Era 6: Industrial Development of the United States (1870-1900)

6.1 Identify how the effects of 19th century warfare promoted the growth of industrialism (i.e., railroads, iron vs. steel industry, textiles, coal, rubber, processed foods).
- Railroads-expanded to meet demands, joining rural area with urban hubs
- Iron v. steel industry- created urban hubs in Nashville, TN and Birmingham, AL
- Textiles-European textile factories found suppliers outside the US
- Coal-process sped up mining
- Rubber- DuPont develops
- Processed foods- Swift, Armour

6.2 Identify major agricultural post-Civil War American geographic areas on a map.
- Chicago, IL; New York City; Cincinnati, OH; Memphis, TN; New Orleans, LA; Minneapolis-St. Paul, MN

6.3 Identify major urban areas of the United States on a map (i.e., Northeast, upper Midwest, Atlantic Coast, California).
- Northeast- New York
- Upper Mid-West- St. Louis, MO; Minneapolis, MN; Chicago, IL
- Atlantic-Boston
- California- San Francisco

6.4 Identify patterns of immigration and the causal factors that led to immigration to the United States of America (i.e., crop famines, European social and political unrest, religious freedom)
- Jobs in factories attracted people
- Opportunities for women
- Education
- Political unrest in country
- Potato famine in Ireland
- No land available in Europe

6.5 Distinguish the differences in assimilation of "old" vs. "new" immigration. (i.e., languages, settlement patterns, education, employment, housing, Nativist reaction, religion, geographic origin).
- Old protestants- North and West Europe settled with family and friends; saved money to come, skilled or educated, spoke English, did not like Irish Catholic, German protestants
- New- South East Europe- unskilled, poor, Catholic or Jewish, likely to settle in cities, make money then leave

6.6 Read and interpret a primary source document reflecting the dynamics of the Gilded Age American society (e.g., Booker T. Washington's "Atlanta Compromise," Carnegie's "Gospel of Wealth," Sojourner Truth "Ain't I A Woman," Jane Addams' Hull House accounts, Jacob Riis photographs and/or writings, a sweatshop worker's personal story).
6.7 Recognize technological and industrial advancements to the era (i.e., advancements in mining, farming or ranching).
- Oil- drilling was easier than hunting for whales
- Mining- Bessemer process
- Ranching-barbed wire

6.8 Match innovators to their industrial and technological contributions (i.e., Vanderbilt, Westinghouse, Carnegie, Pullman, Hershey, DuPont, Bell, Edison, Rockefeller, Swift, and Armour).
- Vanderbilt- railroads
- Carnegie- steel
- Pullman- railroad palace cars
- Hershey- chocolate
- DuPont- chemicals
- Bell- telephone
- Swift & Armour- meatpacking

6.9 Recognize the economic disparity among farmers, wage earners, immigrants, or racial groups when compared to industrial capitalists.
- Industrial capitalists were getting richer and the gap between these groups was growing larger

6.10 Interpret a political cartoon which portrays the controversial aspects of the Gilded Age (e.g. Populist reaction to politician and/or tycoons, railroad development, westward expansion, Dawes Act, urban developments).
- Refer to page 119, 184 of textbook

6.11 Analyze the impact of different forms of corruption and its consequences in American politics during the later half of the Age (i.e., Grant's Black Friday, Credit Mobilier, Whiskey Ring, Tammany Hall, Boss System, Garfield's assassination, Civil Service Reform, Granger laws, Interstate Commerce Act).
- Grant’s Black Friday- financial panic caused by gold speculation, cornered gold market
- Credit Mobilier- created by railroad executive to avoid fees
- Whiskey Ring- tax evasion among government agents, politicians, and whiskey makers
- Tammany Hall- controlled NYC politics, headed by Boss Tweed
- Garfield assassination- shot by disgruntled civil job seeker,
- Civil Service Reform- had to take test to get civil job
- Granger laws- regulate grain elevators, involve farmers
- Interstate Commerce Act- anti-railroad agitation, regulate fees

6.12 Assess the effect of late 19th century technological innovation on the daily lives of American people (i.e., electricity, indoor plumbing, communication, transportation).
- Electricity- able to have more luxuries, street lights
- Indoor plumbing- healthier = more sanitary for environment
- Communication- quicken, no more horse and rider
- Transportation- expanded settlement
Era 7: Emergence of Modern America (1890-1930)

