Importing/Exporting Minnesota

OVERVIEW & OBJECTIVES	GRADES
Minnesota exports over $20 billion in products a year. This lesson will first examine the prevalence and impact of imported goods in the lives of Minnesotans, and then focus on what Minnesota in turn exports to the rest of the world and the importance of that international trade.	6th Minnesota Studies and 8th Global Studies

GRADES

6th Minnesota Studies
and
8th Global Studies

TIME

2-3 days;
extension activity 2-3 additional days

REQUIRED MATERIALS

✓ Atlases
✓ Stickers
✓ Large world map
✓ Computer access for students
✓ Blank world maps
✓ Colored pencils
✓ Handouts: "Exporting Minnesota!" "Exporting Minnesota Authentic Assessment Activity"

Students will be able to...
- Describe the impact of imported goods in their lives.
- Identify the variety of goods Minnesota exports.
- Identify Minnesota's biggest trading partners and hypothesize reasons for that high level of trade.
- Describe the importance of expanding international trade in the state's overall economy.

MINNESOTA SOCIAL STUDIES STANDARDS & BENCHMARKS

(6th GRADE)
Standard 5. Individuals, businesses and governments interact and exchange goods, services and resources in different ways and for different reasons; interactions between buyers and sellers in a market determines the price and quantity exchanged of a good, service or resource.
6.2.3.5.1 Describe the movement of goods and services, resources and money through markets in a market-based economy.

For example: Circular flow model with households and businesses—The Mayo Clinic hires a doctor who uses her income to pay for auto repairs by a small business which then pays its mechanic who in turn uses his income to buy Mayo Clinic medical services.

Standard 1. People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context.
6.3.1.1.1 Create and use various kinds of maps, including overlaying thematic maps, of places in Minnesota; incorporate the "TODALSS" map basics, as well as points, lines and colored areas to display spatial information.

For example: "TODALSS" map basics—title, orientation, date, author, legend/ key, source, and scale. Spatial information--cities, roads, boundaries, bodies of water, regions.

Standard 23. The end of the Cold War, shifting geopolitical dynamics, the intensification of the global economy and rapidly changing technologies have given renewed urgency to debates about the United States' identity, values and role in the world. (The United States in a New Global Age: 1980-present)
6.4.4.23.1 Identify the major Minnesota political figures, ideas and industries that have shaped or continue to shape Minnesota and the United States today. (The United States in a New Global Age: 1980-present)

For example: Minnesota political figures—Hubert H. Humphrey, Walter Mondale, Jesse Ventura. Minnesota ideas—rollerblades, Post-it Notes, thermostats. Minnesota industries—mining (taconite); forestry;

technology/ health/ biosciences (3M, Medtronic, St. Jude Medical, Mayo Clinic, United Health Group); agriculture and agribusiness (Cargill, General Mills, Land O' Lakes, Hormel Foods); manufacturing (CHS Inc., Ecolab, Toro, Polaris); retail (Dayton's, Target Corporation, Best Buy, Supervalu, Mall of America).

(8th GRADE)
Standard 1. People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context.
8.3.1.1.1 Obtain and analyze geographic information from a variety of print and electronic sources to investigate places or answer specific geographic questions; provide rationale for its use.

For example: Sources—Geographic Information Systems (GIS), online atlases and databases, Google Earth or similar programs, maps, aerial photos and other images. Geographic questions—Where are we? What is this location like? What are the characteristics of this location? How has this place been affected by the movement of people, goods and ideas? How do people modify the environment to fit their needs? How do people organize locations into regions? How is this place similar to or different from other places? Questions might also relate to urban development, environmental concerns, transportation issues, flood control.

Standard 10. The meaning, use, distribution and importance of resources changes over time.
8.3.3.10.1 Explain how the changing patterns of industrialization and trade between the United States, and Canada or Mexico, have resulted in close connections between the countries in terms of manufacturing, energy and finance.

For example: Trade patterns between Minnesota and Mexico, North American Free Trade Agreement, trade patterns between Minnesota and Canada, the building of the Great Lakes Seaway, the manufacturing of automobiles and other products in the Great Lakes Industrial Region, the development of the Canadian oil and gas fields and the pipelines connecting them to markets in the United States.

Standard 1. People make informed economic choices by identifying their goals, interpreting and applying data, considering the short- and long-run costs and benefits of alternative choices and revising their goals based on their analysis.
8.2.1.1.1 Apply reasoned decision-making techniques in making choices; explain why different governments faced with the same alternatives might make different choices.

