TEACHING AMERICAN HISTORY PROJECT
Lesson Title – NAFTA
From Shelley Manning

Grade – 11th
Length of class period – 84 minutes one class period

Inquiry – (What essential question are students answering, what problem are they solving, or what decision are they making?)
What role does the NAFTA treaty play in globalization and has it impacted the American economy?

Objectives (What content and skills do you expect students to learn from this lesson?)
1. Students will be able to understand and define the term *globalization*.
2. Students will explain the advantages and disadvantages of economic globalization through the NAFTA treaty.

Materials (What primary sources or local resources are the basis for this lesson?) – (please attach)
- Copy of NAFTA Preamble
  http://www.sice.oas.org/Trade/NAFTA/PREAMBLE.ASP
- Pro/Con Chart
- World Map
  http://geology.com/world/world-map.shtml
- World Atlas
- NAFTA charts
  http://www.epi.org/publications/entry/issuebriefs_ib119/

Activities (What will you and your students do during the lesson to promote learning?)
The teacher will present an overview on the concept of globalization. This lecture will include defining and providing examples of globalization. Students will also be asked to examine one personal item (in their purse, backpack or on their person) and determine where the item was made. The teacher will then list on the board all the countries represented from this analysis and lead a discussion on why so many items are made in other parts of the world. Students will then label on a map where the items in the class analysis of products were made. The teacher will ask students to list (in their notebooks) the positive and negative consequences of this. The teacher will then introduce the NAFTA treaty. Students will read the Preamble to the NAFTA treaty. The teacher will then lead a class discussion on the pros and cons of the treaty. Students will take notes on the Pro/Con sheet while the teacher creates the pro/con chart on the board. Students will work in partners to analyze the NAFTA Charts and use information from the charts to fill in the NAFTA PRO/CON Chart. Students will then write an answer to the following question (located on the NAFTA PRO/CON Chart: **What role does the NAFTA treaty play in globalization and has it impacted the American economy?** Students will then discuss

their answers with the class and closure will be obtained using a "whip" activity where each student will discuss one point they learned in class that day.

How will you assess what student learned during this lesson? Students will be graded on their NAFTA PRO/CON Chart worksheet.

Connecticut Framework–
- Trace the changing role of American participation and influence in world affairs (e.g., trade, United Nations, NATO, globalization).
- Explain the changing nature of the American economy (e.g., agrarian, manufacturing, service, rise of unions).
- Explain the significance of globalization on the world's nations and societies (e.g., cross-border migrations, economic trade, and cultural exchange).

Name: _____

NAFTA PRO/CON Chart

Pro	Con

Answer the following question using a minimum of three specific examples from the chart above: **What role does the NAFTA treaty play in globalization and has it impacted the American economy?**

North American Free Trade Agreement

PREAMBLE

The Government of Canada, the Government of the United Mexican States and the Government of the United States of America, resolved to:

STRENGTHEN the special bonds of friendship and cooperation among their nations;

CONTRIBUTE to the harmonious development and expansion of world trade and provide a catalyst to broader international cooperation;

CREATE an expanded and secure market for the goods and services produced in their territories;

REDUCE distortions to trade;

ESTABLISH clear and mutually advantageous rules governing their trade;

ENSURE a predictable commercial framework for business planning and investment;

BUILD on their respective rights and obligations under the General Agreement on Tariffs and Trade and other multilateral and bilateral instruments of cooperation;

ENHANCE the competitiveness of their firms in global markets;

FOSTER creativity and innovation, and promote trade in goods and services that are the subject of intellectual property rights;

CREATE new employment opportunities and improve working conditions and living standards in their respective territories;

UNDERTAKE each of the preceding in a manner consistent with environmental protection and conservation;

PRESERVE their flexibility to safeguard the public welfare;

PROMOTE sustainable development;

STRENGTHEN the development and enforcement of environmental laws and regulations; and

PROTECT, enhance and enforce basic workers' rights;

HAVE AGREED as follows:

Taken from:

Taken from: http://geology.com/world/world-map.shtml

TABLE 1
U.S. Trade With Mexico and Canada. 1993-96.
Totals for All Commodities (Millions of Constant 1987 Dollars)

