



Is It Important Where Industries Locate?

Industry and Location



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Grade Level	9th – 12th Grade	Time Frame	100 minutes
Subject	Social Studies	Duration	2-3 class periods
Course	Human Geography		

Essential Question

Where do industries locate? Why is location important? How can a location support or harm a company's growth?

Summary

Students will understand the importance of where and why industries choose certain locations according to Weber's Theory of Industrial Location. This is a topic for an AP Human Geography lesson.

Snapshot

Engage

Students watch a video about President Trump's promise to keep jobs in the United States and discuss why this promise might be important to Americans.

Explore

Students read a brief history of the Huffy Bicycle Company and identify reasons why the company chose its location and then later relocated.

Explain

Students are introduced to Alfred's Weber theory of industrial location. Students examine the Huffy Bicycle Company through the lens of this theory. Students then apply the theory of industrial location to an Oklahoma company, Braum's Corporation.

Extend

Students write a memo to the Braum's Corporation suggesting a way for the company to become more profitable.

Evaluate

The graphic organizer for the companies, Braum's and Huffy, may serve as the evaluation. The written memo may also serve as an individual assessment.

Standards

Oklahoma Academic Standards (Social Studies: World Human Geography (9th through 12th grade))

WG.5.5: Examine common characteristics of rural communities including the impact of the environment on location, the political, economic and cultural functions of rural communities, the types of transportation, communication and trade linkages among rural areas, and the impact of modern migration to urban centers.

WG.6.2: Evaluate the impact of industrialization and government policies of both market and command economic systems on the availability and use of natural resources, environmental concerns, and sustainable development.

Attachments

- [Braum's Handout - Spanish.docx](#)
- [Braum's Handout - Spanish.pdf](#)
- [Braum's Handout.docx](#)
- [Braum's Handout.pdf](#)
- [Huffy Bicycles Handout - Spanish.docx](#)
- [Huffy Bicycles Handout - Spanish.pdf](#)
- [Huffy Bicycles Handout.docx](#)
- [Huffy Bicycles Handout.pdf](#)
- [Is It Important Where Industries Locate Teacher Slides.pptx](#)
- [Weber's Theory of Industrial Location Graphic Organizer - Spanish.docx](#)
- [Weber's Theory of Industrial Location Graphic Organizer - Spanish.pdf](#)
- [Weber's Theory of Industrial Location Graphic Organizer Answer Key.pdf](#)
- [Weber's Theory of Industrial Location Graphic Organizer.docx](#)
- [Weber's Theory of Industrial Location Graphic Organizer.pdf](#)

Materials

- Lesson Slides (attached)
- Huffy Bike Reading student handout (attached)
- Braum's Corporation Reading student handout (attached)
- Industrial Location graphic organizer (attached)

Engage

Show **slides 2-3** with the essential questions. Ask for responses to the questions based on anything students know about industries.

On **slide 4**, show the video (5:36 minutes) of President Trump talking about bringing back jobs to the United States. You can also find the video [here](#).

Place students in partners. Ask pairs to discuss the questions on **slide 5**:

1. What is happening to American companies like Nabisco and Ford? *They are moving their companies to other countries.*
2. Why? *Because labor is cheaper and they can make more profit.*
3. What is President Trump's plan to deal with this problem? *To create tax penalties for American companies that move to other countries when they sell their goods back to the United States. These penalties would make it less profitable to move. President Trump also proposes to negotiate trade deals that will make it more profitable for American workers.*

Allow students to share their responses to the questions. 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.

Explore

Display **slide 6** and ask students to take out a sheet of paper, fold it in half lengthwise, and label the halves "Helped the Huffman Company" and "Hindered the Huffman Company." Pass out the handout about the Huffly Bike Company and ask students to read the handout. As they read, students should look for factors that contributed to the growth or profit of the Huffman Company and factors that contributed to its demise.

After the reading, recreate the chart that is displayed on slide 6 on the board. Through a class discussion, ask students to suggest factors that contributed to company growth or profits and also hindered or harmed its growth. List ideas on the board as students discuss the events in a class discussion.

Teacher's Note: The Huffly Bike Company

If students have difficulty with the reading, you might decide to read the handout aloud to them. 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, it found cheap labor in China and Mexico. Factors that contributed to its demise might include: pressure from Wal-Mart to sell cheaper bicycles, competing Chinese companies, higher U.S. labor costs.

