

12th Grade [Free Trade Inquiry](#)

Is Free Trade Worth the Price?

Staging the Question: Participate in a trading simulation in order to understand why people trade and why trade is important.

Social Studies Practices

● **Gathering, Using, and Interpreting Evidence**
● **Economics and Economic Systems**

Supporting Question 1	Supporting Question 2	Supporting Question 3	Supporting Question 4
What are the arguments for free trade?	What are the arguments against free trade?	Why did the United States sign on to the North American Free Trade Agreement (NAFTA)?	Has NAFTA achieved its goals?
Formative Performance Task	Formative Performance Task	Formative Performance Task	Formative Performance Task
List the arguments for free trade on one side of a T-chart.	List the arguments against free trade on the second side of the T-chart.	Write a paragraph detailing three reasons why the United States signed on to NAFTA.	Develop a claim with evidence about the extent to which NAFTA achieved its goals.
Integration of Inquiry Process and Skills			
Supporting Question 1	Supporting Question 2	Supporting Question 3	Supporting Question 4
Connect: States and verifies what is known about the question and makes connections to prior knowledge by engaging in a trading simulation to discover the benefits of free trade. Graphic Organizer: Connect#14		Connect:	Connect:
Wonder: Refines questions to guide the search for different types of information about the arguments for and against free trade. Graphic Organizer: Wonder#15		Wonder: Refines questions to provide a framework for the inquiry about why the US signed on to the NAFTA. Graphic Organizer: Wonder#19 and Wonder#20	Wonder: Analyzes and evaluates what is known, observed or experienced to form tentative thesis or hypothesis about whether or not NAFTA has achieved its goals. Graphic Organizer: Wonder#12
Investigate: Recognizes the effect of different perspectives and points of view on information while examining arguments for the elimination of trade barriers as well as arguments stating that free trade is untenable. Graphic Organizer: Investigate#76		Investigate: Pursues a balanced perspective by evaluating information based on authority, accuracy, point of view, and reliability while examining a C-Span video of the press conference and reading selected remarks by four US presidents who supported the law's passage. Graphic Organizer: Investigate#104	Investigate: Challenges ideas in text and makes notes of questions to pursue in additional sources while examining excerpts from a report by the Congressional Budget Office and a collection of short articles broadcast on NPR. Graphic Organizer: Investigate#111 and Investigate#112 C3 Resources
Construct: Lists the arguments for free trade on one side of a T-chart and the arguments against free trade on the second side of the T-chart.		Construct: Draws conclusions based on explicit and implied information. Graphic Organizer: Construct#30 and Construct#31	Construct: Compares information found to tentative thesis or hypothesis; revisits and revises thesis/hypothesis as appropriate.
Express:		Express: Writes a paragraph detailing three reasons why the United States signed on to NAFTA.	Express: Develops a claim with evidence about the extent to which NAFTA achieved its goals.
Reflect:		Reflect:	Reflect: Records individual experience of the inquiry process – the hardest part, best part, skills learned, insights experiences, etc. with suggestions for future improvement. Graphic Organizer: Reflect#23
Summative Performance Task: Argument: Is free trade worth the price? Construct an argument (e.g., detailed outline, poster, essay) that addresses the compelling question using specific claims and relevant evidence with information from contemporary sources. <i>Extension:</i> Students could adapt the argument by holding a “fishbowl” debate in which students discuss the question “Should the United States continue the NAFTA?”			