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## **Primary Sources: Examining Geography**

**This sample includes the following:**

**Teacher's Guide Cover** (1 page)

**Table of Contents** (1 page)

**How to Use This Product** (2 pages)

**Lesson Plan** (4 pages)

**Primary Source Document** (1 page)

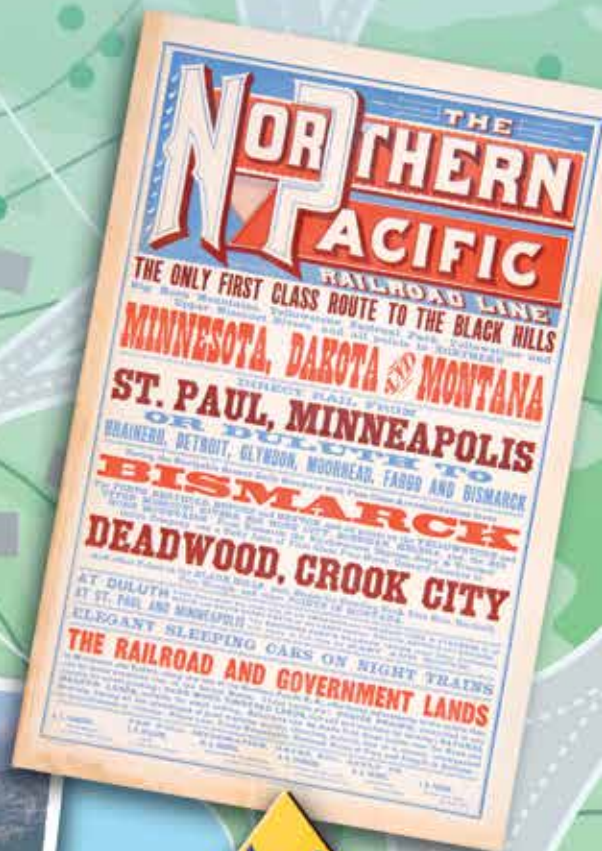
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— PRIMARY SOURCES —

# Examining Geography



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# How to Use This Product

With its authentically re-created primary source documents, captivating photographs from around the world, and easy-to-follow, concise lessons, *Exploring Geography through Primary Sources* allows the teacher and students to expand their study of geography beyond the textbook and classroom. The resources included in this kit assist the busy teacher in presenting innovative primary source lessons that meet both the National Geography Standards and the recently revised standards for the National Council for the Social Studies (NCSS).

The contents of the kit provides teachers with all they need to accomplish the lessons without additional research or planning. Teachers have the photographs and documents at their fingertips without scurrying to find such references. Activities are varied, interesting, challenging, and engaging.

By participating in the lessons provided in this kit, students will:

- articulate their observations.
- analyze what they see.
- improve their vocabularies.
- be prompted by visual clues.
- compare their assumptions against others.
- expand their appreciation for other time periods.

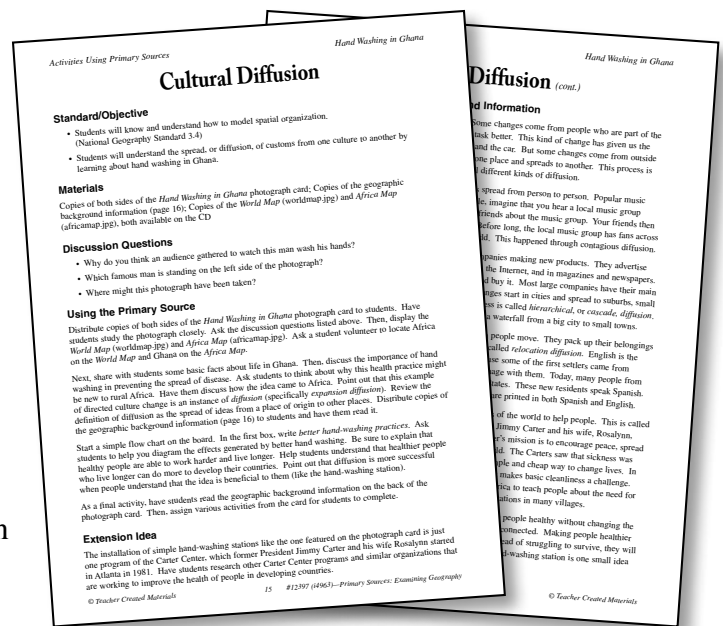
By presenting the lessons in this book, teachers will:

- improve students' test scores and test-taking skills.
- meet curriculum standards.
- create a learning environment that extends beyond the classroom.
- encourage students to take an active role in learning geography.
- develop critical-thinking skills in students.

