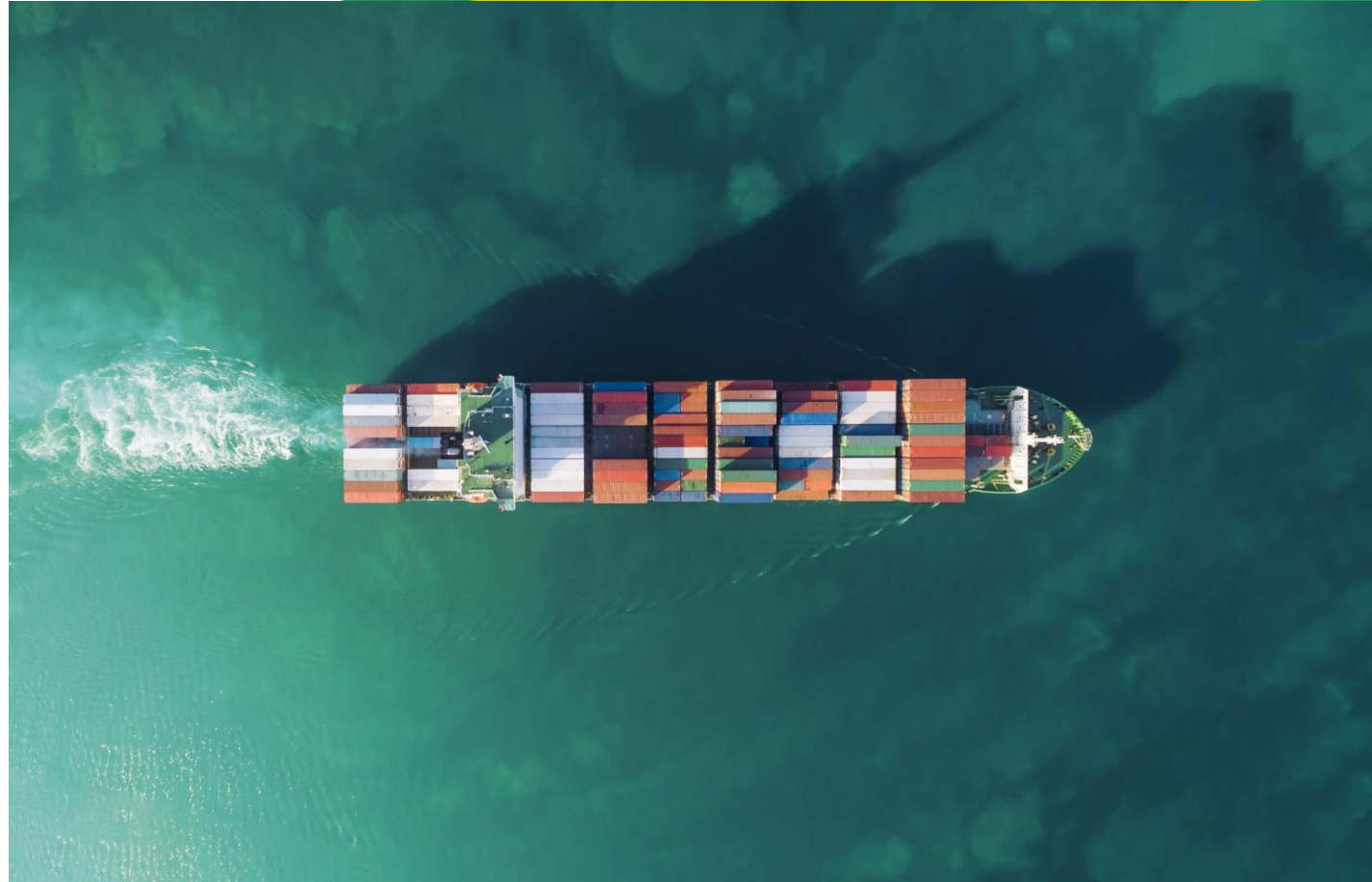


What About Trade During War?



