

NAFTA or “SHAFTA”--A Glimpse of the North American Free Trade Agreement and Its Effect

Students learn why the NAFTA was implemented and its relevance to globalization and the free trade movement. Students will also compare NAFTA to the European Union.

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Grade Level	High School
Duration	2-3 class periods

National Geography Standards

ESSENTIAL

ELEMENT FOUR: HUMAN SYSTEMS

Standard 11. The patterns and networks of economic interdependence on Earth's surface.

Standard 13. How the forces of cooperation and conflict among people influence the division and control of Earth's surface.

Arizona Geography Strand

Concept 2: Places and Regions

PO 1. Identify the characteristics that define a region:

- physical processes such as climate, terrain, and resources
- human processes such as religion, political organization, economy, and demographics

PO 2. Describe the factors (e.g. demographics, political systems, economic systems, resources, culture) that contribute to the variations between developing and developed regions.

Concept 4: Human Systems

PO 4. Analyze issues of globalization (e.g., widespread use of English, the role of the global media, resistance to “cultural imperialism”, trade, outsourcing).

Other Arizona Standards

Strand 1: American History

Concept 10 Contemporary United States

PO3 Describe how key political, social, environmental and economic events of the late 20th century and early 21st century affected, and continue to affect, the United States

Strand 2: World History

Concept 10 Contemporary World

PO 3. Describe the development of political and economic interdependence during the second half of the twentieth century:

- economics, global wage inequalities

Strand 5 Economics

Concept 4: Global Economics

PO 1. Compare how private property rights differ in market economies versus command economies (e.g., capitalism versus communism).

PO 2. Identify the effects of trade restrictions (e.g., imports, exports, tariffs) between national and world regions.

PO 4. Identify interdependence in economic development between nations (e.g., North American Free Trade Agreement, European Union)

9-10 and 11-12 Reading Standards for Literacy in History/Social Studies

Integration of Knowledge and Ideas

9-10.RH.9 Compare and contrast treatments of the same topic in several primary and secondary sources.

11-12.RH.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

9-10 and 11-12 Writing Standards for

**Literacy in History/Social Studies,
Science, and Technical Subjects
Text Types and Purposes**

9-10. and 11-12. WHST.1 Write arguments focused on *discipline-specific content*.

a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e. Provide a concluding statement or section that follows from or supports the argument presented.

Production and Distribution of Writing

9-10.WHST.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

11-12.WHST.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Overview

As the world becomes more interdependent, it is important for students to understand the impact of such globalization.

Purpose

In this lesson students will gain a better understanding of the importance of free trade (vs.

trade protectionism) allowing for improved consumer choices and a higher standard of living.

Materials

- Computer and LCD Projector
- NAFTA PowerPoint with notes
- NAFTA Success and Advantage sheet
- NAFTA Failure and Costs sheet
- North America Map

- North America Map Activity and Answer Key
- Europe Map
- Europe Map Activity and Answer Key
- Internet access
- Vocabulary Practice-Trade
- White board
- Colored pencils or markers

Objectives

The student will be able to:

- Identify and map NAFTA trade flows
- Categorize and analyze costs and benefits of NAFTA
- Identify and map EU nations
- Compare & contrast similarities and differences with NAFTA and the EU.

Procedures

Prerequisite Skills: The vocabulary for this lesson may require prior preparation. Included in the lesson and the PowerPoint are key terms to review. These could be given to target students (ELLs, SpEd, etc) the day before the lesson so they could be more familiar with the terms.

Session One

Use the provided PowerPoint presentation (with notations) to follow and complete the procedures.

1. Bell work: The United States has great wealth and natural resources. Make a list of goods or services you think we must import. Have students share their answers.
2. Anticipatory set: Why would the United States want to engage in a trade agreement? Have several students share their answers.
3. Review vocabulary terms that will be used in the lesson (Vocabulary Practice-Trade).
4. Introduce NAFTA through the PowerPoint presentation and complete an analysis of its pros and cons by taking notes in two columns or distribute copies of NAFTA Success and Advantage sheet and NAFTA Failure and Costs sheet and have students add to what is already on the sheets.
5. Group class into teams of 4-6 students. Allow time for teams to each review successes and failures of NAFTA with each member of the group filling in information that was not originally in his/her notes.

6. Map activity: Distribute North America maps and North American Activity sheet and have students complete the assignments individually, in pairs, or in teams. Can be finished as homework.

Session Two

7. Continue showing the provided PowerPoint presentation to compare & contrast the EU with NAFTA: Students can take notes from the PowerPoint.

8. Map activity: Distribute Europe maps and Europe Activity sheet and have students complete the assignments individually, in pairs, or in teams. Can be finished as homework.

Assessment

Students will write a position paper on Free Trade with supporting material defending their stance. Notes from the PowerPoint can be used as well as information from other sources. All work should be done on a computer and sources documented. When there is a discrepancy in the information found in different sources, this should be noted. The 6 Traits Writing Rubric can be used to evaluate Ideas and Organization as well as Word Choice. A score of 4 or higher will be considered mastery.

Or

Students can write an essay to compare NAFTA to the EU in terms of how they promote interdependence. The 6 Traits Writing Rubric can be used to evaluate Ideas and Organization as well as Word Choice. A score of 4 or higher will be considered mastery.

Extensions

Students might expand on the barriers to trade (homeland security, drug trafficking, human trafficking, illegal labor, lower standards (inspection/safety) in the trucking industry, environmental violations, border pollution, border crime) using information from the internet and creating a poster or some other visual product.

Students can research more about NAFTA and instead of writing a position paper, they can either hold a debate or present arguments as part of a court case on Free Trade.

Sources

Economics: Principles and Practices, Clayton, Glencoe McGraw-Hill (1999) with on-line updates

Macroeconomics K Norman, CD licensed to K
White for classroom educational use only. Slide
frames used by permission.