For example: Techniques—PACED decision-making process (Problem, Alternative, Criteria, Evaluation, Decision), benefit-cost analysis, marginal analysis, consideration of sunk costs, results of behavioral economics.

SUGGESTED PROCEDURE

Prior to Day 1
Before the first class, invite students to inventory their clothes at home and make a list of the various countries where the items were made. Then, using a large sheet of poster paper and an overhead, trace a map of the world. (You could also use an old wall or poster map for this as well.) You will eventually be placing stickers on the map and hanging it in the room during the lesson.

Day 1
Introduction
Ask students to take out the list of countries represented by the clothes in their closets. Place students in small groups and ask them to share their list with the other members of their group. Using a class atlas or textbook, ask students to work together and locate all the countries on their individual lists. Give students

a small sticker (star, dot, etc.) for each country (not each item) on their lists and invite them to place it on the large world map. Once everyone has had a chance to do this, ask the students to examine the map in more detail and lead a class discussion using the following questions:

- What do you notice about the distribution of garment making throughout the world?
- Why are some countries so heavily represented while others are not?
- Did the results surprise you?
- Looking at the map, what questions does it raise in your mind?

Development
1. Review the concepts of imports and exports and why countries buy and sell products on the international market. Ask students to identify other items used in their families that are imported. Volunteers can record these on the board.
2. Ask students to speculate which of the imports, if necessary, could be made in Minnesota or in the United States. Are there substitutes that could be used? How would life be different if there were no substitutes?
3. In small groups, ask the students to discuss the following scenario:

   Only about half of America's oil needs are provided domestically. What would happen if no imported oil was available? What would happen to the supply and price of things like gasoline, airplane fuel, and heating oil? What are some consequences that might occur as a result? How might Minnesota (and the rest of the U.S.) be at risk from other countries if the imported oil was cut off?

   Invite each group to summarize their discussion with the whole class. Be sure to emphasize the impact of "ripple effects" in the economy if the price of oil increases or if the supply is reduced. (For example, not only would the price of gas increase, but so too would the cost of anything that uses gasoline to ship products.) Encourage students to think of examples of second or third "ring" ripples that would impact them directly. As a class, develop a flow chart on the board to illustrate the "ripple effects".
4. To extend student thinking and prepare them for tomorrow's activities, ask them to predict what products Minnesota exports and which countries might buy them. We will investigate their responses next time.

Closure
Students will complete an exit slip to assess their understanding of today's lesson. On a slip of paper, ask each student to identify at least two new facts about imports, the geography of garment making, or the "politics" of oil that they learned in class today.

Day 2

Introduction
Ask students to recall the predictions they made at the end of class yesterday. List on the board the products they think Minnesota exports and the countries that might purchase them.

Development
1. Pre-Reading Activity. Ask students to complete the "Exporting Minnesota!" anticipation guide by indicating whether they agree or disagree with each of the statements.

2. Review responses either in small groups or as a class discussion. More important than the

responses is the PROCESS students used in arriving at their answer. What prior knowledge (either from previous class work or outside reading) did students access that led them to agree or disagree with each statement? In other words, only "educated guessing" is permitted. Encourage them to share their reasoning with one another, but do not provide students with the correct answers at this time. List their responses (e.g., how many "agree" or "disagree") for each item on the board.

3. Students will verify or change their responses on the anticipation guide after reading about Minnesota exports. Students will access the information they need at the two websites: "Minnesota Agricultural Export Profile" from Minnesota Department of Agriculture http://www.mda.state.mn.us/food/business/internationaltrade.aspx and "Manufacturing" at Minnesota Department of Employment and Economic Development http://mn.gov/deed/business/locating-minnesota/industries-sectors/manufacturing.jsp

4. Students record answers to several questions while on the last website, "Manufacturing", at Minnesota Department of Employment and Economic Development using the first three tabs: "Manufacturing Impact", "Manufacturing Success", and "Educated Workforce". Ask students to explain 1) Why is the manufacturing sector the backbone of the state economy? 2) Why is Minnesota a good place for business? and 3) Why is trade important to Minnesota?

