## Big Idea/Topic

**Conflict between Ukraine and Russia in 2022**

### Connecting Theme/Enduring Understanding:

**Beliefs and Ideals:** The student will understand that the beliefs and ideals of a society influence the social, political, and economic decisions of that society.

**Conflict and Change:** The student will understand that when there is conflict between or within societies, change is the result.

**Culture:** The student will understand that the culture of a society is the product of the religion, history, beliefs, customs, traditions, and government of that society.

**Location:** The student will understand that location affects a society’s economy, culture, and development.

### Essential and Supporting Questions:

- **EQ:** What is worth fighting for?

- **Supporting Questions:**
  1. Why is there conflict between Russia and Ukraine?
  2. How could the conflict impact the rest of the world (e.g. United States, Europe, Asia, Africa)?

## Standard Alignment

### SIXTH GRADE

**SS6H3** Explain conflict and change in Europe.
- c. Explain how German reunification contributed to the collapse of the Soviet Union and led to the end of the Cold War.

**SS6G7** Locate selected features of Europe.
- b. Locate on a world and regional political-physical map the countries of France, Germany, Italy, Russia, Spain, Ukraine, and United Kingdom.

**SS6G8** Explain environmental issues in Europe.
- c. Explain the causes and effects of the nuclear disaster in Chernobyl, Ukraine.

**SS6G9** Explain the impact of location, climate, natural resources, and population distribution on Europe.
- a. Compare how the location, climate, and natural resources of Germany, the United Kingdom and Russia impact trade and affect where people live.

**SS6E8** Analyze the benefits of and barriers to voluntary trade in Europe.
- a. Explain how specialization encourages trade between countries.
- b. Compare and contrast different types of trade barriers such as tariffs, quotas, and embargoes.
c. Explain why international trade requires a system for exchanging currencies between nations.

SEVENTH GRADE

SS7E2 Explain how voluntary trade benefits buyers and sellers in Africa.
  a. Explain how specialization encourages trade between countries.
  b. Compare and contrast different types of trade barriers, such as tariffs, quotas, and embargoes.
  c. Explain why international trade requires a system for exchanging currencies between nations.

SS7E5 Explain how voluntary trade benefits buyers and sellers in Southwest Asia (Middle East).
  a. Explain how specialization encourages trade between countries.
  b. Compare and contrast different types of trade barriers, such as tariffs, quotas, and embargoes.
  c. Explain why international trade requires a system for exchanging currencies between nations.
  d. Explain the primary function of the Organization of Petroleum Exporting Countries (OPEC).

SS7E8 Explain how voluntary trade benefits buyers and sellers in Southern and Eastern Asia.
  a. Explain how specialization encourages trade between countries.
  b. Compare and contrast different types of trade barriers, such as tariffs, quotas, and embargoes.
  c. Explain why international trade requires a system for exchanging currencies between nations.

EIGHTH GRADE

SS8H12 Explain the importance of developments in Georgia since the late 20th century.
  d. Analyze Georgia’s role in the national and global economy of the 21st Century, with regard to tourism, Savannah port expansion, and the film industry.

Connection to Literacy Standards for Social Studies and Social Studies Matrices

Reading and Writing Standards
L6-8RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources.
L6-8RHSS4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
L6-8WHST9: Draw evidence from informational texts to support analysis reflection, and research.

Map and Globe skills
6. use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps
7. use map to explain impact of geography on historical and current events
10. compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities.

Information Processing Skills
4. distinguish between fact and opinion
5. identify main idea, detail, sequence of events, and cause and effect in a social studies context
7. interpret timelines, charts, and tables
Instructional Design

*This lesson has a flexible timeline and will cross over several days. It is adaptable for Sixth, Seventh, and Eighth Grade Social Studies.

This lesson is intended to reach students in a virtual setting or face to face setting whether they are plugged or unplugged. See the lesson checklist for the unplugged variation.

Overview: Given our reliance on technology and the availability of information 24-hours a day, your students have likely heard, read, or watched something regarding the 2022 Russian invasion of Ukraine. It is likely that the information students have received has included sensationalized terms and possibly images that are graphic in nature. This has likely impacted your students’ understanding of the recent events. This lesson is designed to allow students to explore the historical background of the conflict and potential European impact.

*Of note, some students may be anxious if they have family members that have fought in war, been near conflict, or who have family in the region. They may also assume that the Russia-Ukraine conflict would elicit the same response by the U.S. as the Global War on Terrorism. This lesson plan provides the historic content for students to understand the current conflict.

Points to consider for the teacher:

When referring to the region, know that “Ukraine” and “the Ukraine” have different meanings. "The Ukraine" is incorrect both grammatically and politically, says Oksana Kyzyma of the Embassy of Ukraine in London. "Ukraine is both the conventional short and long name of the country," she says. "This name is stated in the Ukrainian Declaration of Independence and Constitution."

The use of the article relates to the time before independence in 1991, when Ukraine was a republic of the Soviet Union known as the Ukrainian Soviet Socialist Republic, she says. Since then, it should be merely called Ukraine. Source: Ukraine or the Ukraine: Why do some country names have 'the'? June 7, 2012

Part 1: Opening Activity: “What is worth fighting for?”

