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 United States?

Standard Alignment
SS5H1 Describe how life changed in America at the turn of the century.
c. Explain how William McKinley and Theodore Roosevelt expanded America’s role in the world; include the Spanish-American War and the building of the Panama Canal.

SS5H5 Discuss the origins and consequences of the Cold War.
a. Explain the origin and meaning of the term “Iron Curtain.”
b. Explain how the United States sought to stop the spread of communism through the Berlin airlift, the Korean War, and the North Atlantic Treaty Organization.
c. Identify Joseph McCarthy and Nikita Khrushchev.

SS5H7 Trace important developments in America from 1975 to 2001.
a. Describe the collapse of the Soviet Union, including the role of Ronald Reagan.

SS5E1 Use the basic economic concepts of trade, opportunity cost, specialization, productivity, and price incentives to illustrate historical events.
d. Describe how trade and voluntary exchange promotes economic activity (e.g., how the Panama Canal increases trade among countries).
Connection to Literacy Standards for Social Studies and Social Studies Matrices

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.* This lesson is intended to reach students in a virtual 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 U.S. 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 and may naturally 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 historical content for students to understand the current conflict.

Younger students may not have the world geography background knowledge to understand how far away Ukraine and Russia are or come from areas of conflict and fear the fighting will be close to them endangering them and their immediate families.

Points to consider for the teacher:

"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 Ukraine. [Ukraine or the Ukraine: Why do some country names have 'the'?](June 7, 2012)

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

Begin by asking students what they have heard or know about the conflict between Russia and Ukraine, notating responses on a piece of chart paper or the board. Ask students if they know where these countries are, and if it seems appropriate, ask your students what concerns they may have.

Show a map of the world (see resources below) with Georgia, the United States, Russia, and Ukraine highlighted on them. Ask questions about students’ experiences with relative distances; for example, how far they have traveled on vacation (start with shorter car trips and ask how long it seemed to take to get to Florida, Alabama, Tennessee, etc.) and work in the large group or small groups to use the map scale and map (provided below or use Google Maps) to determine the distance relative to the time it took to get there in a car. If desired, expand the discussion to trips cross-country or to neighboring countries. Talk about how long the trips took and what form of transportation they used to travel.

Then look at the map and talk about how far away Russia and Ukraine are. The purpose of this lesson is to illustrate that the conflict they are about to study is far away and to relive anxiety or misconceptions about how likely it is the conflict will be close by.
The next 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. The idea is for students to explore the meaning of the word in multiple context together so they hear other students’ thoughts which informs their own thinking and the lens they use to explore the information in the lesson. For example, student identified the word **fighting** they might share things like:

- Fighting: arguing a parent’s decision they don’t believe is fair, conflicting ideas like picketing or marching
- War, arguments in the hallway where students hit each other
- Propaganda posters or commercials that take shots at competitors
- etc.

The key words in this question the class needs to explore 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 question with the class; their questions are a good indicator for 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 hat and political scientist hat and write down what they wonder as they watch the video. After they watch the video, ask students to share some of their questions.

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

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**

If students have not learned about the Soviet Union as a part of their Cold War studies, or do not know that the Ukrainian request to join NATO was one factor that precipitated this conflict, here are a few resources you may want to share to close gaps in background knowledge:

Union of Soviet Socialist Republic: Britannica for Kids

Crisis in Ukraine: Time for Kids

**Think:** Provide students with the See-Think-Wonder Graphic Organizer (or have students create a similar format in their visual/interactive journal) and the NATO map. For differentiation, offer the following analysis questions to help guide students if appropriate.
• What group are the blue shaded countries a part of?
• What group are the red shaded countries a part of?
• What group are the green shaded countries a part of?
• What group are the purple shaded countries a part of?
• What group is the United States a part of?
• What group is Russia a part of?
• What group is Ukraine a part of?

Ask them to take 10 minutes to consider the artifact and complete the first column of the graphic organizer using the map provided.

**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/](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 within their group while completing the second column of the graphic organizer. 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 3 responses. Give groups 4-5 minutes for this task.

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

After every group has shared out, ask students to individually write 4 sentences in their journal that connect 2 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
• Impact to the United States

Examples:

1. **Russia** is upset that **Ukraine** wants to join **NATO**.
2. **Ukraine** used to be part of the **Soviet Union**.

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 their sentences and walk to a person they did not work with during the previous lesson. Give them 2 minutes to share sentences with each other, listen for similarities and differences. Then lead a class discussion asking students to reflect on what they have learned about the conflict between Ukraine and Russia.