7.1 Identify causes of American imperialism (i.e., raw materials, nationalism, missionaries, militarism, Monroe Doctrine).
   - Raw materials- surplus of materials, farmers had surplus of crops
   - Nationalism- devout love of one’s country- America was emerging as a world power, we acquired Alaska and Hawaii
   - Missionaries- Strong- Americans had responsibility of spreading their Western values
   - Monroe Doctrine- James K. Polk big proponent, Roosevelt updated with Roosevelt Collary; kept Western Hemisphere free of European intervention

7.2 Identify consequences of American imperialism (i.e. Spanish American War, expanding trade, extractive economies, Panama Canal, the idea of a superior Anglo-Saxon culture, yellow journalism, military occupation).
   - Spanish American War- Jose Marti- war independence from Spain; Battleship Maine blew up in Havana harbor; Treaty of Paris ended war
   - Expanding trade- equal trade in China
   - Extractive economies- dollar diplomacy- President Taft’s policy of expanding American investments abroad
   - Panama Canal- pathway through Central America; human made waterway linking the Atlantic to the Pacific across the Isthmus of Panama
   - Anglo-Saxon culture- social Darwinism- Americans took away Hawaiian land- overthrow Queen
   - Yellow journalism- newspapers that used sensational headlines and exaggerated stories in order to promote readership
   - Military occupation- Cuba wouldn’t annex- added Philippines, Puerto Rico, Guam

7.3 Recognize the progress of political and social reform in America during this era (i.e., Women’s Suffrage, Regulation of food and drug, Initiative, Referendum, and Recall, protection of workers’ rights, Antitrust Supreme Court decisions, Muckrakers,).
   - Women’s suffrage- Susan B. Anthony fought to abolish slavery; Carrie Chapman Catt- picketed white house
   - 19th Amendment- votes for women
   - Regulation of Food and Drug- Upton Sinclair exposed filthy meat packing industry was in The Jungle
   - Initiative- process in which citizens put a proposed new law directly on the ballot
   - Referendum- process to allow citizens to approve or reject a new law passed by a legislature
   - Recall- process by which voters can remove elected officials from office before their terms end
   - Protection of workers rights- development of labor unions; Florence Kelly worked to end harsh labor practices and child labor
   - Antitrust Supreme Court decisions- Sherman Anti-Trust Act
   - Muckrakers- writer who uncovers and exposes misconduct in politics or business
7.4 Identify the causes of American involvement in World War I (i.e., security concerns, economic benefits, Wilsonian diplomacy, propaganda).

- Security concerns: U-boats sinking British passenger liners (Lusitania); Zimmerman Note intercepted by British- proposed alliance between Mexico and Germany
- Economic benefits: America has material to make goods for war, have surplus of food
- Wilsonian diplomacy: wanted to remain at peace (neutrality, isolationist) expanded size of army just in case
- Propaganda: dramatic newspaper images of sink of the Lusitania
- Committee on Public Information- “sell America”

7.5 Recognize the new trends, ideas, and innovations of the 1920's popular culture (i.e., radio, automobile, phonograph, Prohibition, birth control, organized crime, sports).

- Radio: people stayed at home and listened to music, education, religion, news and weather
- Automobile: Henry Ford revolutionized mass production and automobile industry
- Phonograph: allowed people to listen to the same music when they wanted that was heard on radio
- Prohibition: the forbidding by law of the manufacture, transports, and sale of alcohol- 18th Amendment would create law; Volstead Act would enforce amendment
- Birth control: Margaret Sanger, social worker, worked for women’s rights
- Organized crime: biggest crime boss- Al Capone; bootlegging big in the south
- Sports: notable heroes- Babe Ruth and Jack Dempsey (boxing)

7.6 Recognize the role of Tennessee in the women's suffrage movement. (i.e., "the perfect 36", Anne Dallas Dudley, Harry Burn, Governor Albert Roberts).

- “the perfect 36”- TN became the 36th state to ratify the 19th Amendment
- Anne Dallas Dudley- state leader of women’s suffrage in TN
- Harry Burn- mother asked hi to vote in favor of suffrage, vote broke tie giving women the vote
- Governor Albert Roberts- called special session to consider the amendment, favored passage

7.7 Determine the possible factors that led to the economic collapse of 1929 (i.e., over production of agriculture and industry, expansion of credit, financial speculation, agricultural crop failures, tariff barriers, laissez-faire).

