

# **LESSON 1: INTRODUCTION TO THE UNITED NATIONS**

## **ACTIVITIES:**

**Quick-Write (5 min):** Ask students to note down answers to the following questions:

1. Name one of the major problems facing the world today?
2. Who or what organizations take care of these types of problems? Why?

## **KWL Chart (10min):**

1. Pass out a KWL chart to each of the students.
2. Ask them to complete it regarding what they already know about the UN, and what they want to know?
3. Have students save chart (or collect students' charts to save) and review it during the last model UN facilitation session to discover what students have learned.

## **Small Group Work (30 min): The UN: How It Works and What It Seeks**

1. Pass out the handout- The UN: How It Works and What It Seeks to each student
2. Break students into 5 equal-sized groups, give each group one of the 5 “steps” to complete (see accompanying handouts).
3. If time permits, have each group complete the other four steps.
4. Bring the class back together and ask the designated speaker from each group come to the front and share their work with the class.

## **Homework:**

Have each student write a one-page informative article for their school paper about the United Nations. Have the students vote on the best article and see if it can be published in the school paper.

## **Suggested Standard Assessment:**

Have students put away their materials and take out a sheet of blank paper. In their small groups, have them write down three global issues the UN should consider.

## **Materials:**

- KWL chart for each student
- The UN: How It Works and What It Seeks and the 5 Steps handouts for each student

**Common Core State Standards: English Language Arts and DCPS Grade 6 Standards: Social Studies**

**English Language Arts:**

6. CC.6.SL.1.b Comprehension and Collaboration: Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

**Social Studies:**

6. 3.10: Students identify international organizations of global power and influence and form committees to report on the influence and limits to influence each one.

**Concepts:**

- Reasons for the establishment of the United Nations
- Main ideas of the Universal Declaration of Human Rights and their impact on the world
- Judgments about ideas and evidence for those judgments.

**Skills:**

- Describe, Summarize, Formulate, Support

**Suggested Big Ideas:**

- The United Nations was established to promote global peace and security after WWII
- The work of the UN is incredibly important to the global community and impacts our daily lives

**Suggested Essential Questions:**

- What is the UN?
- How does the UN function?

**Suggested Engaging Scenario:**

- Students role-play as journalists researching and writing an article on the UN for their school or community newspaper.

### Proficiency Criteria

<u>Performance Task</u>	<u>Thinking Skills</u>	<u>Performance Task Assessment (Proficient Criteria)</u>
Quick Write	Knowledge	<b>Usually</b> participates in the class discussions & activities.
KWL Chart	Knowledge	<b>Usually</b> participates in the class discussions & activities.
Small Group Work	Comprehension, Application	<b>Usually</b> participates in the class discussions & activities.
Homework	Synthesis, Evaluation	Generally well-written and well organized. Minor errors in spelling, capitalization, punctuation, grammar, usage, and sentence structure do not disrupt the fluency of the composition. Words, phrases, and sentence structure are generally appropriate and contribute to the communication of ideas.

