



## NAFTA: Should the U.S. Government Continue to Support the Free Trade Agreement/ USMCA?

<b>Time Frame:</b> 2 Class Periods	<b>Author:</b> Candace Fikis, West Chicago High School, cfikis@d94.org
<p><b>Proven Practices (indicate which practices used)</b></p> <ul style="list-style-type: none"> <li>✓ Instruction on government institutions</li> <li>✓ Use of current &amp; controversial issues</li> <li>✓ Simulations of democratic practices</li> </ul>	
<p><b><u>IL Social Studies Standards</u></b></p> <p><b>SS.IS.1.9-12:</b> Address essential questions that reflect an enduring issue in the field.</p> <p><b>SS.IS.6.9-12:</b> Construct and evaluate explanations and arguments using multiple sources and relevant, verified information.</p> <p><b>SS.IS.7.9-12:</b> Articulate explanations and arguments to a targeted audience in diverse settings.</p> <p><b>SS.IS.9.9-12:</b> Use deliberative processes and apply democratic strategies and procedures to address local, regional or global concerns and take action in or out of school.</p> <p><b>SS.CV.7.9-12:</b> Describe the concepts and principles that are inherent to American Constitutional Democracy</p> <p><b>SS.CV.10.9-12:</b> Explain the role of compromise and deliberation in the legislative process and groups.</p> <p><b>SS.EC.9.9-12:</b> Analyze the role of comparative advantage in local, national, and global trade of goods and services.</p> <p><b>SS.EC.10.9-12:</b> Explain how globalization trends and policies affect social, political, and economic conditions in different nations.</p>	<p><b><u>CCSS/ELA History/Social Studies Standards</u></b></p> <p><b><u>CCSS.ELA-LITERACY.RH.11-12.7</u></b> Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p><b><u>CCSS.ELA-LITERACY.CCRA.SL.1</u></b> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p><b><u>CCSS.ELA-LITERACY.CCRA.W.4</u></b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b><u>CCSS.ELA-LITERACY.CCRA.W.1</u></b> Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</p>
<p><b>Essential Question:</b> Government Unit I: What is the balance between individual rights and the common good?</p>	
<p><b>Supporting Questions:</b> What is the role of the government in a democratic republic? How do the right and left differ over the U.S. involvement in NAFTA? What should be the United States' position in NAFTA?</p>	



## Resources Required w/Citations:

- Gallup Poll on Free Trade [http://www.gallup.com/poll/204269/americans-split-whether-nafta-good-bad.aspx?g\\_source=nafta&g\\_medium=search&g\\_campaign=tiles](http://www.gallup.com/poll/204269/americans-split-whether-nafta-good-bad.aspx?g_source=nafta&g_medium=search&g_campaign=tiles)  
<https://news.gallup.com/poll/247970/slim-majority-trade-benefitting-workers.aspx>
- Pew Resources on Free Trade  
<https://www.pewresearch.org/fact-tank/2019/06/19/us-counties-that-rely-most-on-exports-tend-to-be-small-in-south-midwest/>  
<https://www.pewresearch.org/global/2018/09/26/americans-like-many-in-other-advanced-economies-not-convinced-of-trades-benefits/>
- Trade Simulation Directions  
<http://www.imf.org/external/np/exr/center/students/hs/think/lesson3.pdf>
- CNN Money Video on NAFTA <https://www.youtube.com/watch?v=LaMCK-Sec7Y>
- Quartz Video on NAFTA <https://www.youtube.com/watch?v=DwKR08t5BGA>
- Washington Post USMCA: Who are the winners and losers of the 'new NAFTA'?  
[https://www.washingtonpost.com/business/2018/10/01/winners-losers-usmca-trade-deal/?utm\\_term=.a44b4ecb714d](https://www.washingtonpost.com/business/2018/10/01/winners-losers-usmca-trade-deal/?utm_term=.a44b4ecb714d)
- The Balance Article on the Pros and Cons of Free Trade  
<https://www.thebalance.com/free-trade-agreement-pros-and-cons-3305845>

**The following resources are helpful for teachers who need to present some facts and economic data beyond what is given to the students about NAFTA and these resources have links to their research with additional data:**

- Free Trade Agreement Information from Office of the United States Trade Representative  
<https://ustr.gov/trade-agreements/free-trade-agreements>
- United States-Mexico-Canada Agreement Information from Office of the United States Trade Representative  
<https://ustr.gov/trade-agreements/free-trade-agreements/united-states-mexico-canada-agreement>
- New York Times Article  
<http://www.nytimes.com/2012/12/07/us/twenty-years-later-nafta-remains-a-source-of-tension.html>
- Council on Foreign Relations Site  
<https://www.cfr.org/backgrounder/naftas-economic-impact>

## Recommended Procedures:

1. Present Pew Institute and Gallup polls data (links above) to show students how Americans opinions have changed and are divided on the issue of free trade
2. Trade Simulation (see Trading Simulation link above) to allow students to experience free trade. I would recommend making it a very simple activity with different pieces of candy. Students should realize that trading does make them better off, especially with more options.
3. Give basic facts about NAFTA, such as its creation and purpose (see additional resources listed above) and watch CNN Money Video on background of NAFTA (site listed above)
4. Watch Quartz Video on NAFTA and students will make a chart on the pros and cons to free trade for the U.S (site listed above)
5. Give an update to NAFTA, USMCA, by using the Washington Post video and/or article. Because



this has not been ratified by all 3 countries yet, it will be important to keep up to date on this agreement

6. Read The Balance article for and against free trade and continue to add to the pros and cons list
7. Teacher presents economic data about free trade impact on the US (see additional resources listed above)
8. Create a potential bill that supports the US ratifying USMCA
9. Students will debate the bill using Parliamentary Procedures followed by a roll call vote
10. The class will then compare how Democratic and Republican officials and/or candidates (especially during an election year) stand on the issue of free trade
11. Final deliberation on Google Comment Board for other Government classes to see how students stand on the issue of free trade

**Possible Service Learning Informed Action:**

1. Students can contact local officials and either express their personal opinion about the U.S. position in NAFTA/USMCA or to ask questions about the candidate's opinion about it (could also be used for Step 10 above)
2. Students can create their own trade bill with Mexico and Canada and present it to class committees and potential a full session, reenacting the legislature

**Differentiation:**

1. For ELL or Special Education students, additional vocabulary might need to be defined, especially with the videos and article
2. For advanced learners and some with strong economics backgrounds, additional readings at a higher level can be given, such as using the Wall Street Journal, New York Times, and Forbes which have an abundance of articles and economic data to use for and against trade agreements

**Possible Assessments:**

- Google Comment Board postings on NAFTA/USMCA
- Class deliberations on NAFTA/USMCA
- Current Event assignment - possible use of USMCA topic
- Unit Scantron Test

**Other Considerations:**

If time or monetary resources not available to conduct the simulation, notes can be given on the benefits of free trade or a video from Learn Liberty on Specialization and Trade can be used [https://www.youtube.com/watch?v=e0H7r\\_DI1CQ](https://www.youtube.com/watch?v=e0H7r_DI1CQ)