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: It is unlikely fifth graders will be familiar with the term “brief, or “briefing” so a pause here to examine the meanings of these words in the context of a report of highlights or big ideas that is given to the President on a daily basis might be needed.

*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 question for a whole group discussion.

- What was the Soviet Union and why did it collapse?
- What is NATO and how does it function? (For 5th grade, only the broadest aspect of this would be expected as it related to the cold war mission of stopping the spread of communism)
- 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 (or have students create a similar format in their visual/interactive journal) and give each group a packet with the sources below. Allow students to divide the sources among group members. Then each student will analyze their share of the documents individually and share information in jigsaw fashion within the group. Alternatively, students may work collaboratively on the packet as needed for differentiation.

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 about how these events in history are connected.
Part 4: Closing

The Briefing: Instruct students to summarize the most important points from the information they learned during the day’s lesson into a maximum of 4 PowerPoint 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 their information and arguments to the class (or record through video or written form) 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

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

Included below are additional sources that can be used to extend 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
Student Learning Supports

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 work is challenging and achievable instead of letting the group divide the source material among themselves, or have the students work together collaboratively if this additional support is warranted.
- 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.

![Graphic]

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 going to court to argue against a traffic ticket.

- 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 geographer or political scientist might ask 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:

   o What does the legend in each map tell the viewer as an historian, geographer, economist, or political scientist?

   o Is each part of the world represented in the same way? What could that mean to specific countries?

   o How does “geography” play a role in where the countries are located, the political beliefs of a country, and who their allies are?

   o 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 Ukraine and Russia. Complete the Conflict and Impact Worksheet by 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 to share. Write those ideas in your journal, and explain to your teacher why you chose to include each idea.
Part 4: 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.

- Soviet Union
- diplomacy
- Russia
- Ukraine
- Member nation
- NATO
- invaded
- Impact to the United States

Sentence examples:

1. Russia is upset that Ukraine wants to join NATO.
2. Ukraine used to be 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.

- Ukraine
- Russia
- NATO
- The United States

☐ How would you answer the question, “What is worth fighting for?”
Russian – Ukraine Item Analysis 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>What do you see, think, wonder about the artifact?</th>
<th>What are you hearing about what others in your group see, think, wonder about the artifact? As you hear other people share, put a tally mark in your column every time someone shares a thought you had already written there.</th>
<th>What are you hearing about what other groups see, think, wonder about the artifact? As you hear other people share, put a tally mark in your column every time someone shares a thought you had already written there.</th>
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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 next page)
**WHO?**

**WHAT/HOW?**

**WHERE?**

**WHEN?**

**WHY (does it matter)?**

---

**Connection between events**

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**WHO?**

**WHAT/HOW?**

**WHERE?**

**WHEN?**

**WHY (does it matter)?**
Source 1-The Soviet Union

What was the Soviet Union?

The Union of Soviet Socialist Republics (USSR), also known as the Soviet Union, was a collection of states that formed in December 1922 and collapsed in December 1991. It stretched from the Baltic and Black seas to the Pacific Ocean. Ultimately, it was made up of 15 Soviet Socialist Republics (which is why it was named the USSR): 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). Of note, the capital of the USSR was Moscow – now the capital of Russia. This partially explains why current day Russia is often seen as trying to bring former Soviet Socialist Republics “back to Russia.”

During the period of its existence, the Union of Soviet Socialist Republics was, by area, the world’s largest country. It was also one of the most diverse, with more than 100 distinct nationalities living within its borders. *: Most of the population, however, was made up of East Slavs (Russians, Ukrainians, and Belorussians); these groups together made up more than two-thirds of the total population in the late 1980s.


Why Did it Collapse?

The collapse came about because of internal unrest, a major change in government, and the increase of foreign influence, investment, and interaction. In the 1980s (as part of the Cold War efforts), the United States isolated the Soviet economy (kept them apart) from the rest of the world and when its oil and gas revenue (income) dropped dramatically, it increased tensions between the USSR elites (the rich and powerful who used much of the republic’s wealth) and the common citizen (most of whom did not have the basic necessities). Although, Mikhail Gorbachev (the leader of the USSR) came to power in 1985 and tried to make changes to open up the USSR, increase wealth throughout the individual republics, and improve relations with the West (the US and other allied countries) to “thaw the Cold War,” many historians believe that Gorbachev’s efforts were slow to take hold and since their were already a lot of problems between the USSR and other republics, it led a lot of them to try to gain their independence.

Figure 1 Map of the former USSR, Source: https://www.britannica.com/place/Soviet-Union
Source 2-Sequence of Events 1990-2014

What is the History of Conflict between Ukraine and Russia?