# KWL Chart

Name \_\_\_\_\_ Date \_\_\_\_\_

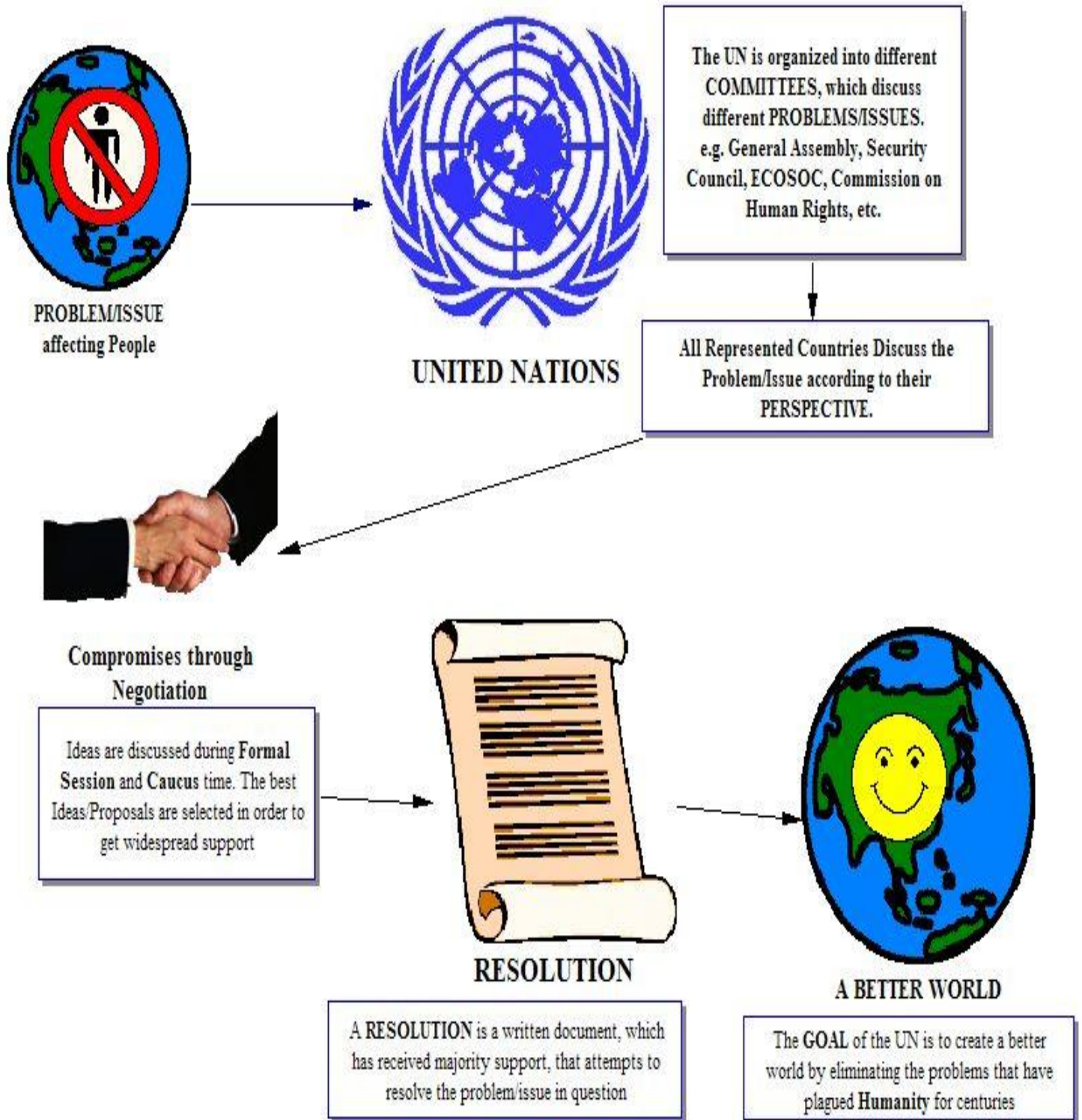
Complete the first two columns now with what you know about the UN and what you would like to know about the UN. Keep the worksheet to complete the last column (What I learned) during the last model UN session.

Topic UNITED NATIONS (UN)

