

Location Matters: The Geography of Business

Importance of Location in Industry

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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

How does least cost theory influence industrialization? How can location create economic (dis)advantages for companies and surrounding communities?

Summary

In this lesson, students examine how location can contribute to the economic success or failure of businesses. Students begin this lesson by watching a brief video about the influence of job outsourcing on the global economy. Next, students will read about the history of a bicycle company and consider how location impacted the progress of this business. Using Least Cost Theory, students will apply what they have learned thus far to a local business and offer suggestions to help them become more successful. Finally, students will demonstrate their knowledge by completing a choice board activity and then reflect on the essential questions of the lesson. This lesson is intended for an AP Human Geography class.

Snapshot

Engage

Students watch a video that introduces the concept of outsourcing and then discuss potential impacts.

Explore

Students read a brief history of the Huffman company and identify reasons why the company chose its location, later relocated, and eventually went out of business.

Explain

Students are introduced to Alfred Weber's Least Cost Theory. Students examine the Huffy Bicycles and Braum's Corporation through the lens of this theory.

Extend

Students demonstrate their knowledge of Least Cost Theory and the economic effects of location by completing a Choice Boards activity.

Evaluate

Students reflect on their learning by writing a short response to the essential questions of this lesson.

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 Corporation—Location Matters - Spanish.docx
- Braum's Corporation—Location Matters - Spanish.pdf
- Braum's Corporation—Location Matters.docx
- Braum's Corporation—Location Matters.pdf
- Braum's Corporation—Location Matters_ The Geography of Business - Spanish.docx
- Choice Board—Location Matters - Spanish.docx
- Choice Board—Location Matters - Spanish.pdf
- Choice Board—Location Matters.docx
- Choice Board—Location Matters.pdf
- Huffy Bicycles—Location Matters - Spanish.docx
- Huffy Bicycles—Location Matters - Spanish.pdf
- Huffy Bicycles—Location Matters.docx
- Huffy Bicycles—Location Matters.pdf
- Least Cost Research Organizer—Location Matters - Spanish.docx
- Least Cost Research Organizer—Location Matters - Spanish.pdf
- Least Cost Research Organizer—Location Matters.docx
- Least Cost Research Organizer—Location Matters.pdf
- Least Cost Theory (Sample Responses)—Location Matters.docx
- Least Cost Theory (Sample Responses)—Location Matters.pdf
- Least Cost Theory—Location Matters - Spanish.docx
- Least Cost Theory—Location Matters - Spanish.pdf
- Least Cost Theory—Location Matters.docx
- Least Cost Theory—Location Matters.pdf
- Lesson Slides—Location Matters.pptx

Materials

- Lesson Slides (attached)
- Huffy Bicycles handout (attached; one per student)
- Braum's Corporation handout (attached; one per student)
- Least Cost Theory handout (attached; one per student)
- Least Cost Theory (Sample Response) handout (attached; teacher copy)
- Choice Board handout (attached; one per student)
- Least Cost Research Organizer handout (attached; optional)
- Electronic device
- Paper
- Pen/Pencil

Teacher's Note: Creating the Mentimeter

1. Go to Mentimeter.com and select “Sign up” or “Log in” in the top right corner.
2. Select “New Menti.”
3. Create a title for your presentation by clicking “Untitled presentation” at the top of the page. Add your title.
4. Select “Start from scratch.”
5. Under “Slide type,” select “Open Ended” from the dropdown list of popular question types.
6. Type your prompt or question in the “Question” field.
7. Select the “Design” panel.
8. Choose the “Flowing Grid” option under “Visualization type.”
9. Select “Share” in the upper-right corner of your screen to share with students.
10. To share with participants via a link, select “Copy Link.” To share with a QR code, select “Download QR” and have students scan it with a device. Add one or both options to **slide 9**.
    Note: If using the code option, make sure to adjust the option under “Access code expiration” to ensure the code will still be valid when you present the Mentimeter.

15 minutes

Engage

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 the global economy?*
- *Why do companies outsource jobs?*
- *What are some potential solutions for countries to prevent companies from outsourcing jobs abroad?*

As time allows, have volunteers share their responses.

Teacher's Note: Student Sample 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.

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.

20 minutes

Explore

Display **slide 7** 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." Display **slide 8** and inform your students that they will be participating in the instructional strategy called T-chart to help them determine what helped or hindered the growth of the Huffman Company, the maker of Huffy bicycles. Pass out the attached **Huffy Bicycles** handout which tells of the rise and fall of the Huffman Company. Ask students to read the brief history. As they read, students should identify factors that contributed to the growth or profit of the Huffman Company and factors that contributed to its demise. They should then write these examples on their organizers under the appropriate headers.

Show **slide 9** and direct students to access the Mentimeter you created. Ask students, "*Was location a factor that helped or hindered the Huffman Company?*" 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. To display participants' responses, select "Present" in the upper-right corner of the screen. To share results with participants at a later time, select "Link to the live results" and then select "Copy link."

Student Sample 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 Wal-Mart to sell cheaper bicycles; it was competing with Chinese companies; and it had higher U.S. labor costs.

25 minutes

Explain

Give each student a copy of the attached **Least Cost Theory** handout. Have students write their own definitions of these terms in the second column, then transition to **slide 10** and review the answers in as much detail as needed.

Teacher's Note: Alfred Weber's Theory

Alfred Weber (1868-1958) was a German economist. He is well known for his theory of how location influences economic 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. Display **slide 11**. Ask pairs to reread the story about Huffy bicycles. Explain that each student should write down information on their graphic organizers from the reading that aligns or corresponds to Least Cost Theory. 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. Use the attached **Least Cost Theory (Sample Responses)** document to guide this activity.

Pass out the attached **Braum's Corporation** handout, which has a brief history of this Oklahoma company. Display **slide 12** and explain that now students will work with their partners to read the information and document the facts that align or correspond to Least Cost Theory on their graphic organizers for the fourth column. Review the answers as needed.

25 minutes

Extend

Distribute the attached **Choice Board** handout to each student and display **slide 13.** Review the directions for the Choice Boards strategy and allow students enough time to complete the assignment. Each option is designed to reinforce and apply Least Cost Theory and the uneven development of industries. If students choose Option 3, provide them the attached **Least Cost Research Organizer** to complete the activity.

10 minutes

Evaluate

After students have created their chosen activity, display **slide 14** and introduce students to the Quick Write strategy where they are expected to write non-stop for 2-3 minutes on the prompt provided: *How does least cost theory influence industrialization? How can location create economic (dis)advantages for companies and surrounding communities?* Their responses can be used to determine if review is needed.

Resources

- Associated Press. (2012, October 24). *Why it matters: outsourcing jobs*. [Video]. YouTube. https://youtu.be/ymT1W-g_FCY?si=9qZw1xXAeBlNbTpp
- Wikipedia. (n.d.). Alfred Weber. https://en.wikipedia.org/wiki/Alfred_Weber
- K20 Center. (n.d.). Choice boards. Strategies. Retrieved from https://learn.k20center.ou.edu/strategy/73
- K20 Center. (n.d.). Mentimeter. Tech Tools. https://learn.k20center.ou.edu/tech-tool/645
- K20 Center. (n.d.). Quick write. Strategies. https://learn.k20center.ou.edu/strategy/1127
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