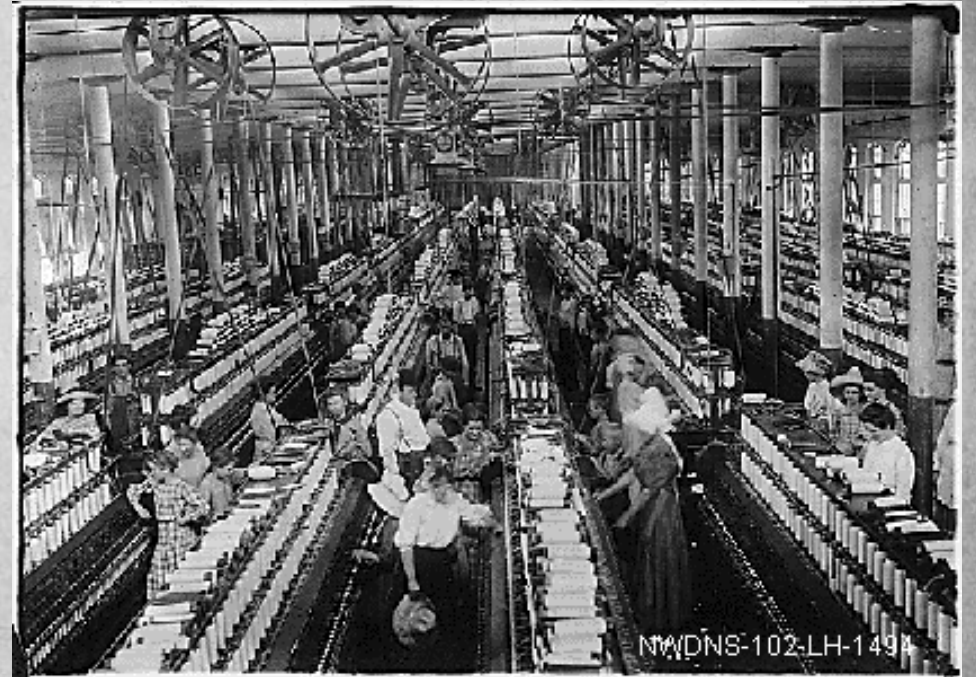
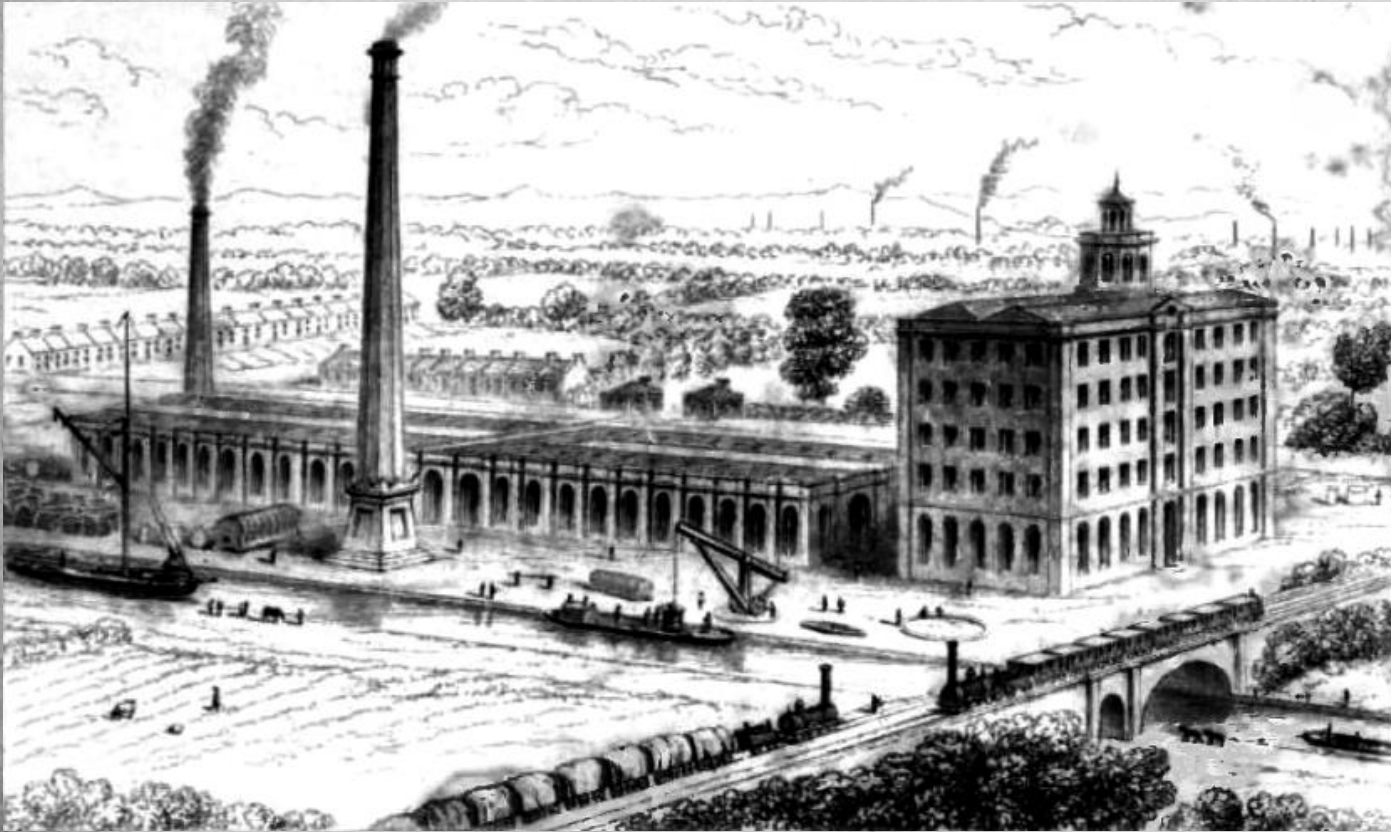