The first step is to clarify the question. This activity is designed for students to unpack and make connections to the vocabulary of the question. Display the question to the whole class and ask what words they need to know in order to answer the question. As they identify each word, have the class share definitions, synonyms, and examples and write those on the board. The ideas they share don’t have to be rooted in the course work. It’s better if they share from their own knowledge and experience. Students should explore the meaning of the words together in multiple contexts. Hearing other students’ ideas informs their own thinking and the lens they use to explore the information in the lesson. For example, if students identified fighting, they might share things like:

- arguments where students or siblings yell at or hit each other
- fighting in a legal or court battle
- conflicting ideas like picketing or marching
- wars such as WWI, WWII, Cold War, etc.
- propaganda posters or commercials that take shots at competitors
- etc.

Key words students should explore while unpacking the question are: fighting (this could mean physical or non-physical, ideologies, etc.), worth (value, something you prize), and what (person, place, thing, idea, ability,
freedom). If they don’t identify all of the key words, you may need to pull those out yourself or with additional questions.

Finally, have students rewrite the question in their own words without using any of the underlined words. Have a few students share their newly worded question with the class. Their questions are a good indicator of lesson readiness.

The next step is to show a brief overview video that gives students some context for the lesson. To understand the invasion, one must first understand the history of Russia and Ukraine. “The Russia-Ukraine Conflict Explained” by Nightly News: Kids Edition provides a four-minute explanation, the geographic location of Ukraine (and a size comparison to Texas), as well as the significance of its neighbor to the east, Russia.

Ask students to put on their geographer and political scientist hats and write down what they wonder as they watch the video. After they watch the video, ask students to share some of their questions.

Video Note: Start the video at 1min, 33 secs; it is important to stop the video at 5 min, 16 secs because the next section goes into unrelated information about COVID. “The Russia-Ukraine Conflict Explained” video.

Differentiation Note: If your students follow the news and already have some knowledge of what is going on, you could skip the video and give them time to write down and share their questions.

Part 2: Think-Collaborate-Share

Think: Provide students with the NATO map (pg. 10) and the See-Think-Wonder Graphic Organizer (pg. 11) or have students create a similar organizer in their visual/interactive journal. Give them 5 minutes to consider the NATO map and complete the first column of the graphic organizer.

Map Game Note: The link included with the NATO map for the map game no longer works. While the map game was not necessary for the lesson, as an alternative students could explore the interactive NATO ON THE MAP (https://www.nato.int/nato-on-the-map/) to learn more about NATO, how the Alliance works and how it responds to today’s security challenges.

Collaborate: Put students in small groups. Instruct students to share their answers from the first column within their group while. While sharing, students should compare and contrast their answers. They should add new information to the second column, and place a tally make in the first column when they hear a thought similar to one they wrote in the first column. Give students 5-7 minutes to share answers.

After everyone shares their information, ask students to look at all the responses and rank them based on how important they are to answering the essential question, “What is worth fighting for?” Each group will then select a group spokesperson who will share out their top three responses. Give groups 3-4 minutes for this task.

Share: Each spokesperson will share their group’s top three responses with the class. The teacher will collect class responses on the board as students fill in in column 3 of their graphic organizer.

After every group has shared out, ask students to individually write 4 sentences on the back of the graphic organizer or in their journal that connect two or more of the terms below. This could be done at home or as an exit ticket.

- Soviet Union
- diplomacy
- Russia
- Ukraine
- Member nation
- NATO
- invaded / invasion
- impact on the US
- allies / allied / alliance
Examples:

1. Ukraine used to part of the Soviet Union.
2. Russia is upset that Ukraine wants to join NATO.
3. The invasion will have an impact on Europe.

Students can use words more than one time as long as they are using them for different reasons.

Part 3: Transition into Exploring History

As a hook, ask students to take the sentences they wrote at the end of Part 2 above and walk to a person they did not work with in the previous activity. Give them 2 minutes to share sentences with each other, listening for similarities and differences. If time allows, allow them to switch partners one more time for 2 two minutes. Then lead a class discussion asking students to reflect on what they have learned about the conflict between Ukraine and Russia. Guiding Questions: What were some similarities in learning? What are some ideas your partner mentioned that you didn't have?

Simulation: In this section of the lesson, students are asked to play the role of an Intelligence analyst. Each team of analysts will receive an information packet and will be asked to prepare a report in PowerPoint for the Director of National Intelligence who will include this in the President’s daily briefing.

Note to the Teacher: Though the instructions do not explicitly ask students to answer the questions below, they will explore the ideas as they research the sources and complete the graphic organizer. They could be used as follow up questions for a whole group discussion or as exit tickets.

- What was the Soviet Union and why did it collapse?
- What is NATO and how does it function?
- What is diplomacy?
- What is the history of conflict between Russia and Ukraine?
- Why did Russia annex Crimea (previously part of Ukraine) in 2014?
- Why did Russia invade Ukraine in 2022?

Give each student the attached “Russia & Ukraine: Conflict & Impact” graphic organizer (pg. 12-13) or have them create a similar format in their visual/interactive journal. Give each group a packet with the sources below (pg. 14-16). Allow students to divide the sources among group members, analyze documents individually and share information in jigsaw fashion within the group.

Note: As you model how to complete the graphic organizer with your students, make sure to call attention to the spaces in between the events. They should use this space to write a sentence about how these events in history are connected.
Part 4: Assessing the Impact & Making Connections

In this part of the lesson, students will use the “4 Hat Thinking” of a historian, geographer, political scientist, and economist (also known as disciplinary thinking) to ask questions about and assess the potential global impacts of the Russia-Ukraine conflict using current events articles.

