

History Alive! Industrialization Simulation

Objective: Students will understand the impact on American history of the Industrial Revolution.

TAKS: 8.14(B), 8.28(C, D), 8.29(B, C)

Materials: Overhead Projector/White Board/Chalk Board, copy paper, crayons, pens, and Hershey Kisses.

Procedure:

1. Have two rows of five chairs facing each other wide enough to walk through. They will become the factory assembly lines.
2. Pass out 1 copy paper to each student on the rows. Assign the ten students to draw any picture they wish, school appropriate, using any color crayon or pencils you or they have.
3. The rest of the students need to be behind the assembly lines, watching and taking notes.

Teacher: *(After giving the students drawing a couple of minutes and giving the directions to the rest of the class, the teacher states the following.)*“The first students here are drawing pictures using any color they want. Today I am in the market for ...blue pictures.” *(Depends on what pictures the students are drawing. Then offer the students 1 piece of silver (Hershey Kiss). Some students want more for their picture; others won't sell at all. Depending on student behavior, I try to bargain. I don't offer anything to the last student because I am not in the market for any more pictures!)*

4. Have the students in the two rows clean off their desks.
5. On the overhead or white board explain that they now work in a factory and factories have assembly lines for the parts of a product.
6. Their factory is going to be making stick figures. (One person will draw a circle for a head, the next the face, the next the body (arms and legs), the next the hands, and last feet. They must be made the way you show them!
7. Provide the first person in each row with a small stack of copy paper. Students must use crayons that you pass out. They are NOT to have a choice of color! They must use what you as the boss gives them to use.
8. Begin work by blowing a whistle.

Teacher: *(Harass students to work as fast as possible without making mistakes.)* Students go faster. Time is money! Work faster! Keep production moving! Don't slow down!

9. Blow the whistle to stop work after about 3-5 minutes. Count how many pictures were completed in each row. Collect crayons and pass out ink pens.
10. This time teacher will harass and yell at students even more and when a student makes a mistake, the student is fired and a replacement is chosen from one of the students taking notes. Fire one or two more before blowing the whistle to stop production. Count how many completed drawings again. (There should be more even if the time is the same or a little bit longer than 5 minutes.) Pay all workers one piece of silver (Hershey Kiss).
11. Have all students make a T-chart. One side will say “In class” and the other will say “In history”. Call mostly on students taking notes for what happened in class. Be sure to include the students who were fired in the de-briefing. Suggested questions:
Did you enjoy this activity? What did you like or dislike about it? What feelings did you experience during this activity? How did it make you feel to be fired? How did workers feel about their job on the first picture and on the assembly line?
Acknowledge feelings and allow students adequate time to express them.

In class	In history
<p><u>First set of pictures:</u></p> <ol style="list-style-type: none"> 1. Students had a choice of materials and product. 2. Students were paid differently or not at all. 3. Students had a choice of whether they sold their product. 4. Students worked only on their own picture. <p><u>Second set of pictures:</u></p> <ol style="list-style-type: none"> 5. No choice of materials or part of the picture. 6. Picture divided into parts. 7. Teacher yelling at students to go faster. 8. More pictures were made. <p><u>Third set of pictures:</u></p> <ol style="list-style-type: none"> 9. Pens instead of crayons. 10. People who didn't so a good job were fired. 11. Not fair. 12. Other students got jobs. 13. Most pictures were made. 	<ol style="list-style-type: none"> 1. Craftsmen could choose what materials to use and what they wanted to make. 2. They made the whole product. 3. They could set the price for their product and decide if they wanted to sell. 4. With the introduction of interchangeable parts, people became part of an assembly line. 5. Workers had no choice of design or materials. 6. Supervisors cared more about productivity than their workers. 7. Increase in production. 8. More people moving to cities for jobs. 9. Increase in technology that increased productivity. 10. Incoming immigrants easily replaced slow workers. 11. Unfair labor practices provided workers with incentive to become organized into trade unions. 12. Workers paid the same no matter of the quality of their work.

Options: Play audiotape of machine sounds while students are drawing.

Extensions:

1. Quick write of what was the most important part of Industrialization.
2. Write a paragraph form of the compare and contrast using their T-chart.
3. Create an acrostic for the word: INDUSTRIALIZATION.

In the beginning

New factories

Drew many people to the city, called

Urbanization.

Some people

Tried

Really hard to do a good job.

Instead, they were fired.

Always working faster

Like a machine

Increasing production

Zealously.

Almost no benefits

To speak of and

Instead of pride

Only tired of being ignored with

Negligence and fatigue being the cause of many accidents.