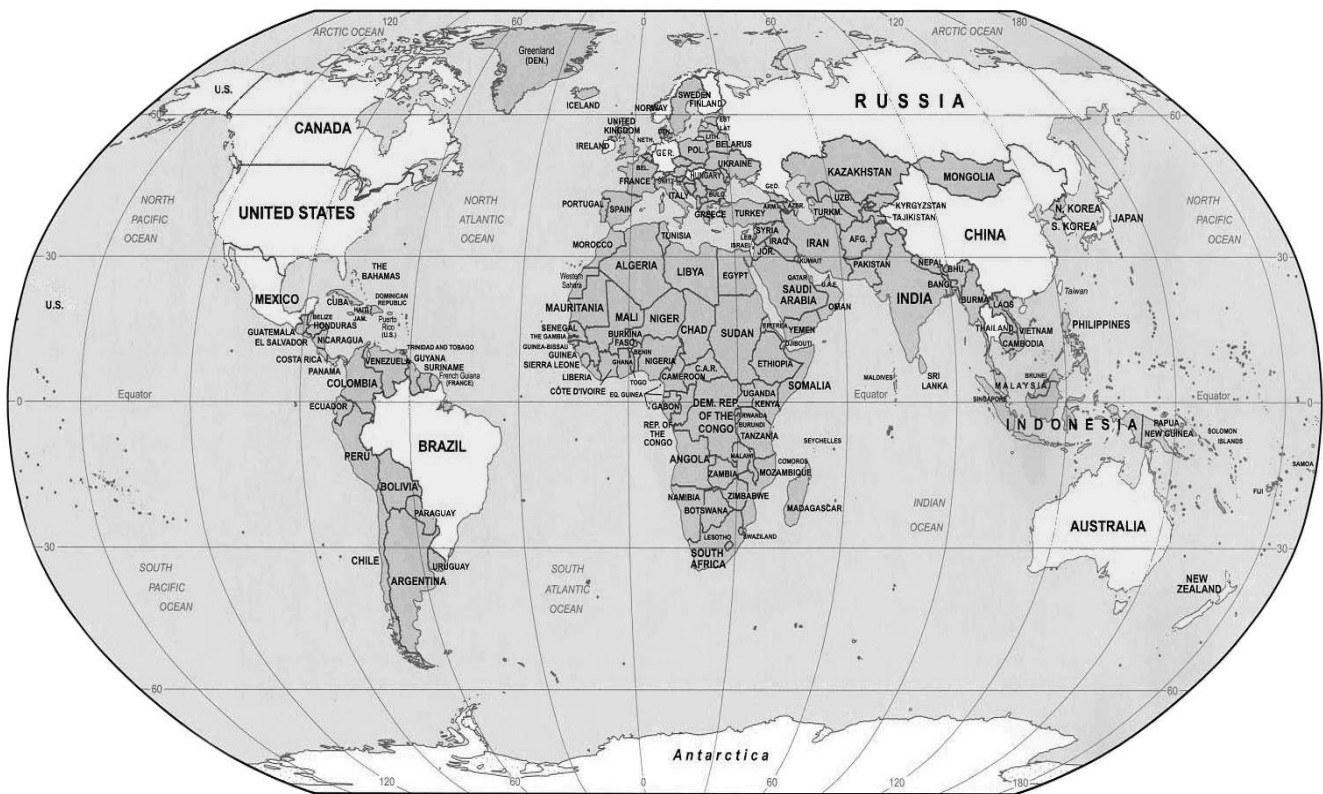
What I Know	What I Want to Know	What I Learned

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## The UNITED NATIONS: How it works and what it seeks!



# STEP 1: CREATING A BETTER WORLD



[http://moat.nlanr.net/International/images/collab\\_world\\_map.gif](http://moat.nlanr.net/International/images/collab_world_map.gif)



## Step 1: Creating a Better World

**Task 1:** As a group, read the following. Ask questions if you do not understand.

The goal of the United Nations is to create a better world by eliminating the problems that have affected humanity for centuries.

A goal is a desired outcome. A goal is something that a person or a group of people want to reach, and the steps they need to take to get there.

