



Financial Literacy: NAFTA Auto Lesson Plan

Connections to Financial Literacy

Describe the financial literacy knowledge and skills which will be addressed and assessed in this lesson. Financial literacy knowledge and skills could include, but are not limited to:

- social, ethical and environmental implications of financial decisions;
- active citizenship;
- understanding the economy;
- planning for the future.

Unit #: Day #: (Title)	Subject/Course Code/Title/Curriculum Policy
Curriculum Expectations	Learning Goals
Compare the economies of different communities, regions, or countries, including the influence of factors such as industries, access to resources and markets.	Students will understand the effect of various factors on the auto industry in North America.

Instructional Components and Context

Readiness:





- Discussion on economic systems (capitalism, Feudal, command, mixed)
- Factors that influence production (economic relationships, trading agreements, industrial development)
- KWL

Terminology:

Production, economy, capitalism, feudal, command, mixed, supply and demand, imports, markets, exports, tariffs, goods and services, primary, secondary, tertiary sectors, land, trade, developed and underdeveloped, globalization, class, caste, NAFTA, free trade, WTO, globalization, migration, technology, inflation

Materials:

- Internet
- Blackboard
- Chart paper
- Markers
- Maps
- Atlases
- Handout with vocabulary
- Worksheets
- Newspaper articles on auto industry in North America
- Field trip to Oshawa GM plant
- Survey for the field trip
- Interview sheet for writing a letter to the Auto Industry, government, university researchers, MPP, MP
- Sheet for group roles

<p>Minds On</p>	<p>Connections Explicitly label:  Assessment for learning  Assessment as learning  Assessment of learning  Explicitly identify planned differentiation of content, process, or product based on readiness, interest, or learning</p>
<p>Whole Class or Groups of 4</p> <p>Description:</p> <ul style="list-style-type: none"> ▪ KWL on automobiles 3 ▪ Think-pair-share on auto industry – If automobiles were ▪ Made in Mexico, what effect would it have on the north American societies 4 ▪ Label the parts of a car 1 ▪ Label a map of North America 2 	<p>Anecdotal notes Observation Checklist</p>
<p>Action!</p> <ul style="list-style-type: none"> ♦ Introducing new learning or extending/reinforcing prior learning ♦ Providing opportunities for practice and application of learning (guided > independent) 	
<p>Groups of 4 ⇒</p> <p>Description:</p> <ul style="list-style-type: none"> ▪ small group work ▪ use maps to identify Mexico, US and Canada auto production ▪ compare economies using a Venn diagram (advantages and disadvantages of the different economies) ▪ Find barriers to economic development in the countries compared (financial, environmental, legal, migration patterns, historical development, globalization, foreign exchange rates, interest rates, inflation, government debt, ▪ Research how technology changed production in the auto industry (consolidation, unemployment, information technology, Just in Time production, division of labour, de-unionization, pay equity, ▪ Field trip to Oshawa auto plant and e-mail interview to industry expert 	<p>Observation Checklist Peer evaluation</p>
<p>Consolidation</p> <ul style="list-style-type: none"> ♦ Providing opportunities for consolidation and reflection ♦ Helping students demonstrate what they have learned 	

Whole Class or Groups of 4 ⇒

Description

- Students will make a PowerPoint that outlines the factors that influence the auto Industry in North America (text, maps, graphs) and the current state of the industry
- Role play as a government official (or union official or IMF agent) who is in charge of economic development and make recommendations and present findings to the class.

- Acting
- Map work
- Writing
- Rubric
- Anecdotal notes
- Checklist
- Journal Reflection