



KELLEY
SCHOOL OF BUSINESS
Institute for International Business



CIBER Focus Interview Series

Lesson Plan

Lesson Title: International Trade and Military Conflict

Grade: 11-12

Estimated length of Lesson: 2-45 minute class periods (or longer depending on how many rounds of the simulation you want to play)

Indiana Standard(s) covered:

Global Economics

- GE-1.5 Critique the trade-off among economic growth, national security, efficiency, and personal freedom
- GE-4.1 Demonstrate how all countries are interdependent
- GE-4.3 Explain how governments and cartels/syndicates influence world trade
- GE-4.6 Evaluate the effects of trade agreements among nations and barriers to trade

Economics

- E.8.2 Explain the benefits of trade among households and countries.
- E.8.4 Define and explain the impact of trade barriers, such as quotas and tariffs, and analyze why countries erect them.
- E.8.5 Evaluate the arguments for and against free trade.

Inquiry: (What essential question are students answering, what problem are they solving, or what decisions are they making?)

- Does trade increase or decrease the risk of military conflict between nations?
- How can businesses contribute to peace between and within nations?

Objectives: (What content and skills do you expect students to learn from this lesson?)

- Students will be able to
 - Identify the benefits of trade.
 - Explain what types of trade builds friendly/unfriendly relations.
 - Describe trade barriers that are put into place.

Materials: (What primary sources or local resources are the basis for this lesson?)

- [International Trade and Conflict](#) with Rafael Reuveny
 - 1-11 min.
- The Game of War and Trade
 - <http://faculty.washington.edu/majeski/426/sim2.html>
 - Print out playing sheets
- Jigsaw Activity Videos
 - [Business & Peace pt. 1: Building Peace in Iraq](#) with Andrew Haeuptle
 - [Business & Peace pt. 2: Investment and Stability in the Middle East](#) with David Litt
 - [Business & Peace pt. 3: Investing in Peace](#) with Dr. Janamitra Devan
 - [Business & Peace pt. 4: Build a Culture of Excellence for Peace](#) with Donald Cassell
 - [Business & Peace pt. 5: The Crucial Role of Business](#) with John Forrer
 - [Business & Peace pt. 6: Corporate Governance](#) with John Sullivan
 - [Business & Peace pt. 7: Transition Economies](#) with Stephen Eastham

- [Business & Peace pt. 8: Using Digital Engagement Effectively](#) with Richard Buangan
- [Ethical Business and Sustainable Peace](#) with Tim Fort
- [Cyber Peace: Countering Cyber Attacks in International Law, Business and Relations](#) with Scott Shackelford

Activities: (What will you and your students do during the lesson to promote learning?)

1. Day 1 - "Game of War and Trade"
 - a. Watch the video from the IU professor to introduce the impact trade and economic relations have on countries.
 - i. [International Trade and Conflict](#) with Rafael Reuveny - 1-11 min
 - b. Explain the rules of the game to the class.
 - c. Divide the class up into 6 teams and assign them a country
 - d. Play several rounds of the game to see what types of things they must consider before establishing trade or declaring war.
2. Day 2 - Business and Peace Jigsaw Activity
 - a. This day can start off with a few more rounds of "The Game of War and Trade."
 - b. After the teacher believes there have been sufficient rounds. The class will break into 10 groups. Each group will watch one of the videos on Business and Peace from IU CIBER Focus and discuss the key points in their groups. They should be able to answer the question "How can companies contribute to peace within and between nations?"
 - c. The students will then get into two or three large groups of students that did not watch the same video as they did. The teacher can count off within the smaller groups - to get somewhat even numbers. Students will go around the group and share a little bit about their video and explain how businesses can contribute to peace within and outside nations.

Assessment: How will you assess what students learned during this lesson?

- Students will write an exit slip answering the question: "Does trade between countries increase or decrease the likelihood of conflict?"
- Students can also provide notes on the discussion they took within their jigsaw groups.