Certificate Requirements



To earn professional development hours for webinars, you must:

- Watch a minimum of 45-minutes and you will automatically receive a professional development certificate via e-mail within 24 to 48 hours.

Objectives

You will be able to:

- Identify major trade routes
- Give examples of goods and services that are typically impacted during periods of war
- Construct visuals that identify the reallocation of goods and services

Presenter(s)



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Economics of War Lessons

Please join us for any of the following webinars..... or look for the webinars on demand and lessons on EconEdLink soon!

Date	Topic
2/6- Jeremy	The Copper Issue (A Supply and Demand Lesson)
2/20- Cindy	Why go to war? (A Lesson on Costs and Benefits)
3/6- Cindy	Exchange rates during periods of Conflict (Currency and exchange rates)
3/20- Cindy	What about trade during war? (Geography lesson with focus on re-allocation during periods of conflict)
4/3- Cindy	Oil and the Middle East (Lesson on Prices)
4/17- Jeremy	What would you do with \$19,000 a month? (Human capital, risk/reward and personal finance lesson)
5/1- Jeremy	Specialization (Military vs. Contractor pay)
5/8- Jeremy	How big is the military pie? (A Lesson on Budgeting, Taxation and Opportunity Cost)
5/22- Cindy	The Draft Debate (Debate Model)
5/29- Jeremy	Reconstruction: Can it boost an economy? (Broken Window Fallacy)

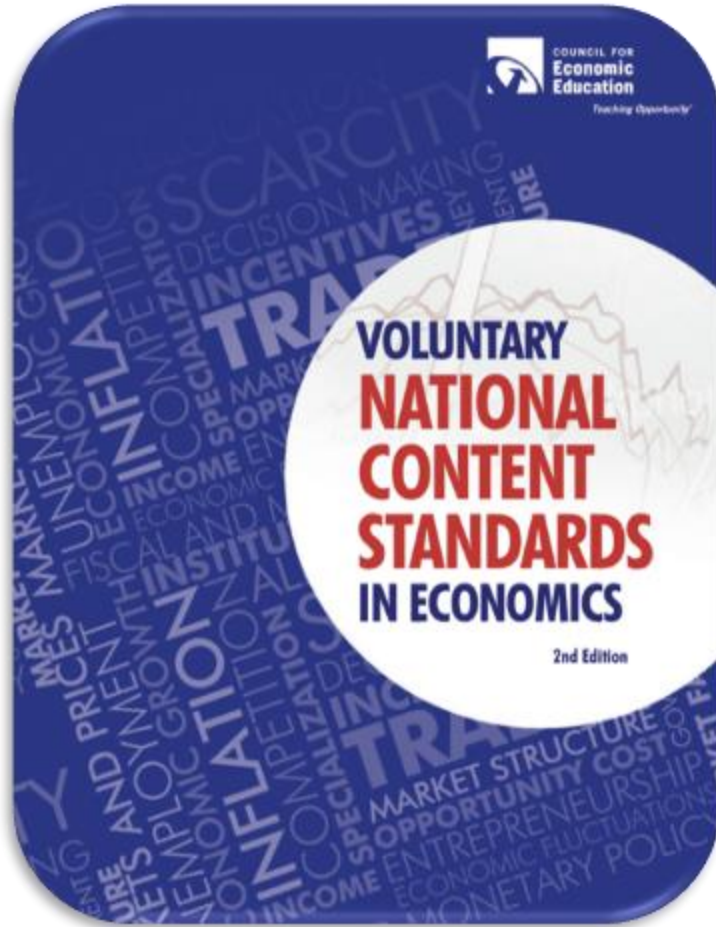
Trade: Session Agenda

1. Standards/Concepts
2. Content (Procedure)
3. Assessment
4. Wrap-up/ Q & A



Standards and Concepts

National Standards



1. Imports are paid for by exports, savings or borrowing.

<https://www.councilforeconed.org/policy-advocacy/k-12-standards/>

Economic Concepts

Import

Goods and services bought from sellers in another nation.