## Teacher's Guide

Included in the teacher's guide are eight lessons focusing on photographs, eight lessons focusing on primary source documents, and a total of 12 document-based assessments. Each lesson plan includes the following:

- standards and objectives
- materials list
- discussion questions
- suggestions for using the primary sources
- extension ideas
- leveled geographic background information
- document lessons include reproducible student activity sheets

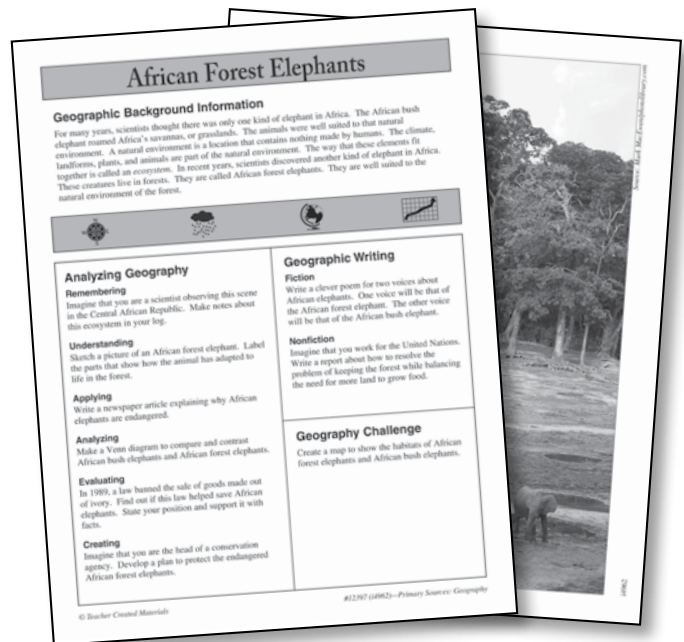


# How to Use This Product *(cont.)*

## Photograph Cards

The photograph cards provide captivating images along with background information and activities for teacher and student use. The lesson plans do not refer to each of the sections on the back of the photograph card. These activities can be used by teachers in a way that best suits the classroom needs (group work, individual work, learning center, etc.). Each photograph card includes the following:

- primary source image
- geographic background information
- analyzing geography questions designed to help students analyze what they see and learn based on the revised Bloom's Taxonomy
- geographic writing prompts (fiction and nonfiction)
- geography challenge section with fun extension ideas for students



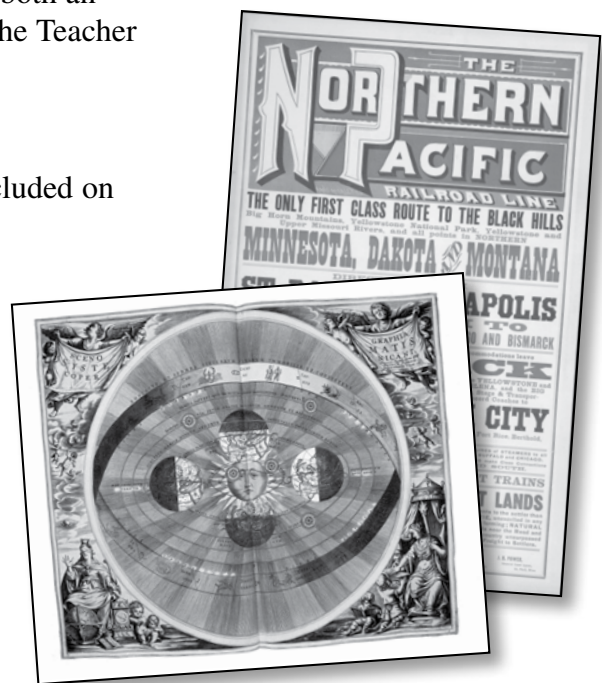
## Primary Source Documents

Facsimiles of primary source documents are provided in both an authentic-looking format as well as in digital format on the Teacher Resource CD. The documents come in varying sizes.

## Teacher Resource CD

See pages 75–76 for more information about the files included on the CD:

- digital copies (both in PDF and JPEG formats) of all photographs and primary sources
- additional photographs and primary sources to support and enrich the lessons
- all student reproducibles
- standards charts
- detailed listing of original location of photographs and primary sources
- document-based assessment rubric example
- hyperlinks for suggested useful websites



# Economic Interdependence

## Standard/Objective

- Students will know and understand the reasons for the spatial patterns of economic activities. (National Geography Standard 11.4)
- Students will explain the reasons why the first American Toyota plant was built in Georgetown, Kentucky.

