

Apogee Program Session 1

Course Title: Model United Nations

Course Description

In 2000, every country agreed to eight specific humanitarian goals to improve the lives of all children and adults by 2015. Carrying out the tasks to achieve these goals requires the cooperation of nations. Understanding international relations begins with researching the geopolitical history and economic systems of specific regions. Students learn the UN's principles and organization, examine current problems, and analyze internal struggles within the organization. Students represent a nation and, using research, better understand how countries and cultures have been shaped and are linked to one another. Students serve as ambassadors at a mock Security Council session and present position papers and debate issues. Course participants increase their cultural awareness and sharpen their research, analytical, writing and speaking skills.

Essential Questions

- What are our civic responsibilities, rights, and privileges as members of the international community?
- What role should the United Nations play in fostering diplomacy between the world's nations?

Outcomes

Students will investigate the role of the United Nations in our global context. They will gain an understanding and experience the governing framework of the United Nations. Students will participate in mock United Nations simulations, as well as engaging in extensive research on their MUN country. They will learn to analyze and interpret primary and secondary source documents, read for information and understanding, and develop inquiry skills. They will learn reflective journaling practices, efficient and effective researching techniques, and study skills. Students will also explore various cultural viewpoints and social identities. Finally, students will develop argumentation and oratory skills.

Instructional Strategies

Model UN will give students a variety of ways in which to learn. Class instruction will be rooted in student-centered learning in which students will work independently, as well as in small and large groups. Students will complete a series of assignments based on student needs and skills. Differentiated readings will be assigned depending on student readiness and interest levels. Students will conduct independent research that is self-paced. Students will be introduced to primary and secondary sources from news articles, government websites, reputable publications and other published text. Students will transmit information in written work, poster projects, group work, and individual presentations. Students will be given written and oral directions for all activities, as well as graphic organizers to improve note-taking skills. Technology will be integrated into student activities and projects, and will be thoroughly incorporated into instruction.

Resources and Materials

○ Books

- *Nystrom Desk Atlas* (ISBN: 0782511880),
- *The United Nations Today* (ISBN: 9211011604)
- Faith D'Aluisio, *What the World Eats*, 2008 (ISBN: 1582462461)
- Peter Menzel, *Material World: A Global Family Portrait, 1995* (ISBN: 9780871564306)
- Toni Seager, *The Penguin Atlas of Women in the World*, 4th Edition, 2008 (ISBN: 9780143114512)
- Dan Smith, *The Penguin State of the World Atlas: 8th Edition*, 2008 (ISBN: 0143114522)

- Art Spiegelman, *Maus*, (ISBN: 0394747232)
- United Nations Declaration on Human Rights
- United Nations Declaration on Children’s Rights
- Selected news articles and readings (Course Packet)

- **Other Media**
 - *Grave of the Fireflies*
 - *Promises*
 - Video Segments from PBS and History Channel
 - Websites including the CIA Fact Book, United Nations, and Amnesty International

- **Materials**
 - Students should have the following materials in class every day: a pen, pencils, a 3-ring binder, a notebook, and their course materials

Student Assessment

- **Pre-Assessment**
Students will have an activity which assesses knowledge of world geography and geopolitical locations. Through discussion, instructor will measure student understanding of human rights, poverty, and diplomacy.
- **Documentation of Learning**
Students will be evaluated on class participation, journal entries, quizzes, and article assignments on a daily basis. There will be nightly homework assignments that should take students about an hour to complete. They will complete a research project on their MUN country, which will be presented in poster form. Students will complete a position paper and will write UN resolutions. They will need to actively participate in all in-class simulations and activities.
- **Post-Assessment**
Students will conduct a mini-Model UN, and will have the chance to demonstrate the skills they have learned, including diplomacy and cooperation, content knowledge about global issues, parliamentary procedure, clear writing skills, and oratory skills.

