



# **Wolcott Public Schools**

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## **Model United Nations High School Curriculum Grades 11 & 12**



*Children are our Future...*

# *Acknowledgements*

*Curriculum Writers:*

*Sal Coppola*

*We acknowledge and celebrate the professionalism, expertise, and diverse perspectives of these teachers. Their contributions to this curriculum enrich the educational experiences of all Wolcott students.*

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*Model United Nations*

## **Model United Nations**

### **Mission Statement:**

*The mission of the Wolcott Public Schools is to promote the academic, social, and emotional development of all students to become contributing members of the global community.*

### **Departmental Philosophy:**

Students will gain the knowledge of concepts and information from history and social studies that is necessary to promote understanding of our nation and our world. Students will demonstrate a competence in literacy, inquiry and research skills that are necessary to analyze, evaluate and present history and social studies.

### **Course Description:**

This Model United Nations curriculum, in Units 1-6, is intended to help students understand the history, activities, and impact of the United Nations. They will not only explore the United Nations itself, but also analyze the world events it seeks to influence and the UN's effectiveness in meeting those challenges. Lessons range in number of instructional units, but most allow the individual teacher to contract or expand the material covered to what is best for his/her classroom. Students will also participate in a Model United Nations simulation with other high schools in the area.

## *Model United Nations*

*Unit #1 - Discover the reasons why an international organization was needed as an outcome of World War II.*

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
CCSS.ELA-Literacy.RH 11-12.1 11-12.2 11-12.3 11-12.6	<ul style="list-style-type: none"> <li>• Cornel Note Taking – Treaty of Versailles and League of Nations</li> <li>• Timeline – 1918-1939 (Events leading to World War II)</li> <li>• Groups response to writing prompt: Causes of World War II</li> <li>• Document Analysis: Results of World War II</li> <li>• Documentary: “Rise and Fall of the Third Reich”</li> <li>• Classroom Discussion: What issues did the world face in 1945 that would lead to the creation of the United Nations</li> <li>• U.N. Organizational Meeting</li> </ul>	<ul style="list-style-type: none"> <li>• Unit #1 Test and Quizzes</li> <li>• Observation of students at Organizational Meeting</li> <li>• Timeline Presentations</li> <li>• Student responses to writing prompt</li> <li>• Persuasive letter urging the creation of the United Nations.</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook – Pageant of World History</li> <li>• Documentary: “Rise and Fall of the Third Reich”</li> <li>• “Causes of WWI” A.J.P. Taylor</li> <li>• United States Holocaust Memorial Museum1</li> <li>• United Nations Charter</li> </ul>

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**UNIT #2 – Role of the United Nations:** the role and purpose of the United Nations. Students will examine the guiding principles of the United Nations and what member states hope to achieve through this organization.

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
CCSS.ELA-Literacy.RH 11-12.1 11-12.2 11-12.3 11-12.4 11-12.7	<ul style="list-style-type: none"> <li>• Analysis of primary source documents.(Kofi Annan’s Speech, Millenium Development Goals)</li> <li>• Group Presentations: 6 Main Bodies of the United Nations</li> <li>• Model UN Trip to the United Nations in NYC (Tour)</li> <li>• Video Analysis – UN Millennium Goals.</li> <li>• Political Cartoon Analysis</li> <li>• Classroom Debate</li> </ul>	<ul style="list-style-type: none"> <li>• Culminating assessment ideas include:               <ul style="list-style-type: none"> <li><input type="checkbox"/> an objective test/quiz on the six main bodies of the United Nations</li> <li><input type="checkbox"/> a poster or pamphlet highlighting one of the six main bodies of the main bodies of the UN</li> </ul> </li> <li>• Extended current events portfolio</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Kofi Annan farewell address transcript <a href="http://www.trumanlibrary.org/annan.htm">http://www.trumanlibrary.org/annan.htm</a>, video <a href="http://trumanlibrary.org/audio/KofiAnnanSpeech.html">http://trumanlibrary.org/audio/KofiAnnanSpeech.html</a> <a href="http://www.c-spanvideo.org/program/195780-1">http://www.c-spanvideo.org/program/195780-1</a></li> <li><input type="checkbox"/> The Truman Presidential Museum &amp; Library has a more extensive question sheet to accompany the speech <a href="http://www.trumanlibrary.org/educ/annan.htm">http://www.trumanlibrary.org/educ/annan.htm</a></li> <li><input type="checkbox"/> <i>Section I: New Century, New Challenges from the Millennium Report of the Secretary General 2000</i> <a href="http://www.un.org/millennium/sg/report/full.htm">http://www.un.org/millennium/sg/report/full.htm</a></li> <li><input type="checkbox"/> UN News <a href="http://www.un.org/news/">http://www.un.org/news/</a></li> </ul>

