

## Social Studies Theme: Community

**Lesson:** *The Assembly Line Lesson*

**Grade Level:** 1-4

**Overview:** People use assembly line processes in a factory.

**Approximate Duration:** one class period

**National Social Studies Standards:** [NSS-EC.K-4.6](http://www.educationworld.com/standards/national/soc_sci/economics/k_4.shtml#nss-ec.k-4.6) Specialization and Trade  
[www.educationworld.com/standards/national/soc\\_sci/economics/k\\_4.shtml#nss-ec.k-4.6](http://www.educationworld.com/standards/national/soc_sci/economics/k_4.shtml#nss-ec.k-4.6)

**Objective:** Students will be able to draw the steps in a production assembly line.

### Procedure:

- Use a toy or other factory-made object that has removable parts to demonstrate and discuss the assembly-line process used in many factories. (You can even use a classroom object, such as a stapler, for demonstration.)
- Invite students to name the different parts of the object and in what order they were probably put together.
- Discuss why making things in factories is a fast and efficient way to produce things.
- **Technology integration:** Watch this video from Discovery about the assembly line at Crayola Crayons: <http://videos.howstuffworks.com/discovery/4269-assembly-line-crayola-crayons-video.htm>
- Talk about how boats, planes, typewriters and other items were made with an assembly line during World War II. In fact, so many things were needed for the war effort that factories were often open 24 hours a day so that more items could be manufactured.



### Assessment:

- Have students write and draw about something else that might be made in a factory, such as a shirt.
- Use the shirt as an example to demonstrate how they might show several steps in their drawings. For example, cutting the fabric from a pattern, sewing the pieces together, wrapping it for shipment, etc.
- Have students make a sequence book that shows the order of making a simple object that was probably factory-produced.