Schedule

Date	Topic(s)	In-class Activities	Assignments/Assessments
Mon, 6/27	Introductions The World at a Glance Understanding Identity	Icebreakers Introduction to course and course goals Group Map Activity- World Geography Identity Concept Map - defining culture, ethnicity, nationality, and race	In-class Pretest HW: Journal Reflection on identity Online Map Quizzes
Tues. 6/28	Regional Introduction to the World and its issues	Group discussion: poverty, war, immigration, and human rights Group activities analyzing <i>What the World Eats</i> , and <i>Material World</i> Individual readings and creation of regional issues posters Review Maps	HW: Review assignment on Regional issues, Intro to Model UN Reading Online Map Quizzes
Wed, 6/29	Field Trip to Chicago’s Chinatown	Tour of Chicago’s Chinatown	HW: Journal Reflection on Chinatown Experience, identity, and understanding immigration as a response to world problems

Date	Topic(s)	In-class Activities	Assignments/Assessments
Thurs, 6/30	History of the United Nations, Understanding Precursory Events of WWII	Mini-Lecture and note-taking Session Jigsaw Reading Activity of Holocaust, Nanking Massacre, Japanese Internment, and Colonial Powers Reading: Excerpts of <i>Maus</i> Video/Discussion: <i>Grave of the Fireflies</i> Discussion on United Nations' Creation and Purpose	HW: Journal Reflection on WWII events Review Notes Online Map Quizzes
Fri, 6/31	Quiz Review, Quiz on Introduction to Government Structures	Quiz on Geography, Regional issues, and precursory events to WWII Activity and Discussion on Understanding Government Structures: Communism, Democracy, Dictatorships	HW: Journal Reflection on Government Structures Government Structures Worksheet
Mon, 7/4	Introduction to Model UN – Country Choice	Mini-Lecture on UN Structure Activity – Drawing Connections between the UN and government Structures Mini Lecture – Preview Model UN Country Choices Lab Time – Country Selection and Research for country profile Project Introduction – State of the Country	HW: Country Profile Project & State of the Country
Tues, 7/5	Country Case Studies	Mini-Lecture on Defining our World – Social, Political, and Economic Definitions Individual Research: Preparing Project Profile Poster and developing State of the Country Speech	HW: State of the Country Speech Preparation
Wed, 7/6	The United Nations System	Activity: Understanding UN Organs Activity: Preparing Project Profile Poster and developing State of the Country Speech	HW: State of the Country Speech Preparation
Thurs, 7/7	Country Case Study Presentations	Individual Presentations on State of the Country Student note-taking session Review of Presentations and Speeches	HW: Study Notes from Country Presentations Complete Country case study worksheet
Fri, 7/8	Quiz on Presentations UN Resolution Day	Quiz Review: Jeopardy Sample UN Resolution	HW: Journal Reflection on Country Case Studies
Mon, 7/11	Global Responsibilities, Rights and Privileges United Nations and Human Rights, and the American Constitution	Mini-Lecture on UDHR Activity: UDHR Cheat Sheet Mini-Lecture: American rights and privileges Activity: Venn Diagram on UDHR and Bill of Rights Group Work: Skits on Human Rights	HW: Study UDHR Cheat Sheet, Prepare Position Papers: Intro and 2 st Paragraph

Date	Topic(s)	In-class Activities	Assignments/Assessments
Tues, 7/12	UDHR Review Conflict Resolution	UDHR Quiz Mini-Lecture: Intro to Israeli-Palestinian Conflict Video/Discussion: <i>Promises</i> Activity: UN Session: Building a UN Resolution to the Israeli-Palestinian Conflict Activity: Country Case Study- Intro to Resolution Writing	HW: Journal Reflection on Promises Video, Prepare Position Papers: 3rd and 4 th Paragraphs
Wed, 7/13	Preparing UN Resolutions, Understanding UN Sessions	Activity Share/Discussion: What is your country's problem? How do you propose the UN fix it? What is the global responsibility? Activity: Finishing Conclusion of Position Papers Lab Time: Writing UN Resolutions Activity: Preparing for UN Session	HW: Finish UN Resolutions International Food Day
Thurs, 7/14	Model UN Day	Model UN Session International Food Day	HW: Journal Reflection on UN Session Experience
Friday, 7/15	Apogee Expo!	Model UN Presentations on Country/UN Session	HW: Share your knowledge with a friend who did not participate in CTD's Apogee Program!

CTD Statement on Third-Party Web Sites

Instructors are required to thoroughly review any third-party web sites they intend to use in their courses for inappropriate content. However, because web content continuously changes, CTD disclaims any responsibility for any of the content contained on third-party web sites used in course materials. If you become aware of anything that may be inappropriate, please notify CTD staff immediately.