# Industrial Revolution: Factories







# The Assembly Line Simulation

## The Industrial Revolution



# Objective:

To learn what it might have been like to work in on an assembly line in a factory during the Industrial Revolution





# Introduction

- Before the Industrial Revolution in England, people worked from their homes or on their family farm.
- When the Industrial Revolution began in the late 18<sup>th</sup> century people began to move to the cities to find jobs in the factories.



# Class Discussion

- What do you think were the major differences between working in a home in the country to working in a factory in the city?





# Assembly Line Simulation

- Recently a new toy company has opened in the British city of Liverpool
- You just moved to the city and got a job working in one of their giant factories making toy soldiers.



# Assembly Line Simulation

- **Procedures:**

1. Take out a pencil and place all backpacks against the wall.
2. Stand next to any desk....hurry! Time is money!
  - \* If there are no desks available, stand to the side of the room and wait for instructions.
3. You will now be assigned a number by your teacher (#1 is the student at the end of the desk with the papers and #9 is at the opposite end)... you must remember your number or you will be fired!







## Worker Assignments:

- Worker 1 (feet & legs)
  - Worker 2 (bottom of coat & belt)
  - Worker 3 (top of coat & X on chest)
  - Worker 4 (shoulder pads & collar)
  - Worker 5 (head)
  - Worker 6 (hat)
  - Worker 7 (eyes, nose & mustache)
  - Worker 8 (hands)
  - Worker 9 (gun)
- 
- **You are in charge of drawing only your assigned part of the soldier as accurate as possible.**

# Worker Assignments

- If you are not standing near a desk you are an immigrant waiting for a position to open. When a worker gets fired you will replace that worker, so get ready!
- I will now assign someone to be Manager of the company. Managers are responsible for meeting production quota.
- The manager is in charge of keeping work moving quickly and accurately and s/he will try to solve any slow-downs in production. They will walk around to make sure all workers are on task. If a manager chooses to fire you, you need to replace yourself with an immigrant. Managers are may need to yell at their workers to keep them moving at a fast pace. Remember, time is \$!





# Wages per week of work

- Male head of household: *15 Shillings*
- Female, married: *9 Shillings*
- Female, single (over 16): *10 shillings*
- Male, single (over age 16, but living at home): *15 shillings*
- \*Child over 11: *5 shillings*
- \*Child under 11: *3 shillings*
- Factory Manager: *Makes an additional 1 shilling per week*
- \* **Workers 2,4,6 & 8 are children**
- Remember: You may be fired at any time – several immigrants are waiting for your job!



# Production

- Once the whistle blows you have 5 minutes to create 20 toy soldiers.
- Person #1 will begin the assembly line by quickly drawing their assigned part (the feet & legs) then passing it to student #2 to complete their task.
- When the paper gets to person #9 you should have a accurate toy soldier.
- Work quickly and accurately or your pay may be docked or you may get fired and replaced by an immigrant.
- You must produce soldiers that look just like the original.
- At the end of five minutes the factory manager will evaluate the toy soldiers. If they are not up to par they will be discarded.





**Stop Working NOW!**

**Begin Working NOW!**



# Wrap-Up Activity

Place the desks back into their proper places and sit down in your seat.

Complete the wrap-up questions about the Assembly Line experience.





# Extension Activities

1. Primary Source Analysis (Working Conditions)
2. The Factory Acts: read pages 149-150
  - What were the Factory Acts?
  - Did the Factory Acts improve working conditions for all workers in England?
  - What are labour unions?