Export

Goods and services produced in one nation and sold in other nations.



Content

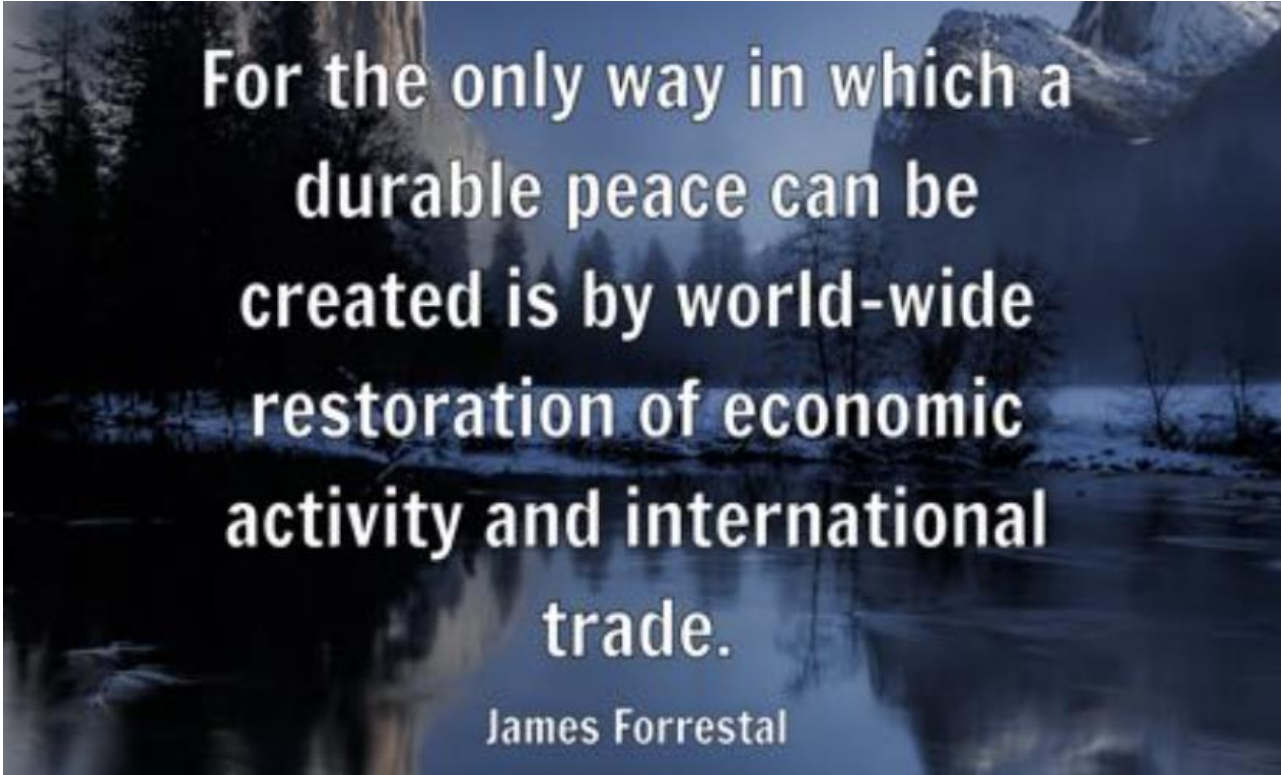


Trade: Lesson Description

*How are goods and services reallocated
during periods of conflict?*

Trade can be largely impacted during periods of conflict. This lesson explores how goods and services are distributed during wartime by using a skit to highlight the reallocation, process and trade disruption.

Reflect



For the only way in which a
durable peace can be
created is by world-wide
restoration of economic
activity and international
trade.