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**UNIT #3 – Relevance and Effectiveness of the United Nations:** the debate surrounding the relevance and effectiveness of the United Nations as an international body.

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
CCSS.ELA-Literacy. RH 11-12.1 11-12.2 11-12.3 11-12.7 11-12.8 11-12.9	<ul style="list-style-type: none"> <li>• Document Analysis – Student use of the U.N. Charter</li> <li>• Group Research of United Nations Missions</li> <li>• Presentation of UN Missions</li> <li>• Paper Debate on the Effectiveness of U.N.</li> <li>• Fishbowl Debate</li> <li>• Class Discussions</li> <li>• Persuasive Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Full class, formal or informal debate</li> <li>• Paper Debate</li> <li>• Position Paper</li> <li>• Letter to Editor</li> </ul>	<ul style="list-style-type: none"> <li>• UN Charter <a href="http://www.un.org">www.un.org</a></li> <li>• NPR <i>Debating the Effectiveness of the United Nations</i> audio and transcript</li> <li>• Carnegie Council Debate – <i>The United Nations: Still Relevant After All These Years</i></li> <li>• Madeleine Albright article from Foreign Policy Magazine, <i>Think Again: The United Nations</i></li> <li>• Interview with Kofi Annan: <i>Making a Case That the UN Still Matters</i></li> </ul>

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**Unit #4- The United Nations and Crises – Rwanda Case Study:** The UN involvement in conflicts using the Rwandan conflict of the 1990s to examine why, when and how the United Nations intervenes in a crisis.

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>CCSS.ELA-Literacy.RH 11-12.4</p> <p style="text-align: right;">11-12.7</p> <p style="text-align: right;">11-12.8</p> <p style="text-align: right;">11-12.9</p>	<ul style="list-style-type: none"> <li>• Cornell Note Taking</li> <li>• Classroom Discussion: Defining Genocide</li> <li>• Introduce Rwanda Crisis</li> <li>• Resolution writing for Rwanda Crisis</li> <li>• View “Hotel Rwanda”</li> <li>• Group Research of other humanitarian crises / Evaluate and present to class.</li> <li>• View Frontline on Darfur</li> <li>• Interview with Foreign Ambassadors in NYC</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Research other humanitarian crises and have students evaluate the UN response. Some examples: Bosnia, East Timor, Darfur, South Sudan.</li> <li><input type="checkbox"/> Report on new initiatives for action such as “Responsibility to Protect.” <i>A link to the RTP website is included in the resource</i></li> <li>• Model United Nations Resolution writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Raphael Lemkin <i>American Scholar</i> article from 1946, reproduced on preventgenocide.org site</li> <li>• Internet Modern History Sourcebook - UN Resolution 260, 1948 – on Genocide</li> <li>• Audio file from the 1948 UN Conference</li> <li>• United States Holocaust Memorial Museum <a href="http://www.ushmm.org/genocide/">http://www.ushmm.org/genocide/</a></li> <li>• Video – Hotel Rwanda</li> <li>• Dallaire, Romeo. <i>Shake Hands with the Devil</i>. Random House</li> <li>• Canada, 2004</li> </ul> <p><i>Shake Hands with the Devil</i>, 2004. White Pine Productions. Documentary based on Gen. Romeo Dallaire’s book</p> <p><input type="checkbox"/> <i>Hotel Rwanda</i>, 2004. MGM/United Artists, starring Don Cheadle.</p> <p>Huffingtonpost.ca article in which Dallaire criticizes the film <i>Hotel Rwanda</i> for being revisionist</p> <p>PBS Frontline <i>Ghosts of Rwanda</i></p> <p>Peterson, Scott. <i>Me Against My Brother: At War in Somalia, Sudan and Rwanda</i>. New York: Routledge, 2001.</p> <p><input type="checkbox"/> Power, Samantha. “A Problem From Hell” <i>America and the Age of Genocide</i>. New York: Basic Books, 2002.</p> <p><input type="checkbox"/> Comprehensive site on the Rwandan genocide with history, firsthand accounts and aftermath.</p>

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**UNIT #5 – Other Activities of the United Nations:** Introduce students to the work of the United Nations beyond conflict avoidance and resolution. It provides opportunity for a more in-depth view of UN activities.