- Over production of agriculture and industry- prices were low due to surplus
- Expansion of credit- easy credit, pay on time
- Financial speculation- practice of making high risk investments in hopes of obtaining large profits
- Agricultural crop failures- drought
- Tariff barriers- Hawley Smoot Tariff- raised US tariffs on imported goods, hurt US economy
- Laissez faire- lenient, as in the absence of government control over private business
7.8 Read and interpret a primary source document reflecting the social dynamics of the 1920's. (e.g. Harlem Renaissance, Lost Generation).

- Harlem Renaissance- period during the 1920s in which African American novelists, poets, and artists celebrated their culture
- Langston Hughes unofficial ambassador of Renaissance
- Lost Generation- term for American writers of the 1920s marked y disillusion with WWI and a search for a new sense of meaning- exposed ills of society- i.e. Ernest Hemingway- Farewell to Arms

7.9 Compare and contrast the philosophies of Dubois, Washington and Garvey.

- Dubois- blacks should demand full and immediate equality and not limit themselves to vocational education
- Washington- African Americans needed to accommodate themselves to segregation
- Garvey- “back to Africa” movement, separation of races

7.10 Analyze the American isolationist position versus interventionist arguments.

- Isolationists- stay out of war, not out problem
- Interventionist- war affected American interests and the US should intervene in the conflict on the side of the Allies

Era 8: The Great Depression and World War II (1929-1945)

8.1 Identify the causes of World War II (i.e., Treaty of Versailles, fascism, failure of the League of Nations, Japanese imperialism, economic worldwide difficulties).

- Treaty of Versailles- ended WWI
- Fascism- single party state, only strong survive
- Failure of League of Nations- couldn’t prevent aggression
- Japanese imperialism- Matthew Perry opened trade with Japan; Japan sought more resource, invaded Manchuria in 1931
- Economic worldwide difficulties- Great Depression affected all countries worldwide

8.2 Recognize the negative patterns of an economic cycle (i.e., increase of unemployment, decrease of price level, excess inventory, decrease of production, repossession, increase of business failure, and bankruptcy).

8.3 Recognize the definitions of totalitarianism, fascism, communism, nationalism, and anti-Semitism.

- Totalitarianism- a theory of government in which a single party or leader controls the economic, social and cultural lives of its people
- Fascism- a political philosophy, movement, or regime that exalts nations and often race above the individual and that stands for a centralized autocratic government
- Communism- a theory or system of social organization based on the holding of all property in common, actual ownership being ascribed to the community as a whole or to the state
- Nationalism- social movement that focuses on the nation
- Anti-Semitism- prejudice and discrimination against Jewish people

8.4 Identify the changes in social and cultural life caused by the Great Depression and the
**Dust Bowl** (i.e., Hoovervilles, Bonus Army, migrations, worldwide economic depression, Democrat victory in 1932, widespread poverty, unemployment, religious revivalism).

- Hoovervilles - term used to describe makeshift shantytowns set up by homeless people during the Great Depression
- Bonus Army - group of WWI veterans who marched on Washington D.C. in 1932 to demand early payments for bonus promised them by Congress to be paid in 1945
- Migrations - people to California - known as Okies
- Worldwide economic depression caused by US Great Depression
- Democrat victory in 1932 - Franklin Roosevelt - NY
- Widespread poverty unequal distribution of wealth
- High unemployment and religious revivalism

8.5 **Interpret a timeline of major events from World War II.**

- 1931 - Japanese overrun Manchuria
- 1932 - FDR elected President of US
- 1933 - Hitler made chancellor of Germany
- 1935 - Italy invaded Ethiopia
- 1937 - Quarantine Speech
- 1938 - Germany annexes Austria - Anschloos
- 1939 - Germany invades Poland on Sept. 1 beginning WW2
- 1940 - Roosevelt wins 3rd term
- 1941 - Dec. 7, Pearl Harbor attacked by Japanese, Germany invaded Soviet Union

8.6 **Identify New Deal Programs/Initiatives** (i.e. Social Security, WPA, TVA, Indian Reorganization Act, FDIC, CCC, Wagner/Fair Labor Standards' Act).