4 Hat Thinking Think-Pair-Share: To introduce 4 Hat Thinking, write the following words on the board: historian, geographer, political scientist, and economist. Have students discuss the following questions with a partner for 1-2 minutes: How would you describe these different types of people? What do they do? What are they interested in?

Next, call on each pair to share out what they discussed for one of the four disciplines. Each pair should share new information, so they must listen to what others have said so as not to repeat information. As each pair shares, record theirs answers on the board next to the appropriate discipline: historian, geographer, political scientist, and economist.

4 Hat Thinking Questions: Next, hand out the “4 Hat Thinking Questions” (pg. 16). Have students cut out the questions and sort them into groups based on what questions they think each of the disciplines would ask. Give students 5 minutes to work individually or in pairs to complete the sorting task. If you don’t have time for students to cut out and sort the questions, they can mark H for historian, G for geographer, PS political scientist, and E for economist next to each question that corresponds to their discipline.

Have each pair share out how they sorted one of their questions and why. After a pair shares their question and reasoning, ask the rest of the class to raise their hands if they agree with how the pair sorted the question. Continue with around the room with each pair sharing a different question until all questions have been discussed.

Once everyone has shared, display the “4 Hat Thinking Questions” poster (pg. 17) on the board. Clarify any confusions students may still have about the types of questions each “hat” may ask.

Extension: You could also encourage students to propose their own 4 Hat Thinking questions by asking them what other types of questions each discipline might ask.

Current Events Articles: Tell students they will be applying their “4 Hat Thinking” to the current conflict between Ukraine and Russia. Students can pick an article that applies to a region they have studied this year. Provide a wide selection of reliable sources for students to choose from, for example:

- Council on Foreign Relations: How Asia Is Responding to Russia’s Invasion of Ukraine
- Washington Post: Asia-Pacific leaders warn of nuclear risk as they condemn Russian invasion of Ukraine
- AP News: Russian war in world’s ‘breadbasket’ threatens food supply
- African Business: How will the Russia-Ukraine war affect Africa?
- NTV Kenya: Russia-Ukraine Conflict: Kenya’s Ambassador Martin Kimani’s viral speech at the UN
- India faces dilemma in Russia-Ukraine conflict https://asiatimes.com/2022/03/india-faces-dilemma-in-russia-ukraine-conflict/
- NPR: How Russia’s invasion of Ukraine could impact you
- Council on Foreign Relations: How Bad Is Ukraine’s Humanitarian Crisis?
- Navy Times: A ‘persistent, proximate threat’: Why the Navy is preparing for a fight under the sea (connection to Kings Bay Naval base in Georgia)
**Thinking Notes:** After students have selected an article but before they begin to read, have them write the question “What is the global impact of the Ukraine-Russia conflict?” at the top of their article. Tell students they will be looking for evidence to answer this question as they read.

Pass out the individual guidelines for Thinking Notes (pg. 19) and display the Thinking Notes anchor chart (pg. 20) on the board. Choose an article to model how to close read and annotate using the Thinking Notes. You might read one paragraph from the article out loud twice. On the first read, only circle words you don’t know and mark question marks by the ideas that are confusing. Model how to clarify confusing words and ideas with appropriate supports (ex. dictionary, turning to a partner, asking the teacher, etc.). On the second read, focus on finding evidence (for the purpose of reading – What is the impact of the Ukraine-Russia conflict?) and making connections to other issues or events.

Give students 15-20 minutes to individually read their article and mark the text using the Thinking Notes.

**4 Hat Thinking Graphic Organizer:** After students have read their article and marked the text, hand out the 4 Hat Graphic Organizer (pg. 18). Remind students of the 4 Hat Thinking questions they discussed at the beginning of the lesson. Tell them that they are going to “wear” each one of these “hats” as they consider the evidence they underlined in their article to support the question “What is the global impact of the Ukraine-Russia conflict?”.

Have students evaluate the evidence from their article and sort it into the appropriate “hat” on their 4 Hat Thinking graphic organizer. Does the piece of evidence represent a historic, geographic, political, or economic impact? What questions might each “hat” have about this impact? Give students 10-15 minutes to complete the graphic organizer individually or in pairs.

**Teaching Notes:**
1) The same evidence could be sorted under different “hats” for different reasons.
2) Before students get started, make sure to model how you would sort evidence onto the graphic organizer. You could use a couple pieces of evidence you underlined when modeling the Thinking Notes in the step above.

Closing with the +1 Routine: After completing their 4 Hat Graphic Organizer (pg. 18), have students pass their papers to the right. Taking 1-2 minutes, each student reads through the graphic organizer in front of him/her and adds one new thing to the list. The addition might be an elaboration (adding a detail), a new point (adding something that was missing), or a connection (adding a relationship between ideas).

Repeat this process at least two times.

Return the graphic organizers back to the original owner. Allow students to read through and review all the additions that have been made on their sheets. At the same time, they may add any ideas they have picked up from reading other’s sheets that they thought were worthwhile.
Exit Ticket: As an exit ticket, have each student write down the most important global impact the Ukraine-Russia conflict is having and explain why it is such an important historic, political, geographic, or economic impact. Make sure they include the “hat” in their reasoning.

Part 5: The Brief (Closing)

The Briefing: Instruct students to prioritize the information they learned from the day’s lesson into a maximum of 4 slides as the President’ does not have much time to consider their information in his briefing. The briefing they prepare should:

- Include the MOST important information about the conflict between Ukraine and Russia
- Provide relevant visuals to support the information they share
- Prepare to defend the information they select as the MOST important

If there is time students can present to the class, record through video or written form their information and argument to submit to the teacher.

