Ohio Standards Connection:

Economics

Benchmark B
Explain why entrepreneurship, capital goods, technology, specialization and the division of labor are important in the production of goods and services.

Indicator 4
Explain the advantages and disadvantages of specialization and the division of labor to produce items.

Social Studies Skills and Methods

Benchmark D
Use problem-solving skills to make decisions individually and in groups.

Indicator 6
Use a problem-solving/decision-making process which includes:
   a. Identifying a problem;
   b. Gathering information;
   c. Listing and considering options;
   d. Considering advantages and disadvantages of options;
   e. Choosing and implementing a solution.

Lesson Summary:
This hands-on activity divides the class into teams to produce a product. By selecting a product to produce, the students will be introduced to the concept of specialization. The teams will produce a product using assigned labor methods: division of labor or independent production method. In addition, students will do a quick-write in their journal. The culmination of the different activities will help the students understand the differences between specialization and the division of labor, as well as their advantages and disadvantages.

Estimated Duration: Two to four hours

Commentary:
As future producers and workers, students should understand that specialization can lead to increased production. This lesson develops students’ ability to appreciate why an economy in which people specialize and trade voluntarily with one another results in higher overall levels of production and consumption for individuals, regions and nations.

Pre-Assessment:
Whole class:
- Have large chart paper ready.
- Explain to students that they will be talking about types of jobs within different businesses. To make sure students understand what a business is, as a whole class, create a list of businesses in the local community.
- Tell students that there are many people who work together to make your school run efficiently and also that many people work together to make a business run efficiently.
- Select a local business that the students are very familiar with, such as a fast-food restaurant, a grocery store or ice cream stand. Have students brainstorm a list of jobs that they have noticed within that business. Record their responses on another chart paper.
- As a wrap-up for this assessment, have students brainstorm what they think specialization and division of labor mean.
Production: Specialization and Division of Labor – Grade Three

Note: Most students will not know these vocabulary words so you may want to introduce these words at this time or later in the lesson.

**Scoring Guidelines:**
Because division of labor and specialization are new concepts for third graders, this activity is done with the whole class to gain prior knowledge from the students. Thus, there is no scoring other than teacher’s observation of student understanding that each business produces a few goods and services and also students’ understanding that each employee has a specific task to do.

**Post-Assessment:**
- Have students experience the decision-making process during the hands-on activity of producing a product. Use observation to assess the students’ group work, and have students complete the *Group Evaluation Form*, Attachment A, judging their own groups performances.
- Have students make a list of advantages and disadvantages of specialization and division of labor in producing goods.
- Have the students answer questions on Attachment B in complete sentences, demonstrating what they have learned in the lesson.
- Explain to students that they should use the unit vocabulary appropriately in their answers.
- Have the students write a reflection paragraph about their observations during the hands-on activity.

**Scoring Guidelines:**
Answers should show clear evidence that the students understand the advantages and disadvantages of specialization and division of labor in producing goods. See Attachment C, *Post-Assessment Answer Sheet*.

**Instructional Procedures:**
**Instructional Tip:**
Posting vocabulary words on your bulletin board or on chart paper is a great idea when beginning a new unit. Before starting your activity each day, review the vocabulary words. This quick activity will help with word recognition and increase students’ use of vocabulary in their writing (some words that should be posted or written on chart paper should include economics, goods, services, producers, consumers). At the beginning of this activity, add specialization and division of labor as new vocabulary words to the chart or bulletin board.

Division of labor occurs when the production of a good is broken down into numerous separate tasks with different workers performing each task. Specialization occurs when people concentrate their production on fewer kinds of goods and services than they consume.
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Day One
1. Tell the students that in order to have a better understanding of production, they are going to actually make a product in class. Inform the class that before the product can be produced, some planning needs to take place. As a class, brainstorm a list of possible products that could be produced in class. Record their ideas on the overhead.

**Instructional Tip:**
Some ideas of products that could be produced in class are cookies, candy, badges, bead bracelets, bookmarks, interlocking building block creations, blank books, greeting cards, and other items to donate to a class-selected cause or organization (i.e., a children's hospital, nursing home, retirement community, shelter).

2. Tell the class that only one product can be produced because of limited resources and time. Have a class discussion to decide what would be the best product to produce based on availability of resources, cost, and ability. After the class has decided on a product, explain that this is the concept of specialization. Have the students create a definition of specialization. Paraphrase the definition to aid student understanding. “When we specialize we choose to produce some goods and services and buy the other things we want.” Guide the students to understand that as a result of specialization, we have to buy the other things we do not produce.