- Social Security - 1935 - law set up a pension system for retirees, established unemployment insurance, and created insurance for victims of work related accidents
- WPA - provided work relief through various public works projects
- TVA - built dams on TN river valley to control flooding and generate electric power
- Indian Reorganization Act - Indians greater control over their affairs and provided funding for schools and hospitals
- FDIC - government agency that insures bank deposits, guaranteeing the depositors’ money will be safe
- CCC - provided young men with relief jobs on environmental conservation projects, including reforestation and flood control
- Wagner Act - abolished unfair labor practices, recognized the rights of employees to organize labor unions, and gave workers the right to collective bargaining

8.7 **Recognize World War II alliances**

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8.8 Analyze how World War II affected the American economy (i.e., women in the workforce, movement to urban centers, minority employment, post war G.I.Bill, rationing, childcare).

- Women in the workforce- take factory jobs because of men fighting
- Movement to urban centers- factories located in urban areas
- Minority employment- went to work
- Post war G.I. Bill- eased the return of WW2 veterans by providing education and employment aid
- Rationing- government controlled limits on the amount of certain goods that civilians could buy during wartime
- Childcare- set up childcare for women workers

8.9 Recognize the effect of the New Deal and World War II on Tennessee (i.e, the creation of Fort Campbell the Clarksville Base, Tennessee Valley Authority, Secretary of State Cordell Hull, Oak Ridge).

- Creation of Fort Campbell- training ground for troops
- TVA- rural electrification
- Secretary of the State- Cordell Hull- rejected demands by Japan, longest serving Secretary of the State
- Oak Ridge- secret city, Manhattan project

8.10 Evaluate the impact of the Manhattan Project. (i.e., the creation of Oak Ridge, Tennessee, nuclear proliferation, espionage, ethical debate, medical experimentation, Nagasaki, Hiroshima).

- Creation of Oak Ridge- hidden and secretive
- Nuclear proliferation- spread of nuclear weapons
- Espionage- an individual obtaining information that is considered secret of confidential without permission
- Ethical debate- drop bomb of might lose 1,000,000 American soldiers
- Medical experimentation- didn’t know how to treat survivors of the bomb
- Nagasaki- 2nd bomb, was the 3rd choice, could not drop on 2nd due to cloud cover, Little Boy name of bomb
- Hiroshima- 1st bombed, Enola Gay (plane named after pilot’s mother)

8.11 Interpret a political cartoon involving the New Deal.

- refer to page 410 in textbook

Era 9: Post World War II Era (1945-1970s)

9.1 Recognize differences among the victorious Allied Powers after World War II (i.e., capitalist, communist, military structure, individual differences).

- Capitalist wealth and means of producing wealth are privately owned
- Communist- a political system characterized by a centrally planned economy with all economic and political power resting in the hands of the central government

9.2 Distinguish social inequities in America in the post World War II era (i.e., racial segregation, generation conflict, gender equity, ethnic identification).

- Racial segregation- civil rights, Truman desegregated the military
- Puerto Ricans- same injustices as African Americans
- Native Americans- end tribal government, relocate to cities
9.3 Locate and label countries, using a map, dominated or threatened by Communism.
   • Communist nations - Soviet Union, China, Korea, Vietnam

9.4 Recognize the impact of technological and cultural changes on American society (i.e., Space Race, Hollywood, communication networks, mass media, medical advances, interstate highway system).
   • Space race - soviets beat us to space - Sputnik - 1st satellite
   • US 1st to moon - Apollo 11 - July 20, 1969
   • Hollywood - communist scare, television sitcoms, communication networks
   • Mass media - television stations, radio
   • Medical advancements - cortisone, 1st open heart surgery, pacemaker, Jonas Salk’s polio vaccine, artificial heart - Jarvik
   • Interstate highway system - Eisenhower, military use, transport of goods

9.5 Identify areas associated with American containment policies (i.e., Korea, Vietnam, Cuba, East and West Germany).

9.6 Recognize domestic impact of the Cold War on American society (i.e., McCarthyism, fear, conformity, counterculture, generation gap, highway system, consumerism).
   • McCarthyism - Joe McCarthy’s witch hunt for communists, said he had a list
   • Fear - Red Scare
   • Counterculture - Hippie revolution of the 60’s, free love
   • Generation gap - lack of understanding and communication between the older and younger generations
   • Consumerism - large-scale buying, much of it on credit