Alternate Closing/Opportunity for Extension:

Viewpoints Discussion: In their Analyst groups, have students facilitate a discussion on viewpoints. Students will discuss answers to the question “What is worth fighting for?” from the perspective of each of the groups identified below:

1. Ukraine
2. Russia
3. NATO
4. The United States
5. Country of student’s choice (ex. China, India, Kenya, Germany, etc.)

As they examine the question from each perspective, they should also generate a question from the perspective of one group that they would ask of another group.

Included below are additional sources that can be used to extent the learning.

1. In-depth review of the expansive history of the Soviet Union & modern-day Russia: https://www.history.com/topics/russia/history-of-the-soviet-union
Ideas for Differentiation:

Our goal is for all students to be actively engaged using speaking, writing, illustrating, reading, and listening. Below are changes to the lesson to help achieve that goal for students who need additional support. Note: Be careful using these lessons for all students. If students are able to complete the activities on their own, it would be best to let them do this independently.

- In the simulation, consider assigning sources to specific students to ensure the world is challenging and achievable instead of letting the group divide the source material among themselves.
- Consider including appropriate images and additional maps of the region to facilitate access to the content using the “Visual Support Source Set.”
- Consider using the graphic below to increase accessibility for your English Learners.

Evidence of Student Success

Information for diagnostic, formative, and summative assessments are described within the Instructional Design.

Engaging Families

Materials included to support unplugged learners: Lesson Checklist, NATO Map, Sources 1-5, Russia-Ukraine Graphic Organizer, Russia-Ukraine Conflict & Impact Worksheet, Visual Support Source Set.

Optional materials to support learning not included: blank paper/journal, writing utensils, highlighter, colored pencils
Ukraine-Russia Conflict 2022 Lesson Checklist

Part 1: Clarifying the Question

☐ The goal of this lesson is to answer the question What is worth fighting for?
  - Write the question in your journal/interactive notebook. Underline the words in the question you need to know in order to answer the question.
  - Write down what you think those words mean, give some examples. For instance, if you underlined fighting you might write: people punching each other in boxing, marching with a group of people for a cause, or wars like the Civil War or WWII.
  - Rewrite the question in your own words, but don’t use any of the words you underlined.

☐ The topic of this lesson is the conflict between Ukraine and Russia. Think about what you know or have heard about this conflict. In your notebook, create 2 sections, one for geographer hat questions and one for political scientist hat questions—these are questions a geography or political scientist might about the conflict. Write down some questions you have in your interactive notebook or journal in the appropriate section.

Part 2: Think-Collaborate-Share

☐ Using the NATO map of Member Nations, take 5 minutes to consider the artifact and complete the first column of the Russia-Ukraine graphic organizer. Here are some questions that might help guide your thinking:
  - What does the legend in each map tell the viewer as an historian, geographer, economist, or political scientist?
  - Is each part of the world represented in the same way? What could that mean to specific countries?
  - How does “geography” play a role in where the countries are located, the political beliefs of a country, and who their allies are?
  - Would the size of a country matter? Why or why not?

☐ Show the map to a friend or an adult, ask them what they see, what they think, and what they wonder. Follow the instructions in the second column and record their responses.

Part 3: Transition into Exploring History

☐ Pretend that you are an Intelligence Analyst, you’ve been tasked with preparing a brief for the President on the conflict between the Ukraine and Russia. Complete the Ukraine and Russia: Conflict and Impact worksheet by reading and researching the source material provided.

☐ Use your research to prepare a brief for the President that includes only the 4 ideas that you think are the MOST important information share. Write those ideas in your journal, and explain to your teacher why you chose to include each idea.
Part 4: Assessing the Impact & Making Connections

☐ Think about the following 4 types of people: historians, geographers, political scientists, and economists.
  o How would you describe these different types of people? What do they do? What are they interested in?

☐ Cut out the questions on the 4 Hat Thinking Questions page.
  o Sort the questions into groups based on the questions you think each type of person (historians, geographers, political scientists, and economists) would ask.
  o When finished sorting, compare each pile to the 4 Hat Thinking poster to check your answers.
  o What other questions do you think each “hat” would ask?

☐ Find a current events article about the impact of the Ukraine-Russia conflict from a reliable source such as AP News, the NPR, the Council for Foreign Relations, etc.
  o Write the following question at the top of the article: What is the global impact of the Ukraine-Russia conflict?
  o As you read the article, mark your article with your thinking using the symbols from the Thinking Notes guide. Make sure to underline evidence that helps you answer the question you wrote at the top of the article: What is the global impact of the Ukraine-Russia conflict?

☐ Use the evidence you underlined from your article to fill out the 4 Hat Thinking graphic organizer.
  o As you look at the underlined evidence, ask yourself - Does the piece of evidence represent a historic, geographic, political, or economic impact? What questions might each “hat” have about this impact? *Hint, some pieces of evidence could go in multiple places for different reasons.

Part 5: The Brief (Closing)

☐ Knowledge checkpoint: Write 4 sentences in your journal that connect 2 or more of the terms below. You can use words more than one time as long as they are used for different reasons.
  o Soviet Union
  o diplomacy
  o Russia
  o Ukraine
  o Member nation
  o NATO
  o invaded / invasion
  o impact on the US
  o allies / allied / alliance

Sentence examples:
  1. Russia is upset that Ukraine wants to join NATO.
  2. Ukraine used to part of the Soviet Union.