**Task 2:** Identify a speaker within your group who will read this and your group's work from **Task 3** to the class.

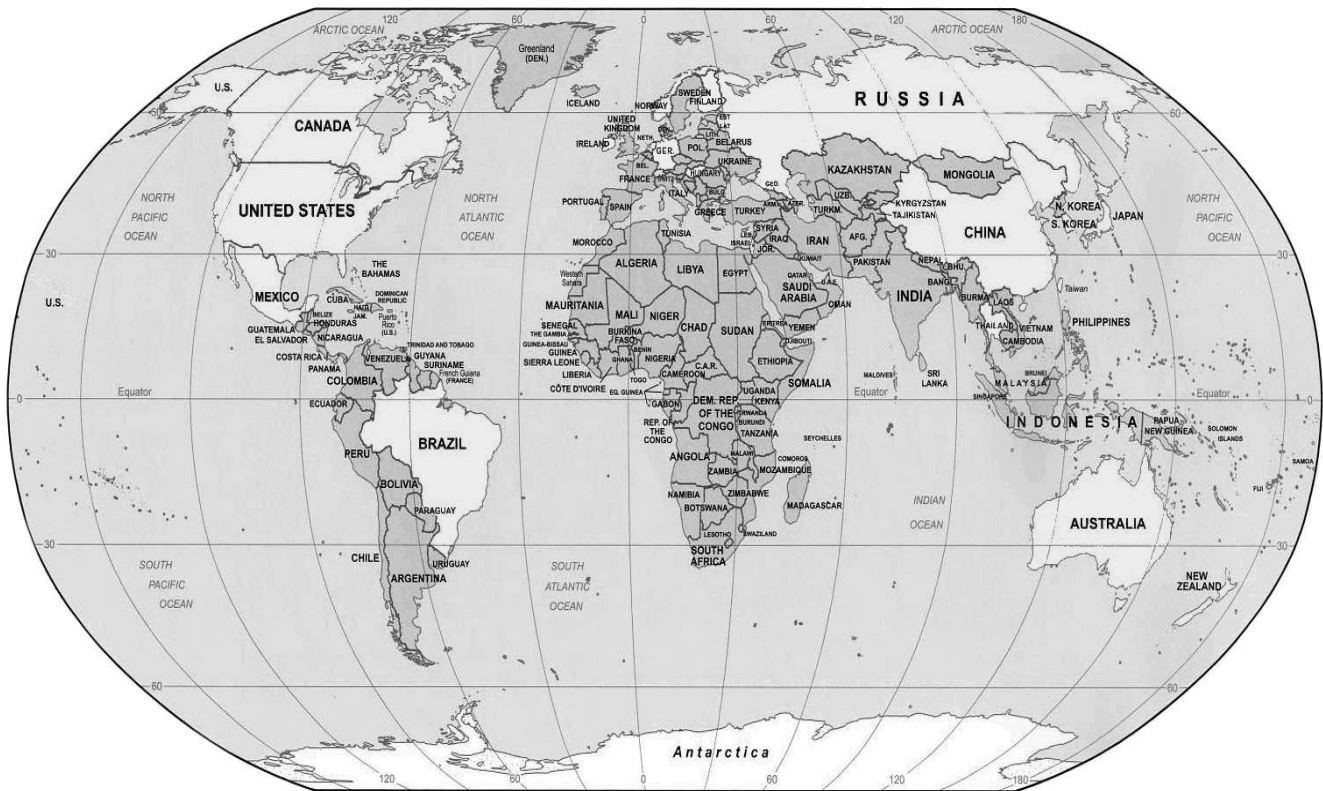
**Task 3:** Write 3 different problems or issues that affect the world today, in the lines next to numbers 1, 2 and 3.

If this problem or issue affects the United States, write "yes" or "no" in the correct column. Come up with another country that this problem affects, and write the name of that country in the column that says, "Affects this country:"

	Affects the United States?	Affects this country:
1. _____	_____ (yes or no)	_____ (name of country this affects)
2. _____	_____ (yes or no)	_____ (name of country this affects)
3. _____	_____ (yes or no)	_____ (name of country this affects)

**Task 4:** Find **ALL** of the countries that you listed in the third column, under "Affects this country" on the world map that you will find on the other side of this piece of paper.

# STEP 2: PROBLEM OR ISSUE AFFECTING PEOPLE



[http://moat.nlanr.net/International/images/collab\\_world\\_map.gif](http://moat.nlanr.net/International/images/collab_world_map.gif)



## Step 2: Problem or Issue Affecting People

**Task 1:** As a group, read the following. Ask questions if you do not understand.

When a country that is a member of the United Nations has an issue that they feel cannot be solved by their country alone, they bring this issue to the United Nations to request assistance. Issues or problems may fall into many categories. Some examples are listed below.

