

MappingtheNation.net
Activity 3: Who Do We Trade With and Why?

This activity introduces students to using maps to conduct research to better understand their state and local economies. Students should already be comfortable with understanding different map types, uses, and ideally have used interactive maps before. If they are not familiar with these concepts, please use Activity 1 prior to conducting this activity.

Time Required: 90 – 180 minutes

1. If needed, review what was learned in Activity 1, focusing on any vocabulary or concepts that were difficult for the students.
2. Explain imports and exports and the basic concept of trade (see glossary).
3. Have students think of local businesses that might be producing goods that are traded outside of the United States. Or think about the types of products that might be produced for trade. Who is producing them? (Think about large manufacturing companies and/or farms and agricultural products.) List them on the board. Consider discussing supply versus demand (and need versus want).
4. What countries do the students think those companies might be trading with? (Where might their products be used? For instance, soybeans may be shipped to Japan, ginseng might be shipped to China.) List those on the board.
5. Students will now get back into their groups and read the Business Roundtable state trade report (you can print it if you do not have access to computers)
http://businessroundtable.org/resources/state-data#map=Benefits_of_International_Trade
 - On their blank world map they should highlight the top ten countries the state trades with.
 - On the worksheet, students should note the top sectors tied to trade jobs in their state.
 - Extension activity: Chose one of your state's top trade partners. What other countries is it trading with? What advantages does your state have versus the other countries?
6. Discussion: Come back as a large group for discussion. You can provide students with the worksheet as well so they can discuss these questions in their small groups first.
 - a. The alignment between demographics and the trade data:
 - i. Are the top trading countries represented by the top five ancestry data points?
 - ii. What about the foreign-born population – do they come from countries we are trading with?
 - iii. What about the languages being spoken at home – do they match to the top trade partners?

- b. What does this alignment (or lack thereof) mean?
 - i. Does it make sense to trade products internationally? How is it good for your community and your state? <http://www.tradesupportsjobs.com> and <http://www.ustr.gov/about-us/benefits-trade> review the benefits of trade. (This conversation will be continued in Activity 5)
 - ii. Does it make sense for states and communities to try and expand trade with other countries? What benefits could it bring? What challenges could there be? What problems do you think there might be?
 - iii. Does it make sense for businesses to try and expand trade to countries where the local foreign-born population originates? What about languages spoken at home in your local community – how could those be beneficial for international trade?
- c. Education for a global world:
 - i. Does your school teach foreign language? Which ones? Do those languages make sense given local trade, demographics, and economics?
 - ii. If you were to propose adding languages in your school or district, what additional languages would you recommend? What data would you use to make the case?
 - iii. Look online together at local colleges or universities to see what languages they offer. Do those align with the top trading countries?
 - iv. What about the top trade sectors that are tied to jobs – why do you think those are top in your state? Will they continue to be or are there other areas you think might expand?
 - v. Which classes offered at your school are preparing you for jobs in these sectors? What about at local universities?
 - vi. Do you think you are learning about the world in your classes or afterschool programs in general? What additional information should we be teaching you about the world?
Are you learning about the world at home? What types of information are you learning?

7. **Reflection:** Students should reflect on the discussion either in pairs or through journaling or an exit slip. What do students think about international trade? Was this opinion changed by the discussion? Do the economics of trade compel students to think differently about their own education and future?

8. **Extension activity:** If interested, you could also engage students in a debate on globalization. Here is a lesson plan from National Geographic to help you:
http://education.nationalgeographic.com/education/activity/the-debate-over-globalization/?ar_a=1

**Activity 2 & 3:
Student Team Worksheet**

Summary	Your team will use the Mapping the Nation resource (mappingthenation.net) to examine the current demographics in your state and how this could link to international trade opportunities.
Team Member Names	
Circle your Area of Study :	<ul style="list-style-type: none"> - Ancestry - Total Population that is Foreign Born - Languages spoken at home - Trade
Links/Resources needed	<ul style="list-style-type: none"> - http://mappingthenation.net - http://businessroundtable.org/resources/state-data#map=Benefits_of_International_Trade
Activity	<p>1. What are the top five populations, regions, or countries represented in the data for your state?</p> <ul style="list-style-type: none"> - List the number and percentage for each 1. 2. 3. 4. 5. <p>2. What are the top five populations, regions, or countries represented in your county?</p> <ul style="list-style-type: none"> - List the number and percentage for each 1. 2. 3. 4. 5. <p>3. Are the top five the same for the state and county? If not, how are they different? Look at the maps, why do you think they are different?</p>
Trade Statistics	<p>List the top sectors tied to trade jobs in your state:</p> <ol style="list-style-type: none"> 1. 2. 3. 4. 5.

**Activity 2 & 3:
Student Team Worksheet (continued)**

<p>The alignment between demographics and the trade data:</p>	<ul style="list-style-type: none"> i. Are the top trading countries represented by the top five ancestry data points? ii. What about the foreign-born population – do they come from countries we are trading with? iii. What about the languages being spoken at home – do they match to the top trade partners?
<p>What does this alignment or lack of alignment mean?</p>	<ul style="list-style-type: none"> i. Does it make sense to trade products internationally? How is it good for your community and your state? http://www.tradesupportsjobs.com and http://www.ustr.gov/about-us/benefits-trade review the benefits of trade. (This conversation will be continued in Activity 5) ii. Does it make sense for states and communities to try and expand trade with other countries? What benefits could it bring? What challenges could there be? What problems do you think there might be? iii. Does it make sense for businesses to try and expand trade to countries where the local foreign-born population originates? What about languages spoken at home in your local community – how could those be beneficial for international trade?
<p>Education for a global world:</p>	<ul style="list-style-type: none"> i. Does your school teach foreign language? Which ones? Do those languages make sense given local demographics and economics? ii. What additional languages should be taught? iii. Look online together at local colleges or universities to see what languages they offer. Do those align with the top trading countries? iv. What about the top trade sectors that are tied to jobs – why do you think those are top in our state? Will they continue to be or are there other areas you think might expand? v. Which classes offered at your school are preparing you for jobs in these sectors? What about at local universities? vi. Do you think you are learning about the world in your classes or afterschool programs in general? What additional information should we be teaching you about the world? Are you learning about the world at home? What types of information are you learning?