3. Make a chart with the class sharing the advantages and disadvantages of specialization.

<table>
<thead>
<tr>
<th>Advantages</th>
<th>Disadvantages</th>
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<tbody>
<tr>
<td>Goods will be cheaper to produce.</td>
<td>You have to depend on others for some things you want.</td>
</tr>
<tr>
<td>The producer will become good at producing a few goods or services.</td>
<td>You will have to buy some goods and services instead of producing them.</td>
</tr>
<tr>
<td>More will be produced.</td>
<td></td>
</tr>
<tr>
<td>It will cost less to make goods so there will be more profit.</td>
<td></td>
</tr>
<tr>
<td>Increase consumption for individuals, regions and nations.</td>
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Day Two
4. Collect materials or donations needed to produce the class-selected product.
5. Write or type out two sets of instructions for each team; one set of instructions for the “Division of Labor” team and another set of instructions for the “Do It By Yourself” team.
6. Divide the class into teams. The number of teams will be determined by the number of students in your class, as well as what product the class selects to produce.
7. Explain to students that several teams will be the Division of Labors Teams while the other teams will be the Do-It-By-Yourself Teams.

8. Explain that on the Division of Labor Team everyone on the team will have a specific job, and on the Do-It-By-Yourself-Team each team member will produce the entire product from beginning to end. (Note: In order to demonstrate the advantages and disadvantages of division of labor, each student on the Division of Labor Team must have a specific job.)

9. Set up work areas in your classroom based on the number of teams. You may choose to have all the resources at one main table for the students to gather from or have the resources ready at each team’s work area (gathering resources could be a task for one student).

10. Have a “training session” for each group so time is not used up explaining the process and deciding the roles in the division of labor team. Explain the procedure to each team. State that each team’s goal is to produce as many high-quality products that they can during a certain time. Set the time limit based on the product that is to be produced.

11. After completing the production activity, have each student fill out a Group Evaluation Form, Attachment A, analyzing his or her group’s performance. Once the forms are completed, have team members discuss their evaluation of their group’s performance.

Day Three

12. Have students write in their journals describing their experiences and answering the question: What did you learn about producing your product?

13. Have the students create graphic organizers (chart, diagram, web) to show what they learned about the advantages and disadvantages of division of labor in producing a product.

14. Have the different production teams share their experiences with the rest of the class. Record their observations on chart paper or on an overhead transparency so that the whole class can see, compare and analyze their experiences. Lead a discussion based on the analysis, including the differences between specialization and division of labor and the advantages and disadvantages of each.

Instructional Tip:

If you saved your charts from the pre-assessment activity, this would be a good time to post the chart to compare and analyze what was learned about the concepts of specialization and division of labor.

As a result of this production activity, students will acknowledge that division of labor produced more goods and that it is more efficient than doing everything by yourself. Some advantages that students may list are that when a worker is concentrated in a skill, he or she will produce the product more quickly and the quality will be more consistent. Some disadvantages that students may list are that doing the same job repeatedly could be tiresome and that everyone depends on one another to complete one product.
Day Four
15. Have the students complete the post-assessment.

**Differentiated Instructional Support:**
Instruction is differentiated according to learner needs, to help all learners either meet the intent of the specified indicator(s) or, if the indicator is already met, to advance beyond the specified indicator(s).

- When deciding on teams, place students with instructional needs on selected teams where compatible peer assistance is available.
- Assist students that need help reading the post-assessment.
- Students working beyond the indicator could interview a small business owner learning what it takes to run a business. The student reports to the class what he/she learned from the owner.

**Extensions:**
- Take a field trip to a local business. If this is not possible, invite business owners to the classroom to share their experiences in owning and operating businesses.
- There are many picture books and chapter books available for read-aloud or self-selected reading that will help students to understand the economic concepts covered. These books can lead to wonderful whole-class or one-on-one discussions.
- Have students write a “how-to” paragraph on the product that they produced.

**Homework Options and Home Connections:**
- Have students interview a parent about his/her particular job.
- Have students bring needed materials to class to produce the class-selected product.
- Have students write about their home. Think of your home as a business and answer the following questions:
  1. What division of labor occurs in your family?
  2. Do different family members do different jobs?
  3. What is the end result?
  4. What happens when someone fails to do his or her job?
  5. What happens when someone does all the work?

**Interdisciplinary Connections:**
**English Language Arts**

- **Reading Process**
  - **Benchmark A:** Establish a purpose for reading and use a range of reading comprehension strategies to understand literary passages and text.
  - **Indicator 6:** Create and use graphic organizers, such as Venn diagrams and webs, to demonstrate comprehension.

- **Writing Process**
  - **Benchmark C:** Apply knowledge of graphic or other organizers to clarify ideas of writing assessments.
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Indicator 4: Use organizational strategies (e.g., brainstorming, lists, webs and Venn diagrams) to plan writing.

- Writing Applications
  No Benchmark

Indicator 5: Produce informal writings (e.g., messages, journals, notes and poems) for various purposes.