☐ Let’s close out the lesson by answering the essential question “What is worth fighting for?” In your journal, create a section for each of the groups identified below. In each section, write the answer to the essential question from the perspective of that group AND write one question that group might want to ask another group.
  o Ukraine
  o Russia
  o NATO
  o The United States
  o Choose another country your read about during this lesson)

☐ How would you answer the question What is worth fighting for?
Russian – Ukraine: See-Think-Wonder Graphic Organizer

Name: _______________________________ Date: ___________

Step 1: Work independently using the artifact (map, images, text, etc.) to fill in the first column.
Step 2: In your small group, as each person shares, complete the second column.
Step 3: With the whole class, as each group shares, complete the third column.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What do you see, think, wonder about the artifact?</strong></td>
<td><strong>What are you hearing about what others in your group see, think, wonder about the artifact?</strong>&lt;br&gt;As you hear other people share, put a tally mark in your column every time someone shares a thought you had already written there.</td>
<td><strong>What are you hearing about what other groups see, think, wonder about the artifact?</strong>&lt;br&gt;As you hear other people share, put a tally mark in your column every time someone shares a thought you had already written there.</td>
</tr>
<tr>
<td>See</td>
<td>Tally</td>
<td>See</td>
</tr>
<tr>
<td>Think</td>
<td>Tally</td>
<td>Think</td>
</tr>
<tr>
<td>Wonder</td>
<td>Tally</td>
<td>Wonder</td>
</tr>
</tbody>
</table>
Russia & Ukraine: Conflict & Impact

Collapse of Soviet Union

WHO?
WHAT/HOW?
WHERE?
WHEN?
WHY (does it matter)?

Connection between events

Ukraine Gains Independence

WHO?
WHAT/HOW?
WHERE?
WHEN?
WHY (does it matter)?

Connection between events

NATO Expands

WHO?
WHAT/HOW?
WHERE?
WHEN?
WHY (does it matter)?
Connection between events (see previous page)

Russia Annexes Crimea

WHO?
WHAT/HOW?
WHERE?
WHEN?
WHY (does it matter)?

Connection between events

Russia Invades Ukraine

WHO?
WHAT/HOW?
WHERE?
WHEN?
WHY (does it matter)?

Connection between events

Potential Global Impact

WHO?
WHAT/HOW?
WHERE?
WHEN?
WHY (does it matter)?
4 Hat Thinking Questions

Sort the questions below into groups based on the types of questions you think the following people would ask: a **historian**, **geographer**, **economist**, and **political scientist**.

Be ready to explain why you grouped the questions like you did.

<table>
<thead>
<tr>
<th>How could people resolve conflict?</th>
<th>What happened when?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why do people move from place to place?</td>
<td>Why did something in the past happen?</td>
</tr>
<tr>
<td>How do people use the resources of the earth?</td>
<td>What does that map show us?</td>
</tr>
<tr>
<td>Why do we have trade?</td>
<td>How could people work together?</td>
</tr>
<tr>
<td>What is the role of government?</td>
<td>How does scarcity affect decisions?</td>
</tr>
<tr>
<td>What has changed?</td>
<td>How do people get goods and services?</td>
</tr>
<tr>
<td>What has stayed the same?</td>
<td>How does location (physical and political features) shape people’s lives?</td>
</tr>
<tr>
<td>What impacts people’s standard of living (ex. jobs, education, housing, healthcare, etc.)?</td>
<td>How was life in the past different from life today?</td>
</tr>
<tr>
<td>What kinds of rules or laws do we have?</td>
<td>How do we know about the past?</td>
</tr>
<tr>
<td>What kind of rules do we need?</td>
<td>What makes a good citizen?</td>
</tr>
<tr>
<td>What encourages entrepreneurship?</td>
<td></td>
</tr>
</tbody>
</table>
4 Hat Thinking
Below are examples of questions to encourage disciplinary thinking, such as that done by historians, geographers, political scientists / citizens, and economists

**HISTORIAN**
- How was life in the past different from life today?
- How do we know about the past?
- Why did something in the past happen?
- What happened when?
- What has changed? What has stayed the same?

**GEOGRAPHER**
- What does that map show us?
- How do location (physical and political features) shape people’s lives?
- Why do people move from place to place?
- How do people use the resources of the earth?

**POLITICAL SCIENTIST**
- What kinds of rules or laws do we have/need?
- What makes a good citizen?
- How could people work together?
- How could people resolve conflict?
- What is the role of government?

**ECONOMIST**
- How do people get goods and services?
- How does scarcity affect decisions?
- Why do we have trade?
- What impacts people’s standard of living (ex. jobs, education, housing, healthcare, etc.)?
- What encourages entrepreneurship?
4 Hat Thinking

Use the areas below to record your thinking about the issue or events. What different questions would a historian, geographer, political scientist, or economist ask about this issue? What information would be important to them? What impacts or effects would they pay attention to?

HISTORIAN

GEOGRAPHER

POLITICAL SCIENTIST

ECONOMIST
Thinking Notes

Do I know my purpose for reading?
If I don’t, I need to check in with the teacher.
Write the purpose at the top of your reading.

word
a word I don’t know

? I have a question about this

! Wow! This is surprising!

#___ I make a connection with this. This reminds me of. . .

word text evidence (supports my purpose reading)
Thinking Notes

Do I know my **purpose** for reading?
If I don’t, I need to check in with the teacher.

