing changed over time?
What is a moving assembly line?
Why was the invention of the assembly line so important?
Do you think many clothes today are made on an assembly line? Why or why not?
Why is Henry Ford so important to the history of this country?
How has manufacturing changed since Henry Ford's time?
- After reading the entire lesson, ask all of the review and assess questions on page 199. Then have the students fill in their foldable on the manufacturing side by describing how advances in manufacturing have changed life in America and the world.
Example: New technologies have enabled people to make products faster and less expensive than ever before.

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Differentiation

- Have all of the students follow along in their textbook while someone is reading so that they know where we are in case they are called on to read. This will also help those students improve on their reading skills by listening to another person read aloud.
- Give the students an example of what to put on the foldable for farming and manufacturing.

Closure

- Do an assembly line with the whole class. While the students are outside for recess, rearrange the classroom so that the desks are in two long lines set up as the two assembly lines. Place each of the food containers or bags in order for the assembly line. The students will make a snack trail mix in the assembly line that they will be able to get during Parent/Teacher Conferences. There will be two separate lines where the students will each have a role in the assembly line. The roles include getting the bowl, adding animal crackers (2 people), adding pretzels, adding goldfish, adding raisins, adding MnM's, adding Peanut MnM's, and mixing it all together. After the students complete their role in the assembly line they will stay at their spot and wait until the entire assembly is finished. When each assembly line gets finished with the role where they mixed it all together. All of the students will move to that spot and one at a time will measure 1 cup of the snack trail mix, put it in a baggie, and twist-tie the baggie closed. The students will get a baggie when they and/or their parents come to the Parent/Teacher Conferences tonight or tomorrow morning based on their assigned time.

Materials and Resources

- Our Communities textbooks
- Foldables
- White board and expo marker
- Student desks
- Large mixing bowl
- Animal crackers
- Pretzels
- Goldfish
- Raisins
- MnM's
- Peanut MnM's
- Small baggies and twist-ties

ASSESSMENT

During the lesson

- The students will be assessed on participation in reading the lesson and answering the questions throughout the reading. They will also be assessed on the questions asked at the end of the lesson to check for comprehension and understanding.

At the end of the lesson

- The students will be assessed on collaboration and participation in the assembly line of making our class snack trail mix.
- The students will be assessed on completion of writing about trade and manufacturing on their foldable.