

every^oday^otrade

Follow-up Lesson Plan

Name:

Date :

Lesson #

I. Grade Level: Grade 8-12

II. Topic: Trade

III. STANDARDS

A. Virginia Standard of Learning: N/A

B. National Standard of Learning: NSS-EC 5-8 Gains from Trade (?)

V. Objective: By participating in the Free Trade debate students will have the opportunity to think critically about Free Trade and the arguments presented by those who oppose Trade and those who support it.

VI. Resources: 2 articles published in the Washington Post:

#1: "Trade Saves the Day" by C. Fred Bergsten, September 17, 2008

#2: "How Free Trade Hurts" by Byron Dorgan and Sherrod Brown, December 23, 2006

VIII. Procedures: Have students come to class having read both articles for homework.

a. Divide students into two groups. Assign students either as Pro-Traders or Protectionists.

b. Open class up for discussion on articles.

1. Based on the students reading of the article "Trade Saves the Day" have students list the benefits of free trade to the US economy. (*Created 2 million new jobs, reduced the federal trade deficit by more than one-third (33%), and a boost in manufacturing*)
 - a. In the article "Trade Saves the Day" what is the major success story? What are the two major factors driving the trade performance? (*Have the students on the Pro Trade side answer the following questions*)(*Answer: the gains in the federal trade deficit that has saved the United States from a recession despite the recent financial turmoil*)
 - b. We are told that the US economy grew by 3.3% in the second quarter of this year. What reason does the author cite as being the primary factor for such economic growth? (*The primary driver for second quarter GDP growth in 2008 was the surge in manufacturing.*)
 - c. What are two major factors driving the trade performance? (*The continued growth of the rest of the world, and the weaker exchange rate for the dollar.*) Can a weaker dollar be a strong asset in a global market? (*This is a tougher question, but the hope is that students will think critically. Answer: Yes. In many cases a weaker currency can make production costs more competitive in the global arena. By definition, as prices fall, the demand for those related goods and/ or services should increase.*)
2. Based on the students reading of the article "How Free Trade Hurts" have them list the anti-trade arguments located in the article? (*Costs American jobs, an increasing trade deficit, no protection for American workers, and must level the playing field.*)
 - a. What does the author say is at stake when considering trade policy? (*Have the students on the Anti Trade side answer the following questions*)(*Answer: The American Middle Class and the American Dream.*)
 - b. Given that we are "the most desirable" market in the world, the author of the

article contends that we must leverage greater authority when it comes to negotiating trade agreements. Name two forms of protection he mentions in his article? In turn, how can these protections benefit American workers? (*The author is calling for stricter environmental and labor standards from our trading partners. By doing so, we can help level the playing field as it relates to comparative production costs (between US labor and International labor). In theory, if we could convince trading partners to implement these tougher provisions, this would essentially raise their cost of production and bring about more parity.*)

- c. According to the author, as the United States pursues Free Trade agreements with countries with the “fewest health, safety and environmental regulations,” what is the economic affect on the US balance of Trade? And the American worker? (*According to the author, insufficient trade provisions have led to a ballooning trade deficit. Subsequently, he argues, the wages for American workers are depressed, as well a noticeable reduction in the quality of benefits that range from suitable working conditions to healthcare.*)
3. Do you agree or disagree with what the articles are saying about Trade? Explain your reasoning.

VIII. Evaluation: Students will be graded by their class participation