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
CCSS.ELA-Literacy.RH 11-12.1 \ 11-12.2 11-12.3 11-12.4 11-12.7 11-12.9	<ul style="list-style-type: none"> <li>• Committee and Individual research of assigned Model U.N. Issues</li> <li>• Analysis of primary source documents.</li> <li>• Presentation of issue to Model United Nations Committees</li> <li>• U.N. Resolution Writing in Committees</li> <li>• Debate of Resolutions at Model United Nations Conference.</li> </ul>	<ul style="list-style-type: none"> <li>• World Issues Project, constitutes a major assessment. Teachers may want to include:</li> <li>• self-evaluation</li> <li>• peer evaluation</li> <li>• quiz/test on the material.</li> <li>• Teacher observation at Model UN Conference</li> </ul>	<ul style="list-style-type: none"> <li>• Research project handouts included</li> <li>□ UN Cyberschoolbus <a href="http://cyberschoolbus.un.org/">http://cyberschoolbus.un.org/</a></li> <li><i>60 Ways the UN makes a difference</i> PDF file on the UN site</li> <li><i>The UN: It's Your World</i> (youtube 7 min.) <a href="http://www.youtube.com/watch?v=bHmXZXsABm0">http://www.youtube.com/watch?v=bHmXZXsABm0</a></li> <li><i>UN Year in Review 2011</i> (youtube 13 min.) <a href="http://www.youtube.com/watch?v=40CNXnmhhw">http://www.youtube.com/watch?v=40CNXnmhhw</a></li> </ul>



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**UNIT #6 – The World Bank and IMF:** students look at other ways and other types of organizations – specifically the World Bank and the International Monetary Fund – to see how the United Nations and its member states address the needs of countries and people of the world.

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
CCSS.ELA-Literacy.RH 11-12.2 11-12.3 11-12.6 11-12.7 11-12.9	<ul style="list-style-type: none"> <li>• Students will research how the World Bank and IMF address the needs of countries today</li> <li>• Cornell Note Taking</li> <li>• Power Point presentations or Prezi on World Bank and IMF assisting countries in the world today. (Specific Cases)</li> <li>• Committee Research</li> <li>• Model U.N. Resolutions</li> <li>• Model UN Conference Debates</li> </ul>	<ul style="list-style-type: none"> <li>• Unit Test or Quiz</li> <li>• Evaluation of Presentations</li> <li>• U.N. Resolutions</li> <li>• Observation at Model United Nations</li> </ul>	<ul style="list-style-type: none"> <li>• About.com article on the Bretton Woods conference</li> <li>• IMF fact sheets, history, videos <a href="http://www.imf.org">www.imf.org</a></li> <li>• IMF page for students <a href="http://www.imf.org/external/np/exr/st/eng/index.htm">http://www.imf.org/external/np/exr/st/eng/index.htm</a></li> <li>• World Bank <a href="http://www.worldbank.org/">http://www.worldbank.org/</a></li> <li>• World Bank student page <a href="http://youthink.worldbank.org/">http://youthink.worldbank.org/</a></li> <li>• The University of Iowa Center for International Finance and Development - this comprehensive site offers articles and on-line quizzes. <a href="http://blogs.law.uiowa.edu/ebook/">http://blogs.law.uiowa.edu/ebook/</a></li> <li>• 2008 Data on Third World Debt</li> <li>• <a href="http://faculty.ucc.edu/egh-damerow/third_world_debt.htm">http://faculty.ucc.edu/egh-damerow/third_world_debt.htm</a></li> </ul>

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## **Assessments**

[That are aligned to the curriculum – this will be done through the data teams throughout the year – no need to do them now, I just wanted to let you know where they will go in the curriculum, as we complete them. Thank you.]