5. Students will map "Minnesota's Export Countries" by going to "Export and Trade Statistics" at the Minnesota Department of Employment and Economic Development and download the most recent Annual Export Report for the year at http://mn.gov/deed/data/ Provide students with a blank world outline map and ask them to label and color three groups of countries with three distinct colors. Students label and color the countries identified as the Top 25 Export Markets for Minnesota goods. Students use a second color to color and label the Fastest Growing Market countries. Students use a third color to color and label the Other Notable Emerging Markets countries. Students will need to refer to desk atlases or textbooks for this assignment. Students complete the "Minnesota Export Countries" map with TODALSS. Ask students to name Minnesota's biggest trading partners and hypothesize why Minnesota trades extensively with those countries.

Closure
After students have had sufficient time to investigate the topic and complete the maps, refer them back to the original survey results on the board to see if the initial response for each item on the anticipation guide was correct. Review their reasoning for the responses and then identify what new information they found which either confirmed or refuted their responses.

Ask students what surprised them as they read about Minnesota exports and their completed map. List these on the board. Invite students to again make predictions about Minnesota's international trade in the future. Will trade increase? Will trade decrease? How will trade with countries or products change? How would Minnesota be different if it did not have markets for its products in other countries?

Extension
1. Students compare Minnesota with other states using "Manufacturing" at Minnesota Department of Employment and Economic Development http://mn.gov/deed/business/locating-minnesota/industries-sectors/manufacturing.jsp. Students go to the tab, "Compare Minnesota" and click "Compare Minnesota to Other States". Students will select 3 categories to compare Minnesota with another state and record the category, the state compared, and the result. Students may also compare the Minneapolis-St. Paul metro area with other metro areas in the U.S. Students click "Compare Minneapolis-St. Paul to other major metropolitan areas" and do the same with metros.

2. Students explore patterns of trade by exploring maps of 2012 data from the International Trade Administration at http://tse.export.gov/TSE/TSEReports.aspx?DATA=SED.
   a. Students will click "Global Patterns of a State's Exports" and choose Minnesota and answer questions: What patterns do you notice? With what continent does Minnesota trade least? Students will compare Minnesota's trade patterns with another state.
   b. Students will then click "State-by-State Exports to a Selected Market" and choose a country to see what states export to that country in what total value.
   c. Last, students will click "Export Product Profile to a Selected Market" and select Minnesota and the same country to identify the types of products Minnesota exports to that country.

Assessment
- "Exporting Minnesota!" Anticipation Guide
- Class discussion
- Minnesota Export Countries Map

"Exporting Minnesota!" Anticipation Guide Key
1. False; soybeans
2. False
3. True
4. False; Minnesota exports more manufacturing products than agricultural products
5. True
6. False; Luxembourg
7. True
8. False; Minnesota exports more goods to China map

Website Resources
"Minnesota Agricultural Export Profile" from International Marketing at Minnesota Department of Agriculture http://www.mda.state.mn.us/food/business/internationaltrade.aspx

"Manufacturing" at Minnesota Department of Employment and Economic Development http://mn.gov/deed/business/locating-minnesota/industries-sectors/manufacturing.jsp

"Annual Export Report" from Export and Trade Statistics at the Minnesota Department of Employment and Economic Development http://mn.gov/deed/data/

Exporting Minnesota!

Directions: Check whether you agree or disagree with each statement.

Agree   Disagree

_____ _____   1. Minnesota sells more wheat than any other export crop.

_____ _____   2. Minnesota exports more agricultural products than California.

_____ _____   3. Minnesota exports more agricultural products to China than Germany.

_____ _____   4. Minnesota exports more agricultural (farm) products to other countries than manufacturing (industrial) products.

_____ _____   5. Minnesota exports more computers and other electronics than any other manufactured good.

_____ _____   6. Israel is the fastest growing market for Minnesota goods.

_____ _____   7. Minnesota exports more goods to Canada than Mexico.

_____ _____   8. Minnesota exports more goods to Mexico than China.

Optional Extended Authentic Assessment (2-3 Additional Days)

Introduction

Write the expression "Trade Mission" on the board. Ask students to speculate on its meaning. If necessary, explain that government and business leaders often visit other countries for the purpose of promoting products and services to export. It is a way for businesses to expand their markets. The teacher should provide examples of recent and upcoming trade missions—Norway, Sweden and Germany in 2013 and SE Asia in 2014. (The teacher should search for current trade missions, which are usually announced on the governor's blog, at http://mn.gov/governor/blog/?tag=Trade%20Mission and in the daily newspapers.)