Ukraine Gains Independence:

In January 1990, Ukrainians said they wanted to gain independence from the USSR. Through a series of events in July, the new Ukrainian government (The Rada) voted to declare independence from the Soviet Union. In August, they declared independence a second time and officially voted for and declared independence in December, making it official. In 1992, Ukraine started working with NATO, but did not join.

December 1994: After the Soviet Union’s collapse in late 1991, Ukraine had a large number of nuclear weapons. In a treaty called the Budapest Memorandum, Ukraine agreed to trade away many of its weapons in exchange for a promise that the U.S., the U.K. and Russia — would “respect the independence and sovereignty and the existing borders of Ukraine.”

President Bill Clinton (from left), Russian President Boris Yeltsin and Ukrainian President Leonid Kravchuk join hands in 1994 after signing a nuclear disarmament agreement. Under the agreement, Ukraine, the world’s third-largest nuclear power at the time, said it would turn all its strategic nuclear arms over to Russia for destruction.

Sergei Supinsky/AFP via Getty Images

Figure 2 Signing of the Budapest Memorandum, Source: https://www.npr.org/2022/02/12/1080205477/history-ukraine-russia
2008: Talks of Joining NATO Sow Discontent
In January 2008, Ukrainian President Yushchenko and Prime Minister Tymoshenko formally asked that Ukraine be given a plan for a way to become a member of NATO. Former U.S. President George W. Bush supported Ukraine’s membership, but France and Germany opposed it after Russia voiced displeasure. 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. In 2009, Russia stopped the flow of natural gas to Ukraine (because of an argument over prices).

On May 11, 2014, two pro-Russian regions of Ukraine (Donetsk and Luhansk) held referendums to declare independence from Ukraine.
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
What is NATO

The North Atlantic Treaty Organization (NATO) was formed in April 1949. Originally formed in response to the Cold War and possible Soviet aggression, NATO's current purpose is to “guarantee the freedom and security of its members” usually through political and military means. There are 30 member countries and the organization attempts to use diplomatic means to solve problems, build trust, and prevent conflict. However, if diplomacy fails, then NATO has the military power to conduct what it calls crisis-management operations. Such operations can be carried out because “an attack against one is an attack against all,” under a United Nations mandate, or through cooperation with other countries and international organizations.

Source: “NATO” [https://www.nato.int/nato-welcome/index.html](https://www.nato.int/nato-welcome/index.html)
Source 4-Conflict Timeline 2021-2022

April 2021: Russia sends about 100,000 troops to Ukraine's borders, ostensibly for military exercises. Later that month, Russia says it will withdraw the troops, but tens of thousands remain.

November 2021: Russia renews its troop presence near the Ukraine-Russia border, alarming U.S. intelligence officials, who travel to Brussels 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 contentious 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. 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 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 and Kyiv. Biden orders the movement of 1,000 U.S. troops from Germany to Romania and the deployment of 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" and last until February 20th.

February 15th: By mid-February, the fighting escalated between Russian-backed separatists and Ukrainian forces in the two eastern regions of Donetsk and Luhansk. Separatist leaders called for evacuations. "In our view, what is happening in Donbas today is, in fact, genocide," says Putin on Feb. 15 — a false claim that Western officials say Putin is using to create a false reason for an invasion.

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 declared a referendum in 2014). Putin then ordered the deployment of Russian troops to the area on the false reason of protecting the local population.

February 24th: Russian forces enter Ukraine and launch a ground, air, and sea assault on strategic locations within Ukraine.
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 NightlyNews video, as a world leader and a member of NATO and the UN, the United States (like other member nations) seek to vehemently condemn 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) highlights the importance of condemnation.

Strategic Interests: Furthermore, the U.S. has service members 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 and 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 (provided the conflict remains contained in Ukraine). Given the Russian President’s “justification” of protecting Russians in the separatist areas of Ukraine, and the international outcry, it is unlikely Russia would expand efforts (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 stocks as well (although the stocks will ebb and flow throughout a crisis).

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

While most economists 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 10 infographic. Moreover, the impacts 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.

Sources:


“Palladium: Why has it become the most expensive precious metal?” https://economictimes.indiatimes.com/markets/stocks/news/palladium-why-has-it-become-the-most-expensive-precious-metal/the-most-valuable-metal/slideshow/71831436.cms


“Sanctions against Russia could make it even harder for Americans to Buy a Car,” Forbes, https://www.forbes.com/sites/lauренdebter/2022/02/02/russia-sanctions-palladium-car-manufacturing/?sh=44a8df78c376
Figure 10 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