James Forrestal

Lesson Materials

- Visual 5.1 – Trade Routes
- Handout 5.1 – Trade During War Simulation Skit
- Handout 5.2 – Map of Countries A, B, C and D

Warm Up

1. Display Visual 5.1: Map of Current Trade Routes.

2. Ask students the following:

What do you think might happen if two of these countries went to war? (*exports and imports would decrease, ships may be trapped in port, banks might not issue credit, orders for goods and services will be put on hold*)

Would countries not involved in the war or conflict be affected economically? (*yes-trade relations and the availability of goods and services are just two of many areas that could be affected*)

Group Activity

3. Explain to the students that markets are very important to economies. Countries need buyers to buy their exports and need sellers to sell them imports. When a war breaks out, it disrupts this circular flow and forces countries to re-allocate their resources.
4. Divide the class into four groups.
5. Explain that two of the groups will be countries at war and the other two will be neutral during the skit.
6. Read and act out the Trade During War Simulation Skit (Handout 5.1).

Group Activity

Trade During War Simulation Skit

Characters

Country of Annaba*

Country of Berit*

Country of Choola*

Country of Dreeka*

Narrator

**Each country should have at minimum two members*

Narrator: It is the year 2041, and members of Annaba and Berit have had some political tension the last few months. When peace talks go sour, they enter into a war. Annaba's President addresses its citizens shortly after:

Group Activity

Annaba Person 1: Dear citizens of Annaba, since we are currently at war with Berit, we need to examine our trade relations with other countries to get the goods and services our citizens want. War causes many disruptions with imports and exports, and we need to make sure we are using our resources efficiently during this time.

Annaba Person 2: Does this mean I can not have my coffee each morning since we import this from Berit?

Annaba Person 1: Yes, I am sorry but we are unable to produce coffee in our country so we will need to see if another country can export coffee to us.

Group Activity

Annaba Person 3: Coffee is the least of my worries! My bank has ceased issuing credit, and I need a loan to keep my business running.

Annaba Person 1: I understand and share in your frustrations. This just means we will have to explore other trade routes with other countries to get you your goods and services. However, there are some things that we will no longer be able to get as long as this conflict goes on. We also will no longer export our automobiles to Berit.

Narrator: As you can tell, people in Annaba are very frustrated with not getting the goods and services they have learned to depend on. People in Berit are sharing the same frustrations as Annaba's citizens:

Berit Person 1: I just lost my job because there was no money to pay me, according to my boss. She told me that everyone is worried because there is no certainty that the rubber ducks we were producing would find a market now that our trade relations with Annaba are cut-off due to this war.

Berit Person 2: I also am worried. The car factory where I work is now shifting its production to produce more parts for military vehicles. We are now going to import parts from Choola instead of Annaba.

Berit Person 3: I just lost Annaba as my consumer of coffeebeans! That was about 40% of my revenue!

Group Activity

Narrator: As tensions and worries escalate in Annaba and Berit, citizens in Choola are experiencing a different perspective. Choola is not involved in the war, but the effects of the war are spilling over into their economy:

Choola Person 1: Although I do not like war, this is actually reviving my struggling textile business. I have had so many orders from Annaba that I need to hire more people to fill them! However, I wonder if Berit will be upset with me that I am making uniforms for Annaba's citizens?

Choola Person 2: My exports of wheat and beef were increasing, but now with the high tariffs in Annaba and Berit, it has really hindered my trade relationships with each country. Since they both produce wheat and beef, it is going to hurt my profit this year, if I make any!

Narrator: Finally, Dreeka is experiencing some disruptions with the original trade routes and channels they had used prior to this war:

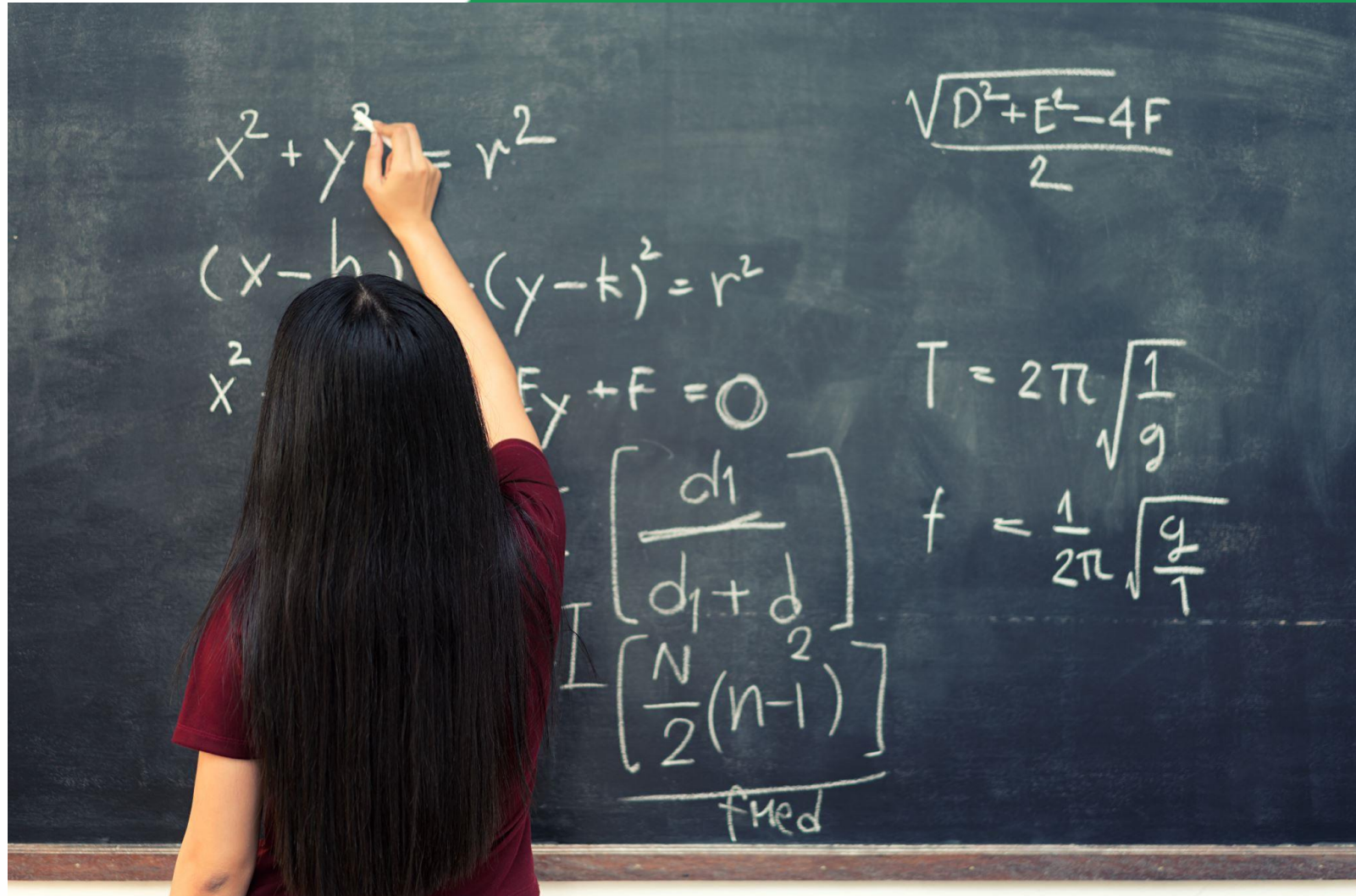
Group Activity

Dreeka Person 1: This war has really strained our economy and resources. Even though we are not involved in it, not yet anyways, I still think our GDP will decrease significantly. People are just not spending money like they did in the past and are worried about the outcome of the war. In addition, the trade routes all around the world have been disrupted and it is hard to get certain goods and services!

Dreeka Person 2: I agree. We are just not able to get simple goods to and from Annaba and Berit due to the decrease in production and also the disruption of trade routes due to the war. We used to import televisions from Annaba, but that has all but ceased. And orders for the party supplies we produce here have decreased from Choola.