Development

1. The teacher writes "Trade Office" on the board and asks students to identify what a trade office might do. Direct students to the Minnesota Trade Office link, "About the Minnesota Trade Office" from Minnesota Department of Employment and Economic Development at http://mn.gov/deed/business/exporting/about/. (This could also be printed if you would rather do the review as a whole class activity.). Discuss as a class: What does the Minnesota Trade Office do? What doesn't the Minnesota Trade Office do? Next, students will identify the location of Minnesota's four international trade offices. Students will read "Minnesota to open trade office in Germany" from StarTribune: Business at http://www.startribune.com/business/212254711.html and "Minnesota to open 2 global trade offices" from Ingco at http://ingcointernational.com/minnesota-to-open-2-global-trade-offices/ Ask: Why were trade offices established in those locations?

2. Students review the previous lessons and anticipate this lesson by reading "$20.6 billion in Minnesota exports set record in 2012, report says" from the Pioneer Press at http://www.twincities.com/ci_23198929/made-minnesota-exports-saw-record-year-2012. Review with students the value of exporting and the benefit of exporting to three Minnesota companies.

3. Distribute copies of the "Exporting Minnesota Authentic Assessment Activity" and the rubric, "Persuasive Essay: Exporting Minnesota". Explain to students that they are taking the role of the leader of the Minnesota Trade Office. Three different business groups have approached the governor, each one requesting that the governor lead a trade mission to expand the market for their products. The students' task is to do a preliminary investigation of the proposals made to the governor and recommend which merit further review and which should be declined. The students' recommendations, presented as a five-paragraph essay, must be supported by information taken from the CIA World Factbook website at https://www.cia.gov/library/publications/the-world-factbook/ and will be scored according to the rubric provided. (Another option would be to assign a visual version of the report as a power point presentation or poster in addition to or in lieu of the written report.)

Closure

Invite students to briefly share their initial findings with one another before beginning the written report. If there is disagreement on the merits of a proposal, this would be a good time to reemphasize the importance of supporting evidence from the CIA Factbook website.

Extension

Explore Minnesota's trade and economy further by examining its companies using the following websites:

"Fortune 500 Companies in Minnesota" at Minnesota Department of Employment and Economic Development lists Fortune 500 companies of Minnesota and gives national ranking http://mn.gov/deed/business/locating-minnesota/companies-employers/fortune500.jsp

"Top Private Companies" at Minnesota Department of Employment and Economic Development lists 7 private companies of Minnesota
http://mn.gov/deed/business/locating-minnesota/companies-employers/top-private-companies.jsp

"Headquartered S&P 500 Companies" at Minnesota Department of Employment and Economic Development lists S&P 500 companies headquartered in Minnesota
http://mn.gov/deed/business/locating-minnesota/companies-employers/s-and-p-500.jsp

"Top Employers Statewide" Minnesota Department of Employment and Economic Development lists top employers in state with name, number of employees, and type of business
http://mn.gov/deed/business/locating-minnesota/companies-employers/top-employers.jsp

"Top Employers by Industry" at Minnesota Department of Employment and Economic Development lists top employers by industry
http://mn.gov/deed/business/locating-minnesota/companies-employers/top-employment-industries.jsp

Assessment
Five-paragraph essay

Website Resources
The Office of the Governor Blog
http://mn.gov/governor/blog/?tag=Trade%20Mission

"About the Minnesota Trade Office" at Minnesota Department of Employment and Economic Development
http://mn.gov/deed/business/exporting/about/

"Minnesota to open trade office in Germany" at StarTribune: Business
http://www.startribune.com/business/212254711.html

"Minnesota to open 2 global trade offices" at Ingco
http://ingcointernational.com/minnesota-to-open-2-global-trade-offices/

"$20.6 billion in Minnesota exports set record in 2012, report says" at Pioneer Press
http://www.twincities.com/ci_23198929/made-minnesota-exports-saw-record-year-2012

World Factbook at Central Intelligence Agency
https://www.cia.gov/library/publications/the-world-factbook/

"Made in Minnesota: Find the right Suppliers Right Here" at Minnesota Department of Employment and Economic Development
http://mn.gov/deed/data/data-tools/made-minnesota.jsp

"Exporting Minnesota" Authentic Assessment Activity

Background
Three business groups have approached the governor, each one asking him to accompany the group on a trade mission to another country in hopes of establishing new markets. As head of the Minnesota Trade Office, the governor has asked you to investigate the three proposed missions and make a recommendation on which, if any, would be a worthwhile proposal.

Task
Carefully read the proposals from the three business groups. Then, using information about the countries from the CIA World Factbook website and additional websites listed below determine the merits of each proposal and make a written recommendation to the governor. Record answers to the following questions during your research to guide your recommendations:

- Is there a potential market for this product? How do you know?
- Does the United States already buy or sell other products with this country? Why would that be an important consideration?
- What other industries, in addition to the one making the proposal, might benefit from participating in a trade mission to this country?