- a. Environment
- b. Health
- c. Education
- d. Security
- e. Human Rights

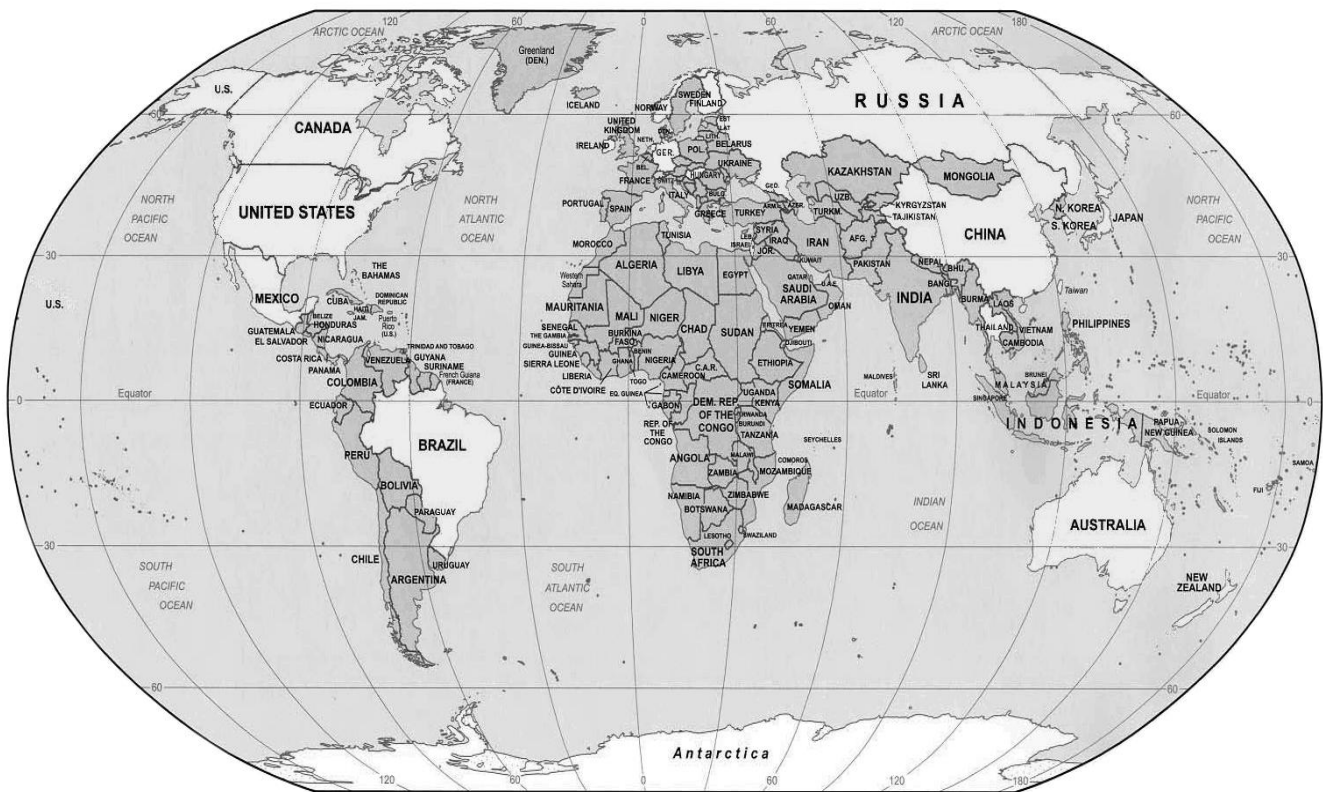
**Task 2:** Identify a speaker within your group who will read this and your group's work from **Task 3** to the class.

**Task 3:** As a group, fill in the blanks below using the phrases in a through e, from **Task 1** above.

1. A disease called Tuberculosis has become a very big problem in Southeast Asia. This is a problem related to \_\_\_\_\_.
2. Some groups say that in Venezuela, the government is trying to make people be quiet if they do not agree with the Venezuelan government. This would be an issue relating to \_\_\_\_\_.
3. In Afghanistan, women and girls are often not in school. This is considered a(n) \_\_\_\_\_ issue.
4. A huge amount of oil spilled in the Gulf of Mexico in 2010. This would be described as an issue of the \_\_\_\_\_.
5. Recently, the United Kingdom (England) and France have had difficulties with terrorist threats. This would be a problem with \_\_\_\_\_.

**Task 4:** Find the country or the area from the fill-in-the-blank questions above (the underlined words) on the world map that is on the other side of this piece of paper, to show where this takes place.

# STEP 3: THE UNITED NATIONS



[http://moat.nlanr.net/International/images/collab\\_world\\_map.gif](http://moat.nlanr.net/International/images/collab_world_map.gif)

## Step 3: The United Nations

**Task 1:** As a group, read the following. Ask questions if you do not understand.

The United Nations is organized into different committees or groups of people that come together to solve a set of problems or issues. All represented countries on the committee discuss the problem or issue according to their perspective. Some of the United Nations committees are:

- a. United Nations Children’s Fund (UNICEF)
- b. United Nations Environment Program (UNEP)
- c. Economic and Social Council (ECOSOC)
- d. United Nations AIDS Programme (UNAIDS)
- e. United Nations Human Rights Council (UNHRC)

**Task 2:** Identify a speaker within your group who will read this and your group’s work from **Task 3** to the class.

**Task 3:** Below are 5 topics that the United Nations may be faced with. Match the issue with the committee that would discuss it, from **Task 1**, by writing the committee’s name in the blank space provided.