   • Plessey v. Ferguson - overturned by Brown v. B of Ed
   • Brown v. B of Ed - segregation a violation of Equal protection Clause
   • Miranda v. Arizona - citizens right to a fair trial
   • Gideon v. Wainwright - rights of the accused, provide legal council if can’t afford lawyer

9.8 Identify significant events in the struggle for Civil Rights (i.e. integration of Clinton High School in Clinton, Tennessee, the Clinton 12 and Governor Clement’s actions, Little Rock Central High, Montgomery Bus Boycott, Freedom Riders’ route, Birmingham bombings, Nashville lunch counters, Martin Luther King’s March on Washington speech, Civil Rights Act of 1964, Civil Rights Act of 1968, Great Society).
   • Clinton High School - 1st TN school forced to integrate
   • Clinton 12 - 12 black students who attended Clinton High School
   • Governor Clement’s actions - order state troopers and National Guard members to uphold Brown v. B of Ed ruling
   • Little Rock Central High - denied entrance to 9 black students in defiance of Brown v. B of Ed
   • Montgomery Bus Boycott - Rosa Parks arrested for sitting in white section of bus and refusing to move; African Americans refused to ride bus
   • Birmingham bombings - KKK bombed the 16th Street Baptist Church killing 4 little
• Nashville lunch counters- nonviolent campaign to end segregation at lunch counters- mostly African American college students from TSU and Fisk
• Martin Luther King’s March on Washington speech- “I Have a Dream”
• Civil Rights Act of 1964- outlawed racial segregation in schools, public places and employment
• Civil Rights Act of 1968- prohibited discrimination concerning the sale, rental or financing of housing based on race, religion and national origin
• Escobedo v. Illinois- criminal suspects have a right to counsel present during police interrogations under the 6th Amendment
• Great Society- social reforms created by Johnson to end poverty and racial injustice

9.9 Recognize the altered American approach to foreign policy (i.e., Bay of Pigs, Brinkmanship, Cuban Missile Crisis, peaceful coexistence).
  • Bay of Pigs- unsuccessful attempt to invade southern Cuba to overthrow Castro
  • Brinkmanship- practice of pushing a dangerous situation on the verge of disaster in order to achieve the most advantageous outcome
  • Cuban Missile Crisis- 1962 conflict between the US and the Soviet Union resulting from the Soviet installation of nuclear missiles in Cuba
  • Peaceful coexistence- theory developed by Soviet Union during the cold war; communist states could coexist peacefully with capitalist states

9.10 Match leading figures of the Civil Rights era with their respective groups and goals (i.e., Strom Thurmond, Eugene “Bull” Connor, George Wallace, Diane Nash, Betty Friedan, Martin Luther King Jr, Malcolm X, Stokely Carmichael, Albert Gore, Sr).
  • Strom Thurmond- spoke for 24 hours in attempt to stop the passage of Civil Rights Act of 1957, against segregation
  • Eugene “Bull” Connor- Police Commissioner of Birmingham; authorized use of fire hoses and attack dogs on peaceful protestors
  • George Wallace- Alabama governor, stood in front of door of building on University of Alabama to prevent African American students from entering; wanted to stop integration
  • Diana Nash- leader of students in the Nashville Lunch counter sit-ins
  • Betty Friedan- writer, activist, feminist, founder of the National Organization of Women (NOW)
  • Martin Luther King Jr.- African American civil rights leader
  • Malcolm X- African American radical; X represented lost African name, converted to Nation of Islam
  • Stokely Carmichael- black activist, honorary Prime Minister of Black Panthers
  • Albert Gore Sr.- did not sign Southern Manifesto which opposed integration- 1 of 3 from former 11 confederate states

9.11 Read and interpret Cold War documents (e.g., Truman's announcement of the dropping atomic bombs, the contrast between Eisenhower's farewell speech and Kennedy's speech at Kennedy's inaugural, Goldwater's 1964 party nomination acceptance speech, Johnson's Gulf of Tonkin declaration).
9.12 Identify the changes in the music industry brought about by Tennessee's influence (i.e., Grand Ole Opry, WSM, Nashville music publishing, Memphis Sun Studio & Stax Records, Elvis Presley).