**word**  a word I don’t know

?  I have a question about this

!  Wow! This is surprising!

#_____  I make a connection with this.
This reminds me of. . .

**word**  text evidence
(supports my purpose for reading)
Source 1 - The Soviet Union

What was the Soviet Union?

The Soviet Union is another shorter name for Union of Soviet Socialist Republics (USSR). The USSR was formed in December 1922 and became the world’s first Communist state. It collapsed in December 1991. Its collapse marked the end of the Cold War with the United States.

The Soviet Union stretched from the Baltic and Black seas to the Pacific Ocean. As its name suggests, the USSR consisted of 15 Soviet Socialist Republics: Armenia, Azerbaijan, current day Belarus, Estonia, Georgia, Kazakhstan, current day Kyrgyzstan, Latvia, Lithuania, current day Moldova, Russia, Tajikistan, Turkmenistan, Ukraine, and Uzbekistan [see Figure 1].

The capital of the USSR was Moscow, which is now the capital of Russia. As the biggest and most powerful republic in the former USSR, Russia is often perceived as trying to bring former Soviet Socialist Republics “back to Russia.”

At its height, the Union of Soviet Socialist Republics was one of the world’s most powerful countries and the largest country in terms of land size. The USSR also had some of the most diverse countries, with more than 100 distinct ethnic groups living within its borders. Most of the population, however, was made up of East Slavs (Russians, Ukrainians, and Belorussians). Together, these three groups made up more than two-thirds of the total Soviet population in the late 1980s, shortly before the union’s collapse.


Why Did it Collapse?

The collapse of the Soviet Union stemmed from economic difficulties and political disagreements from within. As part of the Cold War in the 1980s, the United States cut off the Soviet economy from the rest of the world. The USSR's oil and gas revenue dropped dramatically. The decrease in the country’s income was hardest on the common citizen, who did not have basic necessities. Citizens’ anger increased towards the USSR leaders who consumed much of the republic’s wealth.

When Mikhail Gorbachev came to power in 1985, he attempted to make changes and open up the USSR. He tried to increase wealth throughout the Soviet republics and improve relations with the West to “thaw the Cold War”. However, Gorbachev’s economic efforts were slow to take hold. And with the newfound freedoms from Gorbachev’s political reforms, some Soviet states pushed harder for independence from the USSR.


Beginning in 1989, conflict developed between USSR leaders and some of the Soviet Socialist Republics wanting freedom. Many of the issues involved the power of the USSR over the republics. The ethnic groups in these republics saw themselves as different from the Russians who controlled them. They demanded more control to rule their republic as they wanted. By December 1991, several of the republics were demanding independence and three of the republics (Estonia, Latvia, and Lithuania) had achieved independence.

On December 8, 1991, the USSR officially dissolved. The newly elected leaders of Russia, Ukraine, and Belarus signed an agreement to create the Commonwealth of Independent States (CIS) to replace the USSR. Realistically, the CIS has not been successful at coordinating relations among many of the former Soviet Socialist Republics.
Figure 1 Map of the former USSR, Source: https://www.britannica.com/place/Soviet-Union

Autonomous Republics of the U.S.S.R.

1. Mordvinian A.S.S.R.
2. Chuvash A.S.S.R.
3. Mari A.S.S.R.
4. Tatar A.S.S.R.
5. Udmurt A.S.S.R.
6. Abkhaz A.S.S.R.
7. Adzhur A.S.S.R.
8. Nakhichevan A.S.S.R.
10. Severo-Ossetian A.S.S.R.
11. Chechen-Ingush A.S.S.R.
12. Dagestan A.S.S.R.
What is the History of Conflict between Ukraine and Russia?

**Ukraine Gains Independence:**

In January 1990, before the official collapse of the USSR, Ukrainians express their goal to gain independence. Through a series of events in July through August of that year, the new Ukrainian parliament called The Rada votes for independence from the Soviet Union. They declare independence in December 1990, making their independence official.

In 1992, Ukraine formally establishes relations with NATO, but does not join.

**December 1994:** After the Soviet Union's collapse in late 1991, Ukraine was in possession of the world's third-largest nuclear stockpile. In a treaty called the **Budapest Memorandum**, Ukraine agreed to trade away its nuclear weapons. In exchange, the three other treaty signers — the U.S., the United Kingdom, and Russia — would "respect the independence and sovereignty and the existing borders of Ukraine."

*Figure 2 - Signing of the Budapest Memorandum, Source: [https://www.npr.org/2022/02/12/1080205477/history-ukraine-russia](https://www.npr.org/2022/02/12/1080205477/history-ukraine-russia)*
2008: Talk of Joining NATO Spreads Discontent

In January 2008, Ukrainian’s President (Vicktor Yushchenko) and Prime Minister (Yulia Tymoshenko) at the time requested that Ukraine be granted a "membership action plan," the first step in the process of joining the NATO alliance. Former U.S. President George W. Bush supported Ukraine’s membership, but France and Germany opposed it after Russia voiced disapproval.

In April 2008, NATO responded by promising that Ukraine will one day be a member of the alliance, but does not begin the membership action plan. [See Source 3 – NATO for more information]

In 2009, Russia used its power to stop the flow of natural gas to Ukraine after the two countries could not agree on prices. Other eastern and central European countries rely on these pipelines flowing through Ukraine to receive gas imports from Russia.

