

Mapping the Nation in the Classroom

ACTIVITY 5: Organizing a Trade Mission

This activity could be in addition to the other four activities or use this to spark additional ideas. If students create info graphics related to trade, they can be used as part of this activity. If you don't have access to technology in the classroom, you may have to chose a few potential trade partner countries and print out the related information for students to use.

Time Required: One week or more. Step 1 is one session.

1. First, introduce the concept of trade through this activity from the Foundation for Teaching Economics: <http://www.fte.org/teacher-resources/lesson-plans/eflessons/the-magic-of-markets-trade-creates-wealth/>
2. Student should first explore some of these sites to learn what a trade mission is and see examples of real trade missions and explore the benefits and potential negative aspects of trade (if not discussed in Activity 3 above):
 - a. <http://export.gov/tradeamericas/tradeevents/trademissions/>
 - b. <http://www.ustr.gov/about-us/benefits-trade>
 - c. <http://www.tradesupportsjobs.com>
 - d. <http://www.nytimes.com/library/magazine/home/20000924mag-sweatshops.html>
 - e. <http://www.hks.harvard.edu/fs/jfrankel/Swenvirinlaga31proofs.pdf> (pages 6-8 of the Summary for an overview of environmental issues and trade)

Here is a suite of lesson plans and information to help you with the negative aspects of trade: <http://www.fte.org/teacher-resources/lesson-plans/tradelessons/>

3. Now have students return to their groups. They should think about which country their state could expand trade with and why. Think about:
 - a) Your local linguistic/cultural resources, including languages being taught in school and universities and languages being spoken by foreign-born people in the state. Where are the foreign-born populations in your state from? What about the ancestry data? Perhaps these links could help with finding a good trade partner.
 - b) Use Mapping the Nation to research what the top sectors your state already trades in. mappingthenation.net/map.html -> ECONOMICS -> Estimated Value of Exports and Estimated Value of Services
 1. See what is included in each sector:
 - a. Services: http://www.tradepartnership.com/pdf_files/CDxports-ServicesCategories&Destinations.pdf
 - b. Merchandise/Goods: http://www.tradepartnership.com/pdf_files/CDxports-NAICSCategories.pdf

- c) Research some prospective countries – how what is the dollar amount of goods/services already traded with that country?
- <http://www.ustr.gov/countries-regions>
- d) Do the countries you are considering import a lot of the products your state trades the most? If they do not, why do you think that is? You might have to use Google to see if they already produce a lot of that product themselves. Or perhaps they are increasing their trade in this area – see the next step.
- Go to this site:
http://www.wto.org/english/res_e/statis_e/statis_bis_e.htm?solution=WTO&path=/Dashboards/MAPS&file=Map.wcdf&bookmarkState={%22impl%22:%22client%22,%22params%22:{%22langParam%22:%22en%22}}
 - Use the bar to chose the type of trade, the specific commodity, and then chose imports and the most recent year.
- e) What about trends – have imports of these products been increasing or decreasing? If decreasing, this may not be a good partner.
- Use this site for trend data:
http://www.wto.org/english/res_e/statis_e/statis_bis_e.htm?solution=WTO&path=/Dashboards/MAPS&file=Map.wcdf&bookmarkState={%22impl%22:%22client%22,%22params%22:{%22langParam%22:%22en%22}}
 - For Reporter, chose the country you are interested in.
 - For Partner, chose United States
 - In the second section, chose your commodity type and imports.
4. Each group will now create a proposal to a state legislator outlining the reasons why the state government should consider taking a trade mission to a new country where local businesses in your community might expand. First students should write out what a trade mission is, the purpose of these trade missions and who organizes them. Check for understanding.
5. They should use the data from Activity 2 as well as the trade information you just researched from the WTO to write a proposal that answers the following:
- Why is it important to trade? What are some benefits? What are some potential drawbacks?
 - Which country should they go to and why did they chose it?
 - Who should go on the trade mission? (These can include state legislators, businesses producing the products that would be traded, educators teaching world languages or economics, Chamber of Commerce leaders, etc).
 - What specific business commodities could be promoted and why?
 - What is grown or produced in the country you are suggesting? Could that be traded in your state? Why is the product/service important to the lives of the citizens in that country [or here at home]?
 - What businesses could you visit while you are there?
 - Can the info graphic you created be used as part of your proposal?

2. **Take Action Extension activity:** Students could present their proposals not only to their classmates, but to a state legislator or a local Rotary, Kiwanis, World Trade Council, or Chamber of Commerce. Alternatively, you could invite local businesspeople into your classroom to hear the presentations. You could also consider inviting local businesspeople into the classroom before this activity begins to give an overview of how they are involved in trade.
3. **Take Action Extension activity:** Students can work together to create a combined infographic to make their case for their trade mission and share it with local officials.
4. **Reflection:** What surprised students about his or her state? Does the demographic and economic landscape cause students to think differently about international trade or of the country they researched? How does international trade and big business affect their daily lives?

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