

Labor Specialization at the Hershey Factory

Grade Levels – 6-8

Standards –

Pennsylvania Academic Standards for History: 8.1.12. B, 8.2.12. A, 8.2.12. B, 8.2.12.D, 8.3.12.A, 8.3.12.B, 8.3.12. D,
Pennsylvania Academic Standards for Reading, Writing, Speaking and Listening:
1.1.11 G, 1.1.11. D, 1.1.8.B,
1.1.8.F.

Materials Needed –

- Overhead Projector
- Overhead Projector transparencies and markers (enough for your class)
- Hershey Miniatures Candies or Hershey Kissable candies (several bags)
- Printout of compare and contrast sheet (classroom set)
- Printout of 3-2-1 summary activity sheet (classroom set)

Teacher Background –

This lesson is intended to enrich your students' visit to The Hershey Story: The Museum on Chocolate Avenue. It seeks to demonstrate the success of labor specialization in the chocolate making industry using Milton Hershey and his company as a case study. During this lesson, students will participate in a mock assembly line and summarize their experience in a 3-2-1 graphic organizer. This lesson will take approximately one 50 minute class period to complete.

Milton Hershey began his chocolateering career during a period of dramatic change in American history. Throughout the nation, industries that had relied on highly trained and specialized workers for generations were breaking down the steps of production into much simpler and lower skilled tasks. This period is generally known as America's second Industrial Revolution.

Hershey's initial foray into chocolate making began in Philadelphia as an apprentice. It was here that he learned the labor intensive process for making candies. He later opened his own shop in the city, but the business failed after only a few years. Milton Hershey learned through this experience that old methods of chocolate making took so much time that the product was more expensive than most people could afford.

Hershey's rapid ascent to the peak of the chocolate making business began during a visit to the 1893 World's Columbian Exposition. Here, he became interested in some chocolate making equipment that broke down the chocolate making process into many smaller tasks. This enabled Hershey to

begin a successful venture in Lancaster, Pennsylvania. In 1900, Hershey sold this company and founded a new factory in Derry Township, Pennsylvania. At this new factory, Hershey made use of labor specialization, and a chocolate “assembly line,” to produce delicious candies at prices so low that common people everywhere could enjoy them.

Lesson Plan

Essential Question –

How did Hershey’s use of labor specialization help to make his company successful? (Be sure to post this question in a visible location in your classroom)

Vocabulary – (Have these words and their definitions posted in your classroom)

1. Specialization of Labor – Breaking down difficult and complex jobs into smaller, simpler tasks
2. Second Industrial Revolution – The period of history from 1865 to 1900 in which many industries used the specialization of labor to mass produce goods
3. Assembly Line – A manufacturing process in which many simple tasks are preformed to create a finished product

Activating Strategies –

Step 1 – Read the Essential Question to the class.

Step 2 – Call on individual students to read each word and definition to the class.

Step 3 – Divide students into pairs and assign them 1 vocabulary word. Have each pair work to draw a picture of that vocabulary word on an overhead transparency sheet.

Step 4 – Ask for volunteers or call on students to share their drawings by placing them on an overhead transparency machine.

Step 5 – Ask each pair to discuss the lesson’s essential question. Each pair should then predict the answer to the question and write down a one sentence response. Have them record the response on the 3-2-1 summary sheet. Collect the 3-2-1 summary sheet.

Teaching Strategies –

Specialization of Labor Activity

Step 1 – Inform students about Hershey’s role during the second Industrial Revolution. Use the Teacher Information section for extra detail. You could choose to begin by saying this - “One person who lived during the Industrial Revolution and who used specialization of labor and assembly lines was Milton S. Hershey. Hershey broke down the complex job of making chocolate into many simple tasks at his factory in Derry Township, Pennsylvania. This was a much more efficient way to make chocolate than had ever been done before in America.”

Step 2 - Tell your students that they are about to work at two different types of factories. One factory will use the old method of production where everything was done by one person. The other factory will use labor specialization to divide the jobs, just the way Milton Hershey did at his factory.

Step 3 – Organize your class into desk or chair groupings of 4-5 students. Try to arrange your seating in a way that allows your students to share 1 tabletop.

Step 4 – Assign your class into groups of 4-5 students each.

Step 5 – Inform your students they work in a factory that sorts and bags candy. Their factory produces bags that contain 5 Krackel bars, 5 milk chocolate miniatures, 5 Hershey’s special dark miniatures, and 5 Mr. Goodbars. (This activity also works with different colors of Kissables candy, this is a more inexpensive adaptation.)

Step 6 – Inform each group that they are about to produce their product using the Pre-Industrial Revolution method.

Step 7 – Place a large bag of Hershey’s miniatures at the center of each group’s “Factory” Place several smaller sandwich bags with each “worker.”

Step 8 – Give the factory one minute to produce as many bags of candy as possible. The teacher may act as the quality control manager, pushing the workers to make the candy faster, and rejecting defective product (bags that do not contain 5 Krackel bars, 5 milk chocolate miniatures, 5 Hershey’s special dark miniatures, and 5 Mr. Goodbars)

Step 9 – Record the total number of products made in the 1 minute period on the board under “Pre-Industrial Revolution Factory.”

Step 10 – Now inform your students they are about to work Hershey’s factory in 1900. Tell your students that Hershey broke down the job of chocolate making into simpler tasks. Ask your students to come up with ideas to break up the work and increase efficiency.

Possible improvements –

1. 1 student sorts the candy type
2. 2 students count out 5 candies from each type
3. 1 student bags the counted candies

Step 11 – After you have worked out how each group will create their bags using labor specialization, give the students 1 minute to create candy bags.

Step 12 – Record the total number of products made in the 1 minute period on the board under “The Hershey Factory.”

Step 13 – Engage the class in a de-briefing discussion. Be sure to ask the following formative questions.

1. What were your feelings working in each factory system?

Answer - Subjective

2. Which factory would you rather work in? Why?

Answer - Subjective

3. Which factory was more efficient? Why?

Answer – The Hershey factory because of labor specialization

4. Which factory made a cheaper product? Why?

Answer – The Hershey factory because of the laws of supply and demand. The Hershey factory produced more goods which lowered the price.

Summarizing Strategies:

1. 3-2-1 Activity
2. Answering the Essential Question

3-2-1 Activity

Answer the Essential Question Before the Lesson:

3 – Reasons the Hershey factory became so successful

2 – Important things you learned during the lesson

1 – Post Lesson answer to the Essential Question