- Grand Ole Opry - weekly country music radio program
- WSM - broadcasted the Grand Ole Opry, located in Nashville
- Nashville known for music publishing
- Memphis Sun Studio - birthplace of rock and roll
- “Million Dollar Quartet” - Elvis, Jerry Lee Lewis, Carl Perkins, Johnny Cash
- Stax Records - African American music, Memphis soil, biggest star - Otis Redding
- Elvis Presley - born in Tupelo, MS; King of Rock n’ Roll, Home in Memphis- Graceland

9.13 Evaluate socio-economic impact of the post World War II Baby Boomer generation (i.e., media, entertainment, sports, suburbia, education, and counterculture).

- Media/entertainment - introduced to television sitcoms that portray only stable families
- Sports - baseball popular
- Suburbia - families move out of cities, affordable housing, est. towns
- Education - money needed to meet demands of schools because of baby boomers; National Defense Education Act - produce more scientists and science teachers
- Counterculture - reaction against conservative social norms of the 1950’s, hippies

9.14 Analyze the advantages and disadvantages of increased global trade and competition on the U.S. economy

Era 10: The Contemporary United States 1968-present

10.1 Match innovators or entrepreneurs in the "new economy" (i.e., Sam Walton, Michael Dell, Ray Kroc, Lee Iacocca, Donald Trump, Bill Gates, Steve Jobs, Jeff Bezos).

- Sam Walton - Wal Mart
- Michael Dell - Dell
- Ray Kroc - McDonalds
- Lee Iacocca - Chrysler
- Donald Trump - Trump Organization - real estate
- Bill Gates - Microsoft
- Steve Jobs - Apple
- Jeff Bezos - Amazon.com

10.2 Recognize the roles of the key figures of Watergate (i.e., administration, investigators, media).

- Administration - Nixon’s advisors, staff broke in Democratic Headquarters
- Nixon resigned; Ford’s pardon of him very controversial
- Investigators - FBI, Senate Watergate Committee, House Judiciary Committee and press
- Medical - hearings were broadcast every 3rd day
- “Deep Throat” - pseudonym for secret informant to Bob Woodward of Washington Post about involvement of Nixon’s administration in Watergate Scandal
10.3 Use a timeline to identify America's interest and participation in Southeast Asia since World War II.

10.4 Compare and contrast the Reagan and George H.W. Bush administrations with the Clinton administration and the nature of their respective political opposition (i.e., economic, domestic, budgets, foreign policy, ethics, and generational values).

Reagan
- supply side, reduce taxes, people will work and have more to spend, causing economy to grow
- Domestic- opposed abortion, cut programs that assisted mothers, children and minorities
- Budget- budget deficit, government debt rose, cuts in federal spending
- Foreign policy- containing the soviet Union, stop spread of communism
- Ethic- religious views, Equal Access Act- public secondary schools to allow any group equal access to school facilities; opposed to Roe v. Wade
- Generation values- conservative

George H.W. Bush
- Economics- cut government spending- “Read my lips, no new taxes”
- Domestic- budget deficit, Americans with Disabilities Act o 1990; Clean Air Act
- Budget- deficit, cut taxes
- Foreign policy- Panama- Manual Noriega- traffic drugs to US; Persian Gulf; Fall of Soviet Union- Berlin Wall; NAFTA (blocked by Congress)
- Ethics- conservative

Bill Clinton
- Economics- economic boom, budget surplus, cut taxes on middle class
- Domestic- Family and Medical Leave Act o 1993; Brady Bill, “Don’t Ask, Don’t Tell” policy; Healthcare reform
- Foreign policy- signed 270 free trade agreements; GATT, WTO; America joined NAFTA
- Ethics- Monica gate, Gay Rights, Women’s rights
- Generational values- liberal

10.5 Analyze the advantages and disadvantages of increased global trade and competition on the U.S. economy (i.e. NAFTA treaty, import quotas, free trade agreements)

- NAFTA- (pros) world’s largest trade area; increase in trade; increase in US Agricultural exports; increase in foreign direct investment
- (cons)- loss of US jobs, loss of US wages, worker exploitation, Mexican farmers out of business
- import quotas- (pros)- limit on quantity of goods imported in to a county
- (cons)- corruption, smuggling, higher prices
- free trade agreements- (pros)- trade goods without taxes
- (cons)- domestic industries have reduction in profits due to lower prices of imported goods