

Location, Location, Location

Importance of Location

Tanner Lusher, Michell Eike, Nicole Harris
Published by *K20 Center*

This work is licensed under a Creative Commons CC BY-SA 4.0 License

Grade Level	7th Grade	**Time Frame**	95–120 minutes
Subject	Social Studies	**Duration**	2–3 class periods
Course	Human Geography		

Essential Question

How does location impact the success of businesses and markets?

Summary

Students will learn how location impacts businesses and markets. Students will also identify the infrastructure, manufacturing, and markets of different businesses: Huffman's, Braum's, and Netflix.

Snapshot

Engage

Students watch a video about job outsourcing and discuss what they learned with a partner.

Explore

Students read about the history of the Huffman company and identify how location helped or hindered their business over time.

Explain

Students consider economic factors that led to the rise and fall of Huffman and recognize how those elements have influenced the growth of another business.

Extend

Students compare and contrast the business practices between the Netflix corporation with the other two companies that they have previously examined.

Evaluate

Students illustrate the significance of location for businesses by creating a comic strip answering the lesson's essential question.

Standards

ACT College and Career Readiness Standards - Reading (6-12)

CLR301: Locate simple details at the sentence and paragraph level in somewhat challenging passages
CLR302: Draw simple logical conclusions in somewhat challenging passages

Oklahoma Academic Standards (Social Studies Practices (7th Grade))

7.5.5: Analyze global interdependence which explains the outsourcing of technological and manufacturing jobs to developing regions.

Attachments

- Company Chronicles—Location, Location, Location - Spanish.docx
- Company Chronicles—Location, Location, Location - Spanish.pdf
- Company Chronicles—Location, Location, Location.docx
- Company Chronicles—Location, Location, Location.pdf
- Cycling Through the Story of Huffman's—Location, Location, Location - Spanish.docx
- Cycling Through the Story of Huffman's—Location, Location, Location - Spanish.pdf
- Cycling Through the Story of Huffman's—Location, Location, Location.docx
- Cycling Through the Story of Huffman's—Location, Location, Location.pdf
- Economic Influences (Sample Responses)—Location, Location, Location.docx
- Economic Influences—Location, Location, Location - Spanish.docx
- Economic Influences—Location, Location, Location - Spanish.pdf
- Economic Influences—Location, Location, Location.docx
- Economic Influences—Location, Location, Location.pdf
- Lesson Slides—Location, Location, Location.pptx
- Location Impacts—Location, Location, Location - Spanish.docx
- Location Impacts—Location, Location, Location - Spanish.pdf
- Location Impacts—Location, Location, Location.docx
- Location Impacts—Location, Location, Location.pdf

Materials

- Lesson Slides (attached)
- Cycling Through the Story of Huffman’s handout (attached; one per student; printed front only)
- Economic Influences handout (attached; one per student; printed front only)
- Economic Influences (Sample Responses document (attached; for teacher use)
- Company Chronicles (attached; one per student; printed front/back)
- Location Impacts handout (attached; one per student; printed front/back)
- Highlighters (2 per student)
- Dice (1 for teacher use; digital option available)

10 minutes

Engage

Teacher's Note: Printing Materials

The attached **Company Chronicles** handout is a three-page file, where the first two pages contain passages for the students to read during the Extend portion of the lesson, and the third page contains the citations for those passages. If trying to save paper, consider only printing pages 1-2 front and back.

Use the attached **Lesson Slides** to guide the lesson. Show the essential questions on **slide 3** and ask for responses to the questions based on anything students already know about industries. Transition to **slide 4** to review the lesson objectives.

Move to **slide 5** and play the "Why It Matters: Outsourcing Jobs" video.

Embedded video
https://youtube.com/watch?v=ymT1W-g_FCY?si=9qZw1xXAeBlNbTpp

Place students in pairs then show **slide 6**. Ask pairs to discuss the questions on the slide:

- What are some examples of how job outsourcing can impact Americans?
- Why are U.S. companies outsourcing jobs?
- What are some potential solutions to keep job opportunities in the United States?

As time allows, have volunteers share their responses.

Sample Student Responses:

- If jobs leave the U.S., then Americans may not have jobs.
- Outsourcing might save us money on products.
- Companies are trying to save money to make more profit.
- How we tax companies could make them not want to outsource.

20 minutes

Explore

Display **slide 7** and give each student two highlighters. Then give each student a copy of the attached **Cycling Through the Story of Huffman's** handout, which tells of the rise and fall of the Huffman Company. Direct students to pick one color to represent factors that are "helpful" and second color for factors that are "hurtful" to the company. Have students highlight the corresponding words at the top of their handout so that it is easy for them to recall which color represents which type of factor.

Move to **slide 8** and tell students that as they read, they should look for factors that contributed to the growth or profit of the Huffman Company and highlight those phrases with the first color (helpful) and look for factors that contributed to the company's demise, highlighting those phrases with the second color (hurtful).

Show **slide 9** and facilitate a class discussion, asking students to suggest factors that contributed to company growth or profits and the factors that hindered or harmed its growth.

Sample Student Responses:

After the reading, students should be able to identify areas of growth for the Huffman Company, which might include: it located (early history) near cheap raw materials; it offered popular or unique bicycles that people wanted; and it found cheap labor in China and Mexico. Factors that contributed to its demise might include: it had pressure from big store chains to sell cheaper bicycles; it was competing with Chinese companies; and it had higher U.S. labor costs.