1. Many people are dying from AIDS in Africa \_\_\_\_\_
2. Raising water levels due to higher temperatures and a change in climate in the Pacific Islands \_\_\_\_\_
3. The education of women and girls in Yemen \_\_\_\_\_
4. The situation in Darfur, Sudan, where there is a civil war (a war inside the country’s borders) that kills many innocent people \_\_\_\_\_
5. When orphanages need clothing for children in North America \_\_\_\_\_

**Task 4:** Find the country or the geographic region (the underlined words from numbers 1 through 5) on the world map found on the other side of this piece of paper, to show where this is an issue.

# **STEP 4: COMPROMISE THROUGH NEGOTIATION (PLAYING BY THE RULES AT THE UNITED NATIONS)**

## Step 4: Compromise through Negotiation: Playing by the Rules at the UN

**Task 1:** As a group, read the following. Ask questions if you do not understand.

Ideas are discussed by the member states of the United Nations during caucuses (or meetings) and formal sessions. After some proposals (or ideas) have been suggested, the ones with the most votes are selected in order to get widespread support.

Each session follows the same order:

1. Roll call: This is like taking attendance.
2. Setting the agenda: It is decided what topic will be discussed.
3. Debate: Each country discusses how they feel about the topic, and how the topic affects their own country.
4. Close of debate: When everyone is finished sharing their point of view, someone suggests that the session move on to voting.
5. Voting procedures: Each country votes on what plan of action they want the United Nations and the other people involved (countries, governments, etc) to take.

**Task 2:** Identify a speaker within your group who will read the box from **Task 1** and your group's work from **Task 3** to the class.

**Task 3:** Create definitions *in your own words* for the session order from **Task 1**, and write them down to share with the class.

1. Roll call: \_\_\_\_\_  
\_\_\_\_\_
2. Setting the agenda: \_\_\_\_\_  
\_\_\_\_\_
3. Debate: \_\_\_\_\_  
\_\_\_\_\_
4. Close of debate: \_\_\_\_\_  
\_\_\_\_\_
5. Voting procedures: \_\_\_\_\_  
\_\_\_\_\_

# **STEP 5: RESOLUTIONS (ACTION PLANNING)**





## Step 5: Resolutions: Action Planning

**Task 1:** As a group, read the following. Ask questions if you do not understand.

When a decision has been made as to how the United Nations will deal with a situation (for example, global warming), an action plan (also known as a resolution) is written about the steps that the United Nations and the involved countries will take. The resolution is supported by the majority of the people there.

**Task 2:** Identify a speaker within your group who will read this, and explain how your group came to the conclusion from **Task 3**, to the class.

**Task 3:**

1. Ask the question to your group: Should we wear school uniforms?
2. Take a vote.
3. When you come to a majority (more people say “yes” or “no”), write a very simple resolution by filling in the blanks below:

Our group believes that that, \_\_\_\_\_ (‘yes’ or ‘no’), all students should \_\_\_\_\_(leave blank or write ‘not’) wear uniforms to school. The new rule will be enforced starting on the 1<sup>st</sup> of \_\_\_\_\_, \_\_\_\_\_ (next month, this year).

This decision was made because ....(give 2 reasons for why or why not students should be wearing school uniforms to school, to support your decision)

1. \_\_\_\_\_ and

2. \_\_\_\_\_

**Task 4:** Now use the same format to write a resolution about one issue your group members wrote down during the quick write or class discussion.



## GCDC Middle School Curriculum Supplement

### Lesson 1: The United Nations Part I

#### The United Nations: How It Works and What It Seeks!

#### Teacher Guidance Page and Answer Key

Maps would be ideal for this activity, especially for the groups in Steps 1, 2 and 3. If they are not available, or you do not have enough, there are smaller maps printed out on the worksheets for Steps 1, 2 and 3.