2014: Russia Annexes Crimea (A timeline of Major Events)

Crimea is a region neighboring Ukraine to the south [see Figures 4 and 5]. While a majority of Crimea’s population is ethnic Russian, the country has been mostly under Ukrainian rule since Soviet times.

In 2014, Russia annexed Crimea. Annexation is when a country uses force to claim control over an another area that wasn’t under its control before.

The annexation of Crimea began with events in Ukraine in 2013. In November 2013, protests broke out in Ukraine’s capital city of Kyiv against the Ukrainian President, Viktor Yanukovych. The protestors were angered when Yanukovych rejected a deal for greater economic partnership with the European Union. State security forces violently cracked down on protesters. This show of force drew greater numbers of protesters and escalated the conflict. Sensing his unpopularity, President Yanukovych fled Ukraine in February 2014.

In late February 2014, during a secret meeting with his officials, Russia President Vladimir Putin discussed the need to bring Crimea back under Russian rule and to protect the rights of Russian citizens living in Crimea and southeast Ukraine. On February 24, 2014, “little green men” (Soldiers believed to be Russian wearing unmarked green uniforms and carrying modern Russian military weapons and equipment) deployed to Crimea.

*Note: A year later (March 2015), Russian President Vladimir Putin admitted that the soldiers were Russian.
In March 2014, Russian troops officially entered Crimea and took control of important locations.

On March 18, 2014, Russia formally annexed (took control of) Crimea as two Russian federal subjects (the Republic of Crimea and the federal city of Sevastopol) after a local vote suggested a large majority of Crimeans wanted to join the Russian Federation. However, the results of the vote remain disputed.

![Figure 4 Map of Crimea and Sevastopol](https://www.bbc.com/news/world-europe-31796226)

On **May 11, 2014**, two pro-Russian regions of Ukraine (Donetsk and Luhansk) also held votes to declare independence from Ukraine [see Figure 5].

![Figure 5 Areas in red have broken off from Ukraine. Source:](https://www.cnn.com/2022/02/24/europe/ukraine-visual-explainer-maps/index.html)
Source 3 - NATO

What is NATO

The North Atlantic Treaty Organization (NATO) was formed in April 1949. The goal of the original member nations was to counter the strength of Soviet armies stationed in central and eastern Europe after WWII. NATO’s present purpose is to “guarantee the freedom and security of its members” usually through political and military means.

There are currently 30 NATO member countries [see Figure 6] including: Canada, France, Germany, Italy, Spain, Turkey, the United Kingdom, and the United States. The organization attempts to use diplomacy as a way to solve problems, build trust, and prevent conflict. Diplomacy is the practice of sending representatives of different groups to talk through their issues in order to keep peaceful relationships between countries.

If diplomacy fails and conflict breaks out, then NATO has the military power to conduct what it calls crisis-management operations to protect its member nations. Such military operations can be carried out in three ways: 1) by Article 5 of the North Atlantic Treaty, which says that an attack against one member nation is an attack against all member nations, 2) under a United Nations mandate, or 3) through cooperation with other countries and international organizations.


What does NATO have to do with Russia and Ukraine?

Since its founding, NATO has been open to new members. Membership is open to any other European state that would further NATO’s cause and contribute to the security of the North Atlantic area. For countries seeking membership, NATO has a “Membership Action Plan” to help aspiring members prepare for membership and meet all requirements.

The expansion of the North Atlantic Treaty Organization (NATO) has been a concern for Russia. Following the collapse of the Soviet Union in 1991, NATO opened its door to the ex-Soviet republics of Bulgaria, Estonia, Latvia, Lithuania, Romania, Slovakia, and Slovenia. Russia felt its power threatened when its former republics joined NATO instead of remaining allies with Russia.

Another threat to Russian power is Ukraine’s interest in joining NATO. In 2008, at NATO’s Bucharest Summit, NATO welcomed Ukraine’s desire for membership and agreed that it would become a member of NATO. While NATO stopped short of developing a Membership Action Plan for Ukraine, Ukraine’s desire to join NATO was enough to anger Russia. Russian President Vladimir Putin warned that “No Russian leader could stand idly by in the face of steps toward NATO membership for Ukraine.”

Russian officials see the expansion of NATO as a threat. President Putin publicly called NATO’s 2008 invitation to Ukraine a red line that, if crossed, would mean an increase in conflict. In the past, Russia has responded to talks between Ukraine and the United States or between Ukraine and NATO by moving Russian troops close to the Ukrainian border and/or using cyber-attacks to temporarily knock out Ukraine’s communication and power services for things like phones and the internet.
Figure 6 Map of NATO Members. Source: https://www.cnn.com/2022/02/24/europe/ukraine-visual-explainer-maps/index.html

Note: Although the U.S. and Canada are not shown on this map, they are members of NATO.
April 2021: Russia sends about 100,000 troops to Ukraine's borders, supposedly for military exercises. Later that month, Russia says it will withdraw the troops, but tens of thousands of troops still remain.

November 2021: Russia sends more troops near the Ukraine-Russia border, alarming U.S. intelligence officials, who travel to NATO's headquarters in Brussels, Belgium to brief NATO allies on the situation.

December 2021: In a phone conversation with Russian President Putin, U.S. President Biden urges Russia not to invade Ukraine, warning of "real costs" if Russia does so. In response, Putin issued a controversial set of security demands. Among them, he asks NATO to permanently bar Ukraine from membership and withdraw forces stationed in countries that joined the alliance after 1997, including Romania and Balkan countries that were former members of the USSR. Putin also demands a written response from the U.S. and NATO.