Report Format
Because the governor is an extremely busy individual and his time is valuable, your report must be concise and well organized as well as persuasive. It should be no less that 300 words and no more than 500 words (1-2 word processed pages). It should follow the standard five-paragraph format with an introduction, separate explanations for each of the three proposals, and a conclusion. Think carefully about what you want to say and make sure you have the facts to support whatever recommendations you make. Before you begin writing, refer to the rubric for specifics on how the persuasive essay will be evaluated.

The Three Proposals
Proposal #1 Minnesota Snowmobile Group (MSG)
MSG wants to expand its operations into the countries of Eastern Europe, particularly Poland. The current level of sales for snowmobiles in this region is comparatively low and MSG would like to be the first American manufacturer to do business here.

Proposal #2 Northern Lights Travel Group
Northern Lights is an association of resort and recreation destinations found throughout the state of Minnesota. Their objective is to bring more vacation dollars to the state by (1) promoting tourism to Minnesota, and (2) marketing Minnesota related products (gifts, souvenirs) to the global travel market. They are proposing a trade mission to Japan.

Proposal #3 Minnesota Medical Partners (MMP)
MMP is an association of manufacturers of high-tech medical implant devices. It already has a large market in Western Europe, but would like to expand its operation to East Asia. It would like to try to break into the China market with a proposed trade mission to Hong Kong.

Proposals	Potential Market for Product	Current Trade with This Country	Benefit to Other Industries	Other Considerations*
Proposal #1 Minnesota Snowmobile Group (MSG)				
Proposal #2 Northern Lights Travel Group				
Proposal #3 Minnesota Medical Partners (MMP)				

Possible benefit to Minnesota, alternative countries to consider if proposals are rejected, etc.

Additional Websites:

1. Identify other Minnesota industries and companies who may benefit using the database, "Made in Minnesota: Find the right Suppliers Right Here", from Minnesota Department of Employment and Economic Development at http://mn.gov/deed/data/data-tools/made-minnesota.jsp using the search words snowmobile, recreation, and medical implant devices.

2. Review the maps you made and refer to "Annual Export Report" from "Export and Trade Statistics" at the Minnesota Department of Employment and Economic Development at http://mn.gov/deed/data/

Persuasive Essay: Exporting Minnesota!

Category	Above Standards 4	Meets Standards 3	Approaches Standards 2	Below Standards 1	Score
Opening Paragraph	States purpose of report. Includes accurate definition of "Trade Mission." Approaches maximum length of 500 words	States purpose of report. Includes accurate definition of "Trade Mission." Clearly meets length of 300-500 words.	States purpose of report or includes accurate definition of "Trade Mission." Approaches or meets minimum length of 300 words.	Purpose of report missing. Definition of "Trade Mission" is missing or inaccurate. Falls below minimum length of 300 words.	
Proposal #1 MSA	Includes recommendation supported by more than 3 facts.	Includes recommendation supported by 2-3 facts.	Includes recommendation supported by 1-2 facts.	Recommendation is missing or is not supported by facts.	
Proposal #2 Northern Lights	Includes recommendation supported by more than 3 facts.	Includes recommendation supported by 2-3 facts.	Includes recommendation supported by 1-2 facts.	Recommendation is missing or is not supported by facts.	
Proposal #3 Medical Partners	Includes recommendation supported by more than 3 facts.	Includes recommendation supported by 2-3 facts.	Includes recommendation supported by 1-2 facts.	Recommendation is missing or is not supported by facts.	
Closing Paragraph	Summarizes results. Suggests additional industries if proposals are approved AND alternative countries to consider if the proposals are rejected.	Summarizes results. Suggests additional industries if proposals are approved OR alternative countries to consider if the proposals are rejected.	Summarizes results without further suggestions.	Does not summarize findings.	
Mechanics	Report is free or largely free (0-4) of spelling, capitalization, or punctuation errors (i.e. < 1 error per paragraph)	Report has minimal (5-9) errors in spelling, capitalization, or punctuation (i.e. 1-2 errors per paragraph)	Report has multiple (10-15) errors in spelling, capitalization, or punctuation (i.e. 2-3 errors per paragraph)	Report has significant (15+) errors in spelling, grammar, or punctuation (i.e. more than 3 errors per paragraph)	

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