Many of the activities and content in this lesson are courtesy of Global Classrooms Los Angeles and will information obtained from <http://www.un.org/aboutun/>



## Step 1: Creating a Better World

**Task 3:** Write 3 different problems or issues that are problems within the world today, in the lines next to numbers 1, 2 and 3. If this problem or issue affects the United States, write “yes” or “no” in the correct column. Come up with another country that this problem affects, and write the name of that country in the column that says, “Affects this country:”

	Affects the United States?	Affects this country:
1. <u>Global Warming</u>	<u>yes</u> (yes or no)	<u>Mexico</u> (name of country this affects)
2. <u>Lack of fresh water</u>	<u>yes</u> (yes or no)	<u>Australia</u> (name of country this affects)
3. <u>Drugs</u>	<u>yes</u> (yes or no)	<u>Colombia</u> (name of country this affects)

Teachers: Students answers may vary greatly. The ones listed here are simply suggestions in case your students are having difficulties coming up with ideas. Make sure to point out that almost every issue affects the United States in some way.

In Task 4, students should find these countries on the map. Make sure that they find at least the area (sometimes the map may be too small for the country that the students have decided upon) correctly. When finished, ask the class if they can identify any other countries or areas of the world that have these issues.



## Step 2: Problem or Issue Affecting People

In this activity, students were given five words and had to fill-in-the-blanks for the following sentences. The correct answers are given below, underlined and bold. Again, students should be pointing out the country or geographical area on the map. You can create discussions where these problems or issues are happening in other parts of the world, or other problems or issues that are happening in the areas mentioned in this activity.

1. A disease called Tuberculosis has become a very big problem in Southeast Asia. This is a problem related to **health**.
2. Some groups say that in Venezuela, the government is trying to make people be quiet if they do not agree with the Venezuelan government. This would be an issue relating to **human rights**.
3. In Afghanistan, women and girls are often not in school. This is considered a(n) **education** issue.
4. A huge amount of oil spilled in the Gulf of Mexico in 2010. This would be described as an issue of the **environment**.
5. Recently, the United Kingdom (England) and France have had difficulties with terrorist threats. This would be a problem with **security**.

## Step 3: The United Nations

In this activity, students were given five words and had to fill-in-the-blanks for the following sentences. The correct answers are given below, underlined and bold. You can create discussions around what other issues would go to the specific committees, or what other issues the specific committees would discuss. Students should also find the countries or regions underlined (NOT in bold) on the questions.

1. Many people are dying from AIDS in Africa. **United Nations AIDS Programme (UNAIDS)**
2. Raising water levels due to higher temperatures and a change in climate in the Pacific Islands **United Nations Environment Program (UNEP)**
3. The education of women and girls in Yemen **Economic and Social Council (ECOSOC)**



4. The situation in Darfur, Sudan, where there is a civil war (a war inside the country's borders) that kills many innocent people. **United Nations Human Rights Council (UNHRC)**
5. When orphanages need clothing for children in North America **United Nations Children's Fund (UNICEF)**

#### Step 4: Playing by the Rules at the United Nations

When the class reaches Step 4: Playing by the Rules, bring students about to defining the terms Compromise and Negotiation. To help with this, use the following scenario, either before the group begins their discussion, or after: Two people find a \$10 bill on the ground, and no one else is around. They both try to pick it up. How can they compromise and negotiate to decide who gets the money, so they are both happy? What is an example of the two people **not** compromising and negotiating? And then: Where can we use these terms to define this particular part of the United Nations? (Answer: Instead of "Playing by the Rules" we could say "Compromise and Negotiation.")

In this activity, students had to come up with definitions *in their own words* for the following. There is also the flowchart that the teacher distributed to the group to hang up on the wall, which should have their definitions, already corrected by the teacher, on it. When hanging them up in the classroom, make sure they are in the correct order. The following are the "official middle school" definitions for the words, which were given to the students on their worksheet:

1. Roll call: This is like taking attendance.
2. Setting the agenda: It is decided what topic will be discussed.
3. Debate: Each country discusses how they feel about the topic, and how the topic affects their own country.
4. Close of debate: When everyone is finished sharing their point of view, someone suggests that the session move on to voting.
5. Voting procedures: Each country votes on what plan of action they want the United Nations and the other people involved (countries, governments, etc) to take.

#### Step 5: Action Planning

Here students had to take a vote: Should we have to wear school uniforms? Yes or no. Then they had to complete a fill-in-the-blank "resolution" for what they decided. At the end of Step 5, ask the students how the process of voting and deciding what went into the "resolution" went. Have students describe this process in detail.