20 minutes

Explain

Show **slide 10** and ask students: *How did location play a role in the rise and fall of the Huffman Company?* As students share responses, ask prompting questions to guide students towards their examples being in one of the following categories: *infrastructure*, *manufacturing*, and *markets*.

Teacher's Note: Guiding the Activity

From prior classes, students should be familiar with *manufacturing* and *markets* but are likely unsure of *infrastructure*. By the end of this phase of the lesson, students will see a formal definition of these words. Below are examples of common student-responses and how they can be categorized:

- **Infrastructure:** bikes delivered by trucks/trains;
- **Manufacturing:** steel and rubber were available materials;
- **Markets:** demand for bikes; competing companies; cost of materials; cost of labor

Move to **slide 11** and give each student a copy of the attached **Economic Influences** handout. Share the definitions for *infrastructure*, *manufacturing*, and *markets* from the slide. Direct students to write those definitions in their own words on their handout.

Transition through **slides 12-14** and share examples of these key terms. Direct students to record this information in the Examples column of their handout. Use the attached **Economic Influences (Sample Responses)** document as needed.

Teacher's Note: Guiding the Lesson

Ensure that students can make the connection between the video from Engage and the article from Explore: *companies often outsource labor to save money by hiring cheaper employees*.

Display **slide 15** and give each student a copy of the attached **Company Chronicles** handout. Direct their attention to the *Here's the Scoop on Braum's* portion of the handout, which has a brief history of this now Oklahoma company. Direct students to underline where they see examples of this new vocabulary in their reading.

As they discuss their responses, reinforce and support those who talk about how industries might choose a location based upon cheaper labor costs to make more of a profit. Ask students to brainstorm how industries might make a profit in other ways. Write these ideas on the board.

25 minutes

Extend

Display **slide 16** and direct students' attention to the *Netflix's Binge-Worthy Start* side of their Company Chronicles handout. Direct students to circle the ways in which Netflix differs from the other companies they have read about during this lesson: Huffy's and Braum's.

Once students complete the reading, have students find a partner or assign partners. Introduce the Critical Thinking Cube strategy to the class. Preview the activity by explaining that you will roll a dice and share out the number. Students will then have about two minutes to talk with their partner about the corresponding prompt. Call on pairs to share with the whole class. For clarity, explain to the class that if a 3 is rolled, they will discuss prompt #3 (which they will see on the following slide) with their partner for two minutes and then share with the whole class.

Digital Dice

Instead of using a physical dice, consider using the CPM Probability Generators to roll a digital dice.

Transition to **slide 17** and share the following prompts:

1. **Describe:** Describe the infrastructure of Netflix.
2. **Apply:** What can we do with the information from this lesson?
3. **Compare:** Compare the locations of the Huffman, Braum's, and Netflix companies. How are they similar? different?
4. **Analyze:** How did outsourcing impact Netflix?
5. **Synthesize:** How are the infrastructure, manufacturing, and/or markets of Netflix like another company you know?
6. **Argue:** Is location the most important reason a business succeeds or fails? Justify your answer.

During the whole class share out, record the common big idea of the class for each prompt on the board or somewhere else visible. The goal is for students to understand the concepts of *outsourcing*, *infrastructure*, *manufacturing*, and *markets*.

Optional Addition

If time allows, consider facilitating a brief class discussion using the following prompts:

- Do you think Netflix's use of internet infrastructure influenced other companies? If so, which companies do you think were influenced by Netflix's switch to streaming media?
- Do you think Netflix's manufacturing approach (creating their own media content) influenced other companies? If so, which companies?

As students share responses—Hulu and Amazon are good examples—help students see how the global economy is shifting more and more towards a digital marketplace.

20 minutes

Evaluate

Move to **slide 18** and share with students the Cognitive Comics strategy. Give each student a copy of the attached **Location Impacts** handout. Ask students to create a 3-6 cell comic to answer the essential question on the slide: *How does location impact the success of businesses and markets?* Have students write a brief summary explaining their comic once they have finished their comic strip.

Resources

- Associated Press. (2012, October 24). *Why it matters: outsourcing jobs*. [Video]. YouTube. https://youtu.be/ymT1W-g_FCY?si=9qZw1xXAeBlNbTpp
- Bahrul Ulum. (2024, July 4). Manufacturing. [Illustration]. Noun Project. https://thenounproject.com/icon/manufacturing-7040244/
- Eucalyp. (2020, May 21). Global Markets. [Illustration]. Noun Project. https://thenounproject.com/icon/global-markets-3685625/
- Good Wife. (2022, February 13). Public Infrastructure. [Illustration]. Noun Project. https://thenounproject.com/icon/public-infrastructure-4617818/
- K20 Center. (n.d.) Categorical highlighting. Strategies. https://learn.k20center.ou.edu/strategy/192
- K20 Center. (n.d.) CPM Probability Generators. Tech Tools. https://learn.k20center.ou.edu/tech-tool/2317
- K20 Center. (n.d.) Critical thinking cube. Strategies. https://learn.k20center.ou.edu/strategy/1583
- K20 Center. (n.d.) Cognitive comics. Strategies. https://learn.k20center.ou.edu/strategy/198