## Materials

Copy of the *Locating an Automotive Plant* document facsimile; Copies of the geographic background information (page 52); Copies of *The First American Toyota Plant* activity sheet (page 53); Copies of the *Locating an Automotive Plant* (page 54); Copy of the *United States Map* (usmap.jpg), available on the CD; Copy of a regional map; Slips of paper; Sticky notes

## Discussion Questions

- What are some of the reasons why Toyota chose Georgetown, Kentucky, as the site of its first American plant?
- What are some reasons that had to do with the environment?
- What are some reasons that had to do with people?
- How would you rank the reasons from most important to least important?

## Using the Primary Source

Display the *Locating an Automotive Plant* document facsimile for the class and distribute individual copies (page 54) to students. This primary source is a statement from Hiroyoshi Yoshiki, a Toyota executive from the book *Toyota Culture*. In the quote, Mr. Yoshiki explains why Toyota chose Georgetown, Kentucky, as the location of its first U.S. plant. Have students find Georgetown on the *United States Map* (usmap.jpg). Explain that it is about 20 miles (32 km) north of Lexington, Kentucky, and 55 miles (89 km) south of Cincinnati, Ohio.

Read Mr. Yoshiki's quote from the facsimile aloud. Ask students the discussion questions listed above. Make a class list of ideas on the board. Ask students to name factors that Mr. Yoshiki did not mention that might have influenced the decision. Add these to the list. Then, distribute copies of the geographic background information (page 52) and *The First American Toyota Plant* activity sheet (page 53) to students. Have students read the background information and complete the activity sheet with partners.

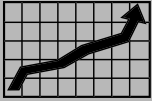
Display a regional map so that all students can clearly see it. The region you choose should be fairly large but also familiar to most of your students. It could be a metropolitan area, a county, or a state. Divide the class into small groups. Write several kinds of businesses, such as a factory, a shopping center, a university, and a hospital, on slips of paper. Ask each group to draw a slip. Then, have groups decide where to locate their businesses. Ask them to place sticky notes on the map in those locations. Invite them to explain their choices. Ask the class to evaluate each group's ideas.

## Extension Idea

Find out why a major business was built in your community or a nearby community.

# Economic Interdependence *(cont.)*

## Geographic Background Information



At the end of World War II, Toyota was a small automaker in Japan. The company wanted to grow. Toyota's executives knew that Americans wanted cars and had money to buy them. They began to think about building a factory in the United States.



Some of Toyota's managers traveled to America to choose a location for a car factory. They drove from Chicago to Atlanta in search of the perfect location. At the end of the first day, they arrived in central Kentucky. They thought the land was beautiful. It reminded them of home.



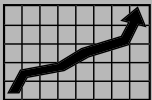
But central Kentucky was not just pretty. It was also practical. Major highways ran north and south and east and west through the region. This would give the factory quick access to the parts and supplies needed to build cars. It would also make it easy to ship the finished cars to dealers across the country.



Toyota also thought that the people of central Kentucky would be good workers. Many people had been farmers. They knew how to work hard. The people in the area also wanted better job opportunities. They were eager to find steady work.



Toyota had found a great location. But the company decided that the time was not right for an American factory. Years passed. Toyota cars and trucks became popular in the United States. American car companies advertised the idea that buying Japanese cars could cause American automakers to lose their jobs. In reply, Toyota decided to build a factory in the United States. The company again considered several places, but they always remembered their trip to Kentucky those many years before.



In 1985, Governor Martha Layne Collins of Kentucky announced that Toyota had decided to build its factory just outside Georgetown. The plant would open in 1988. Its first product would be the 1989 Camry.



Today, the plant at Georgetown is the largest Toyota plant in the United States. People there make the Camry as well as other Toyota vehicles. The factory makes about 2,000 vehicles and engines every day. More than 7,000 people work there.



Since the Toyota plant was built, other foreign companies have also built factories in the United States. BMW and Honda both have plants in America. These factories provide jobs to people and taxes to local governments.

Name \_\_\_\_\_

# The First American Toyota Plant

## Geographic Background Information

In 1985, Toyota decided to build its first American factory in Georgetown, Kentucky. There were many reasons for choosing Georgetown. In the end, the characteristics of that place appealed to the leaders of the Toyota Motor Company.

## Activity

**Directions:** Think about the opinions of people in Kentucky in 1985. Imagine that you are Mr. Yoshiki. How would you respond to each person?