January 2022: Leaders and diplomats from the U.S., Russia and European countries meet repeatedly to avert (prevent) a crisis. In early January, Russian Deputy Foreign Minister Sergei Ryabkov tells U.S. officials that Russia has no plans to invade Ukraine.

February 2022:
Early February: Diplomatic efforts pick up pace across Europe. French President Emmanuel Macron and German Chancellor Olaf Scholz traveled between Moscow, Russia and Kyiv, Ukraine. Biden orders the movement of U.S. troops within NATO countries: 1,000 U.S. troops from Germany to Romania and 2,000 additional U.S. troops to Poland and Germany.

February 10: Russia's Defense Ministry said the joint operation in Belarus, which includes warplanes, missile launchers and live-fire exercises, will focus on "suppressing and repelling external aggression during a defensive operation" [controlling and keeping away outside attacks during an act of self-defense] and last until February 20th.

February 15th: By mid-February, the fighting escalated between Russian-backed separatists [people who want to separate from Ukraine and join Russia] and Ukrainian forces in the two eastern Ukrainian regions of Donetsk and Luhansk [see Figure 7]. Russian separatist leaders called for the removal of Ukrainian forces. "In our view, what is happening in Donbas today is, in fact, genocide [widespread killing of a group]," says Putin on Feb. 15 — a false claim that Western officials say Putin is using to create a reason for an invasion of Ukraine.

February 21st: Russian President Putin officially recognized the self-declared Donetsk and Luhansk People's Republics (DNR and LNR) These are the same areas that voted, supposedly, to separate from Ukraine in 2014. Putin ordered the deployment of Russian troops to the areas saying he wanted to protect the local population.

February 24th: Russian forces enter Ukraine and launch a ground, air, and sea assault [attack] on important locations within Ukraine.

Diplomacy is the practice of sending representatives of groups who disagree to talk through their issues in order to keep peaceful relationships between the groups.
During his Oval Office meeting with Ukraine’s president, Volodymyr Zelensky, on Wednesday, President Biden said Ukraine and the United States had “a similar value system.” *NY Times September 2021*

Vladimir V. Putin of Russia, left, and President Xi Jinping of China meeting last month on the day of the Olympics opening ceremony in Beijing. *New York Times March 2022*
How Does this Conflict Impact the U.S.

**As a World Leader:** As noted in the Nightly News video, as a world leader and a member of NATO and the UN, the United States (like other member nations) seek to strongly condemn [oppose] acts of aggression by one nation on another. In this case, the historic relationship between Russia and the US as well as Russia and Ukraine (in which Russia is often the perceived aggressor [attacker]) highlights the importance of condemnation [showing disapproval of Russia’s actions by punishing them].

**Strategic Interests:** Furthermore, the U.S. has members of the military stationed in various parts of the world (and Europe) as part of enduring relationships, missions, training events, and partnerships. Some of those partnerships are with NATO members, some of which are neighbors to Ukraine. They are concerned that Russian aggression towards Ukraine could be a warning of future aggression against them and it could also signal Russia's intent to reassert itself as the leader of former Soviet Socialist Republics.

**A Significant Difference from Iraq & Afghanistan:** It is important to distinguish the U.S. role in the Russia-Ukraine conflict from the acts of terror against the United States in 2001 that led to nearly two decades of war in Iraq and Afghanistan. The Russia-Ukraine conflict will likely remain a mostly diplomatic effort as long as the conflict remains contained in Ukraine. Given the Russian President’s “justification” of protecting Russians in the separatist areas of Donbas in Ukraine, and the international outcry, it is unlikely Russia would expand efforts by using military force.

**Economic Impact on the US:** As noted in the February 27, 2022, Meet The Press episode, the invasion of Ukraine is driving up oil and wheat prices worldwide. Conflict typically has an impact on the stock market as well, although stocks will rise and fall throughout a crisis.

**Watch Meet the Press video (1min, 27 secs):**

While most economist will note that the US is “insulated” from direct economic impacts, it is important to note the globalization connects countries at various levels. Likewise, despite experts' best analysis, an unknown is how Russia will respond to the latest round of sanctions. Additionally, while most news outlets focus primarily on the price of gas and energy, Russia and Ukraine also export wheat, rye, barley and other grains (primarily to Central Asia and the Middle East). **Note:** See the figure 11 infographic. Moreover, the implications to the tech and motor vehicle sectors are also noteworthy because Russia produces one-third of the world’s supply of palladium. Palladium is a silvery-white precious metal that is used in gasoline-powered vehicles to control pollution and reduce emissions. Russia also produces platinum and nickel that are used in developing microchips necessary for many products from jewelry to electrical meters to key components within vehicles.

**Figure 8 Meet the Press broadcast on economic impact.**

**Figure 9 Palladium element properties.**
Russia’s share of global metals production in 2020

Data as of Feb. 24, 2022.
Source: S&P Global Market Intelligence


Sources:


“Palladium: Why has it become the most expensive precious metal?”


“Sanctions against Russia could make it even harder for Americans to Buy a Car,” Forbes, https://www.forbes.com/sites/laurendebter/2022/02/02/russia-sanctions-palladium-car-manufacturing/?sh=44a8df78c376
Figure 11  Impact on the global economy. Source: https://www.businesstoday.in/latest/world/story/russia-ukraine-wars-impact-on-global-economy-whats-at-stake-324513-2022-03-02