Explain

Show **slide 7**. Ask students, "Was location a factor in the Huffman Company's success or problems? Why or why not?" Allow time for the class to discuss this question. Tell students that there is no single right or wrong answer, but you'd like to hear their opinions. Ask students to support their opinions with information from the reading.

On **slides 8–10** is Alfred Weber's theory of industrial location. Pass out a copy of the graphic organizer to all students. As you discuss the explanation of each factor in Weber's theory, ask students to write their own version of the definition or copy the main idea of the definition in the boxes provided on the graphic organizer for later use.

Teacher's Note: Alfred Weber's Theory

Alfred Weber (1868-1958) was an economist. He developed the theory of how location interacted with issues such as markets, transportation, labor, other supporting industries in the same area, the availability of raw materials, and how these factors or lack of them contributed to the growth or decline of an industry. Weber theorized that low costs in transportation, labor, and raw materials could help an industry grow or become successful. Weber suggested that an agglomeration of economies (a cluster of supporting industries) in the same location or nearby could also help an industry's success. Weber's theory was that companies should consider locations where these factors were optimal.

Place students in working pairs. Ask pairs to reread the story about Huffly bicycles. Have students each write down information on their graphic organizers from the reading that aligns or corresponds to Weber's theory of industrial location. Allow time for students to complete this activity. Do not move on to the next activity until most or all pairs have completed this part of the graphic organizer. An answer key is provided for this activity.

Teacher's Note: Graphic Organizer

If the working partners are struggling to understand how to complete the graphic organizer, you can go over the answers with them and discuss how the Huffman Company's factors are aligned to Weber's theory. Refer to the answer key attachment as well as the answer key slide (**slide 11**) for guidance. The Huffman Company case study can serve as a model for how to view companies through this lens. The second reading, the Braum's Corporation case study, can serve as the assessment.

Pass out the handout about the Braum's Corporation, an Oklahoma company. With their working partners, students will read the information and document the facts that align or correspond to Weber's theory of industrial location on their graphic organizers.

Extend

Depending on available time, you have several choices to extend the lesson further. You might allow students to choose one option of the three or simply assign one option to all students. Each option is designed to reinforce and apply Weber's Theory of Industrial Location.

Option 1 (slide 12): Write a business memo or email to Bill Braum, the CEO of the Braum's Corporation. Discuss how the Braum's Corporation can grow by identifying one area of Weber's Theory of Industrial Location where costs can be reduced in the areas of **labor, transportation, the availability of raw materials, agglomeration of economies** or markets expanded.

Option 2 (slide 13): Write an advertisement for your hometown describing why this would be an ideal location for a new company. Use at least two of the terms from Weber's theory of industrial location. Describe your town's historical identity, what markets exist to sell products, what types of skilled labor exists, types of transportation available, availability of raw materials, OR other (agglomeration of economies) supporting companies that might be useful.

Option 3 (slide 14): Have students research how Amazon is changing the idea of industrial location by using an internet-driven worldwide market. Students will identify how Amazon products are distributed, where they are distributed from, and how Amazon deals with transportation, shipping, and labor costs. Students will create 3 to 4 PowerPoint slides to explain what they have learned about Amazon. They should use the vocabulary of **labor, transportation, availability of goods, supporting companies, and market distribution** to explain the company's methods of operation and distribution.

Teacher's Note: Extend Activities

- For Option 1, students will need to review their graphic organizer notes to suggest ways the Braum's Corporation might grow.
- For Option 2, students might need internet access if there are details pertaining to their hometown that require research that goes beyond their general knowledge.
- For Option 3, students will need internet access to investigate Amazon's company.

Evaluate

The completion of the graphic organizer by the partners can serve as an assessment. Any of the Extend activities can serve as an individual assessment.

Resources

- CNN. (2015, Aug. 19). Donald Trump: I'll take jobs from China, Mexico (CNN interview with Chris Cuomo) [Video]. <https://www.youtube.com/watch?v=fpNmT5UwTME>
- Wikipedia. (n.d.). Alfred Weber. https://en.wikipedia.org/wiki/Alfred_Weber