**A Kentucky farmer:** *“I am making very little money on my farm. I hope to get a good job at the new factory.”*

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**A taxpayer in Georgetown:** *“The factory will raise my taxes and increase the traffic.”*

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**An automobile executive of an American company:** *“I will have to raise my workers’ wages or they will all leave to work at Toyota.”*

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### Challenge

Create a map that shows where foreign car companies have built automotive factories in the United States.



# Locating an Automotive Plant

64

Toyota Culture

## CREATING A POOL OF ELIGIBLE HUMAN RESOURCES

The final input into the Toyota people value stream that we will discuss is the available pool of human resources. What is unique to Toyota is how proactive it is in creating and nurturing this pool. It does not simply build a plant and then wait until prospective employees show up at the door to begin hiring. Rather, Toyota has a very intentional and strategic process to create and maintain this pool of eligible workers.

### Starting with Careful Location of Operation

The foundation of Toyota's hiring process stems from its philosophy that it will grow and prosper as a company from internal growth. Its strategy is to become number one by growing internally rather than "buying" other, external companies. This allows Toyota to start from scratch in a new area (known as a greenfield operation) and create the Toyota culture from the ground up. Many people studying lean manufacturing and Toyota have correctly observed that it is a lot easier to create a culture than to change an existing one. This is certainly true and for this reason Toyota works very hard to take this opportunity to create the right culture from the beginning.

The first step of the process is to select a site on which to build a plant. When Toyota was deciding where to locate its first completely-owned assembly plant in the United States, it had the whole country to choose from. Hiroyoshi Yoshiki was a member of the site selection team, and he explained why they chose Georgetown, Kentucky:

*Why Georgetown? Logistics was a big factor. We wanted to be along the automotive road from Detroit and to be near the many parts suppliers along Interstate 75 and 64, which went right by Georgetown. There were other good candidates, like Tennessee, and we recommended some finalists by considering work force, closeness to Interstate 75, closeness to supply base, and...distance from the traditional auto industry home.... And we wanted to start a greenfield. We thought a clean, fresh workforce would be better. We understood the challenge in finding enough qualified candidates in the skilled area, but we took that risk. We started from nothing but thought that it was better to instill basic principles and practices into people who did not have past experience and knowledge.*

*We understood from the NUMMI experience that we could work with a union, but also experienced lots of things we had not known. There were several things we wanted to do at the NUMMI plant that we could not do...because of the union. For example, we did have success with flexibility*

Toyota Way + Local Environment + Purpose = Success

65

*by being able to reduce job classifications down to three, but we still had bumping issues through seniority. We wanted to have a good workforce with maximum flexibility in training and assignments. If we have to follow seniority, management cannot pick the best person for the job.*

*We also liked central Kentucky. It was a rural area, and the feeling was that this area was not well developed, so people were hungry for better jobs. The Kentucky government was eager to attract Toyota, so incentives played a certain role. We visited and ate at local restaurants, and people came up to us to say they wanted to work for Toyota. Some people attacked state government and asked, "Why give away tax money to a foreign company?" But we found people friendly here with a good work ethic, especially with the area being high in farming. Agriculture is hard work, day and night.*

Toyota had the luxury of a new plant start-up—a greenfield operation; it was able to start from scratch with the workforce. As Yoshiki mentioned, it was more important that Toyota's newest workers have an open mind to learn the Toyota Way than be skilled at building cars. They chose the Kentucky site because of favorable government incentives, proximity to rail and interstate transportation, and a hardworking "farm ethic," which they felt was consistent with people being open to learning the Toyota Way.

### Developing a Capable Labor Pool

Even the luxury of choosing the community in which to locate a new plant is not enough for Toyota. They are used to influencing the labor pool long before they set out to hire someone. In Japan, Toyota starts the process of preparing young people for entry into its culture by collaborating with the local school system. In what is now called Toyota City, there is a Toyota high school system. In the middle-school years, the students are assessed for their career interests and aptitudes and are given choices and directions that conform to their competencies. There are three general career paths within Toyota:

- a production worker
- a skilled trade's maintenance worker (welding, electric, programming robots, etc.)
- an engineer

Based on these choices, they can take one of three different educational paths. Most of the students who choose to work for Toyota out of the local school will choose the production worker path. At Toyota High School they live in dormitories and learn, work, and play together. Of course, they will continue to learn the core educational classes of reading, writing, and arithmetic, but now they will also be exposed to the Toyota Way, including the technical aspects of building cars, the

Source: McGraw-Hill



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