Narrator: As you can see, many markets are impacted when a war breaks out. Besides the obvious markets of the countries where the war is taking place, other countries will be affected for better or worse. War causes countries to re-allocate their goods and services due to a decrease in production of certain goods and services, disruption of trade routes and even decreases in credit. Overall, war will impact GDP in many countries, sometimes slightly better, but mostly for worse.

Closure & Assessment



Assessment (Closure)

Ask the students the following:

- **How do resources shift during periods of war?** (Countries may stop importing and exporting to and from certain countries, which will disrupt the trade flow. This causes routes to disappear, be disrupted and sometimes new routes are created when new trade relations are created.)
- **Why does the amount of credit available decrease during periods of war?** (Banks are concerned about lending money during uncertain times and typically decrease their borrowing.)
- **How does war impact technological advances?** (War can impact technology for the better and for the worse. War can bring about new technological advances, but also can hamper efforts of research and development due to decreased funding.)
- **What are some examples of goods and services that have been impacted in recent periods of war?** (Answers will vary.)

How will war impact an economy in the short run? In the long run? (Answers will vary.)

Assessment

Using Handout 5.2 (map of Countries A, B, C and D) or have students create their own map of various countries, analyze the skit to identify the flow of goods and services to and from each country. Create arrows that show the flow of resources and label the good or service on each. Then, write a summary of how the war has impacted each trade route and caused reallocation and/or disruption of the goods and services in each country.

Q & A



**“How do you know
when your students
are learning?”**

**“When they are
asking the right
questions.”**

David Truss

Reflect...

- How can I use this material in my classroom?
- What questions will my students have?
- How can this economic lesson branch into other areas of the social sciences?

Contact Us



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National Personal Finance Challenge

a CEE program

Find your Local Competition and Register Today!

The National Personal Finance Challenge is a competition that provides high school students with an exciting and motivating opportunity to build, apply, and demonstrate their knowledge of money management.

Through online exams and a personal finance simulation, teams showcase their expertise in earning income, spending, saving, managing credit, investing, and managing risk.

Teams of up to four students, with one teacher/coach, can qualify to represent their state at the National Personal Finance Challenge by winning their state competition.

NATIONALS > Finals: Critical thinking round & Quiz Bowl in Atlanta, Georgia on June 1-2.

Register today: bit.ly/cee-npfc



CASH PRIZES

for each member of the winning teams:

- 1st Place \$2,000
- 2nd Place \$1,000
- 3rd Place \$500
- 4th Place \$250



National Economics Challenge

a CEE program

Teach Economics?

Your students may have what it takes to compete in the nation's only high school economics competition!

Why Play?

- Fun team learning experience
- Great for college applications
- No other challenge like this
- Online participation makes access easy
- Chance for cash prizes

Two divisions based on experience level

David Ricardo for first-time competitors who have taken no more than one economics course.

Adam Smith for returning competitors, AP, International Baccalaureate, and honors students.

How it Works

Teams register

Teachers enroll team(s) of 3- 4 high school students from the same school. Multiple teams allowed.

Teams compete within their state

Compete to win your state competition for a chance to advance to the National Semi-Finals.

National Semi-Finals: April 21-24, 2025

Teams answer multiple-choice questions on macroeconomics, microeconomics, and international & current events.

National Finals: Atlanta, Georgia May 28-30, 2025

Teams analyze an economic issue and present their solution. Top teams engage in the Finals Quiz Bowl where they face-off answering questions to claim the National Title.



CASH PRIZES

for each member of the winning teams:

1st Place \$1,000

2nd Place \$500

3rd Place \$250

4th Place \$200

Register Today at [NationalEconomicsChallenge.org](https://www.NationalEconomicsChallenge.org)

Free Personal Finance Program for High School Girls

Invest in Girls (a program of CEE) invites your high school students to learn about personal finance in a supportive all-girl environment! IIG instructors will teach students the basics of personal finance, how to invest, and help them build professional skills. These programs are online and free to attend.



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Thank you for
attending today!