Materials and Resources:
The inclusion of a specific resource in any lesson formulated by the Ohio Department of Education should not be interpreted as an endorsement of that particular resource, or any of its contents, by the Ohio Department of Education. The Ohio Department of Education does not endorse any particular resource. The Web addresses listed are for a given site’s main page, therefore, it may be necessary to search within that site to find the specific information required for a given lesson. Please note that information published on the Internet changes over time, therefore the links provided may no longer contain the specific information related to a given lesson. Teachers are advised to preview all sites before using them with students.

For the teacher: Chart paper, instructions for producing product, materials for producing product, vocabulary word cards.

For the students: Pencil, journal, items for producing product.

Vocabulary:
- business
- goods
- producer
- specialization
- services
- consumer
- production
- economics
- product
- division of labor

Research Connections:

Authentic experiences help students develop real-world knowledge and skills and give them the ability to apply their learning in ways that prepare them for their careers and lives beyond school.
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Nonlinguistic representations or imagery mode helps students think about and recall knowledge. This includes creating graphic representations (organizers).

**General Tips:**
Be cautioned that third graders will probably confuse specialization and division of labor. Repeatedly point out how these concepts are related and yet different.

**Attachments:**
Attachment A, *Group Evaluation Form*
Attachment B, *Post-Assessment Questions*
Attachment C, *Post-Assessment Scoring Sheet*
**Name of Activity ____________________________**

**Name ______________________**

**Students in your group _____________________________________________________**

Evaluate how your team performed as a group. Circle yes or no for each criteria. You may add a comment if you wish for one or more criteria.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Yes</th>
<th>No</th>
<th>Comments</th>
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<tbody>
<tr>
<td>1. We worked as a team.</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>2. We solved problems and conflicts.</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>3. We followed written and oral directions.</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>4. We stayed on task.</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>5. Everyone in our group had an opportunity to produce the product.</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>6. Our team produced a product that we were proud of.</td>
<td>Yes</td>
<td>No</td>
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</tbody>
</table>
List a disadvantage of specialization. Specialization is when businesses work to produce a few types of goods instead of working to produce many types of goods. Example: One restaurant might specialize in pizza instead of serving many different kinds of foods.

List an advantage of specialization.

Write a list of advantages and disadvantages of division of labor. Division of labor is when a worker’s job does not involve making an entire product. Example: Bob puts tires on a car. He does not make the entire car. Other people work on the motor, seats, doors, and the other parts of car.

<table>
<thead>
<tr>
<th>Division of Labor</th>
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<tbody>
<tr>
<td>Advantages</td>
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<tr>
<td>1.</td>
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<tr>
<td>2.</td>
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<td>3.</td>
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</tbody>
</table>
Answer the following questions in complete sentences. Be sure to use the words you learned from this lesson.

1. Which group produced the most: The Division of Labor Team or the Do-It-By-Yourself Team? Explain why.

2. How do you think a worker may feel doing the same job every day?

3. Do you think a worker who does the same job every day will make more or fewer mistakes? Explain your answer.

4. For a business that has *division of labor*, what might happen if someone was sick for the day?

5. What do you think would happen if all workers had to learn all the jobs in a business?
Reflection:
Write at a three to five sentence paragraph explaining what you observed when you worked on your product within your group.
NOTE: The possible responses are to be used as a guide when scoring the assessment.

List a disadvantage of specialization.
   You have to depend on others for some things you want.
   You will have to buy some goods and services instead of producing them.

List an advantage of specialization.
   Goods will be cheaper to produce.
   More can be produced.
   Increased consumption.

Write a list of advantages and disadvantages of division of labor.

**Division of Labor**

**Advantages**

1. *Create a uniform product*
2. *Goods are produced more quickly*
3. *Cost less to produce goods*

**Disadvantages**

1. *Have to depend on other workers to produce a complete product*
2. *You are only good at one task*
3. *If one worker slows down, the entire production slows down*
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Answer the following questions in complete sentences. Be sure to use the words you learned from this lesson.

1. Which group produced the most: The Division of Labor Team or the Do-It-by-Yourself Team? Explain why.

   The Division of Labor Team would produce more, because when the team divides up the labor the product will be produced more quickly and efficiently.

2. How do you think a worker may feel doing the same job every day?

   The worker would get bored doing the same thing every day. The worker might enjoy doing the same thing every day, because he or she does a good job and feels good about what he or she does.

3. Do you think a worker who does the same job every day will make more or fewer mistakes? Explain your answer.

   The worker who does the same job every day may make fewer mistakes because he or she becomes very good at their job. At the same time, boredom may cause mistakes.

4. For a business that has division of labor, what would happen if someone were sick for the day?

   There might not be anyone to take that person’s place. Production of goods might stop or slow down.

5. What do you think would happen if all workers had to learn all the jobs in a business?

   If someone got sick, another worker that knows how to do all the jobs could take his or her place.

   If a worker knows how to do more jobs in a business, he or she would be able to help other workers out.

Answers to the reflection will vary.