

DIVISION OF LABOR

Performance Standard 18C.C

Make a simple flow chart to illustrate the division of labor accordingly:

- *Knowledge*: describe how the division of labor can help get work done more efficiently and effectively by breaking down an activity and distributing the smaller tasks among two or more persons;
- *Reasoning*: divide an activity into smaller parts that could be completed by a team of persons; and
- *Communication*: make a flow chart and write an explanation that are well-organized well-detailed; express all ideas in a way that provides evidence of knowledge and reasoning processes.

Procedures

1. *In order to understand how social systems form and develop over time (18C)*, students with sufficient learning opportunities to develop the following:
 - Define division of labor; and
 - Divide a complex work activity into smaller parts that could be accomplished by more than one person.
2. Have students review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. Read books or show pictures about how things are produced to help illustrate the concept of **division of labor**. Have students suggest other items that could illustrate division of labor. Create a sample flow chart (e.g., making a car, from farm to market, from store to table).
4. Discuss with students how division of labor is used (activities that are divided among two or more people). Have students give examples and list them on the board
5. Ask each student to identify a work activity or idea that could illustrate the concept of division of labor. Ask each student to create a flow chart to illustrate division of labor as follows:
 - Place a title on the chart that describes the activity (e.g., Making a Pizza)
 - Include at least five steps to divide the work among two or more people.
 - Color and label the picture illustrating each step.
 - Prepare a brief statement explaining the division of labor in the chart.
4. (Optional) Have each student make a two – three minute presentation to the class to explain the division of labor in his/her flowchart.
5. Evaluate each student’s work using the Social Science Rubric as follows and add the scores to determine the performance level:
 - *Knowledge*: the description of the division of labor was complete and correct.
 - *Reasoning*: the explanation of the division of labor created for the chart is accurate and thorough.
 - *Communication*: the flowchart and statement were well-focused, well-organized, and well-detailed; the knowledge and reasoning were completely and effectively communicated.

Examples of Student Work follow

Time Requirements

- Three class periods

Resources

- 12 x 17 drawing paper
- Chart paper or board space
- Book to illustrate concept
- Crayons or markers
- Social Science Rubric

"Meets"

1. Hand plate to sick people →



2. Taco shells put on plate →



3. Taco Meat added. →



4. Cheese put on top of meat →



5. Salsa is added. →



6. Olives finish the tacos. →



7. Taco inspected. →



8. Tacos delivered to eaters. →



9. Pop poured in cups. →



10. Pop delivered →



Enjoy!!