	1993	1996	Change Since 1993 Dollars	Percent	Jobs Lost or Gained
Mexico					
1. Domestic Exports	$35,450	$46,338	$10,888	31%	158,171
2. Imports for Consumption	34,816	65,162	30,346	87%	-385,834
3. Net Exports	635	-18,824	-19,458	-3066%	-227,663
Canada					
1. Domestic Exports	$80,970	$100,052	$19,082	24%	244,309
2. Imports for Consumption	97,713	129,555	31,843	33%	-411,481
3. Net Exports	-16,743	-29,504	-12,761	76%	-167,172
Mexico and Canada					
1. Domestic Exports	$116,420	$146,390	$29,970	26%	402,481
2. Imports for Consumption	132,528	194,717	62,189	47%	-797,315
3. Net Exports	-16,108	-48,327	-32,219	200%	-394,835

Source: EPI analysis of Bureau of Labor Statistics and Census Bureau data.

TABLE 2
NAFTA Job Loss and Wage Changes, by State, 1993-96

State	Net NAFTA Job Loss*			Share of U.S. Labor Force	Change in Real Median Wage
	No. of Jobs	Share of Total			
U.S. Total	-394,835	100%		100%	-4.00%
Alabama	-8,714	2.20%		1.50%	-4.10%
Alaska	-1,119	0.30%		0.20%	-5.80%
Arizona	-3,128	0.80%		1.50%	-9.80%
Arkansas	-5,456	1.40%		0.90%	-0.70%
California	-38,406	9.70%		10.60%	-5.10%
Colorado	-4,409	1.10%		1.60%	4.20%
Connecticut	-4,353	1.10%		1.30%	0.00%
Delaware	-922	0.20%		0.50%	1.20%
District of Columbia	-670	0.20%		0.30%	-0.80%
Florida	-11,294	2.90%		5.10%	1.60%
Georgia	-11,906	3.00%		2.90%	-0.20%
Hawaii	-749	0.20%		0.50%	-7.80%
Idaho	-1,526	0.40%		0.40%	-0.40%
Illinois	-16,910	4.30%		4.80%	-1.10%
Indiana	-17,672	4.50%		2.40%	1.60%
Iowa	-4,065	1.00%		1.20%	5.20%
Kansas	-3,386	0.90%		1.00%	-1.30%
Kentucky	-6,718	1.70%		1.40%	2.50%
Louisiana	-6,626	1.70%		1.50%	-5.80%
Maine	-2,055	0.50%		0.50%	0.30%
Maryland	-3,736	0.90%		1.90%	0.40%
Massachusetts	-7,668	1.90%		2.50%	-3.70%
Michigan	-24,001	6.10%		3.60%	3.40%
Minnesota	-6,489	1.60%		2.00%	3.80%
Mississippi	-6,671	1.70%		0.90%	1.20%
Missouri	-8,227	2.10%		2.20%	1.80%
Montana	-1,141	0.30%		0.30%	-1.20%
Nebraska	-1,789	0.50%		0.70%	0.60%
Nevada	-1,814	0.50%		0.70%	-1.90%
New Hampshire	-1,408	0.40%		0.50%	1.40%
New Jersey	-8,742	2.20%		3.10%	-4.70%
New Mexico	-1,670	0.40%		0.60%	-1.30%
New York	-20,230	5.10%		6.70%	-4.20%
North Carolina	-16,406	4.20%		2.90%	3.40%
North Dakota	-633	0.20%		0.30%	2.70%
Ohio	-19,483	4.90%		4.50%	-2.60%
Oklahoma	-6,082	1.50%		1.10%	-5.30%
Oregon	-5,394	1.40%		1.20%	-6.10%
Pennsylvania	-18,731	4.70%		4.50%	-0.20%
Rhode Island	-2,244	0.60%		0.40%	-2.10%
South Carolina	-6,326	1.60%		1.40%	-0.90%
South Dakota	-866	0.20%		0.30%	6.20%
Tennessee	-13,105	3.30%		2.10%	1.50%
Texas	-30,201	7.60%		6.90%	-4.60%
Utah	-2,535	0.60%		0.80%	0.80%
Vermont	-621	0.20%		0.20%	-2.50%
Virginia	-8,377	2.10%		2.60%	-5.70%
Washington	-7,737	2.00%		2.00%	-9.90%
West Virginia	-1,927	0.50%		0.60%	1.20%
Wisconsin	-9,481	2.40%		2.20%	-0.80%
Wyoming	-1,013	0.30%		0.20%	-1.60%

* Excluding effects on wholesale and retail trade and advertising.
Source: EPI analysis of Bureau of Labor Statistics and Census Bureau data.