



Socially-based Curriculum Unit: A Model United Nations

Unit Title: A Model United Nations

Time Frame: FIVE (5) lessons

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Developed for Course Name and Course Code: Canadian and World Issues: A Geographic Analysis, Grade 12, University Preparation (CGW4U)

Strand(s) and Curriculum Learning Expectations Addressed:

Geographic Foundations: Space and Systems Strand

SSV.03 – Students will compare the cultural, economic, and political aspirations of selected groups and the effects of their actions on local, national, and global issues.

SS1.03 – Students will identify economic, cultural, political, or ecological components of selected geographic issues.

SS1.07 – Students will compare economic and political aspirations of selected regional or cultural groups within different countries.

Human-Environment Interactions Strand

HEV.01 – Students will analyze selected global trends and evaluate their effects on people in different regions of the world.

HE1.03 – Students will explain why people perceive resources and sustainable development differently at different times and in different places.

Global Connections Strand

GCV.02 – Students will analyse instances of international cooperation and conflict and explain the factors that contribute to each.

GC2.02 – Students will analyse geopolitical relationships between selected countries and regions.

GC2.03 – Students will analyse the evolving global geopolitical role of a selected region or country and evaluate how its actions contribute to cooperation or conflict.

Understanding and Managing Change Strand

UCV.03 – Students will evaluate the effectiveness of short- and long-term solutions to geographic problems and issues at the local, national, and global level.

UC3.02 – Students will evaluate the perspectives and arguments of various stakeholders in a geographic issue.



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Methods of Geographic Inquiry Strand

- GIV.01** – Students will use the methods and tools of geographic inquiry to locate, gather, evaluate, and organize information.
- GI1.01** – Students will develop and use appropriate questions to focus a geographic inquiry.
- GI1.02** – Students will gather geographic information from primary sources and secondary sources to research a geographic topic or issue.
- GIV.02** – Students will analyse and interpret data gathered through research and investigation, using a variety of methods and geotechnologies
- GI2.05** - Students will develop possible solutions to geographic problems or issues, using appropriate forecasting, decision-making, and/or problem solving strategies.
- GI2.09** – Students will draw conclusions or make judgments or predictions on the basis of reasoned analysis and supporting evidence.
- GI2.10** – Students will complete an independent inquiry into a selected local, national, or global issue that reflects the required elements of a geographic inquiry.
- GIV.03** – Students will communicate the results of geographic inquiries, using appropriate terms and concepts and a variety of forms and techniques
- GI3.01** - Students will communicate the results of geographic inquiries, for different audiences and purposes using a variety of forms
- GI3.02** - Students will use an accepted form of academic documentation to acknowledge all information sources including electronic
- GI3.03** - Students will use appropriate terminology when communicating results of geographic inquiries

Note that further overall expectations can be added depending on the topic chosen (i.e. Nuclear Disarmament, Land Mines, Kyoto, Palestinian Question, etc.)

Desired Results

Unit Description:

A Model United Nations (MUN) is a simulation where students gather to represent participating United Nations General Assembly nations. In this activity, students will participate in a MUN on a selected world problem. Students will research the official policy of a government on a specific issue, write a position paper that reflects the official policy of a country towards a world problem, participate in a United Nations General Assembly style debate on the issue, and develop a UN style resolution as a solution to the world issue.

This unit would best serve as a culminating activity for the course. My suggestion is to use this activity as 10% of the student's final grade.



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Enduring Understandings / Learning:

A Model United Nations (MUN) is a simulation where students gather to represent participating United Nations General Assembly nations. At a typical MUN, students research the official policy of a government on specific issues, write position papers, debate positions, create alliances and voting blocs, and make recommendations on various submitted positions to resolve the issue at hand.

Participating delegates gain insight into the workings of the United Nations by assuming the role of UN representatives. It is an exciting chance for students to make their own decisions about the issues that confront world leaders, and a unique opportunity to have students experience the challenges of international negotiations.

The United Nations was founded to foster constructive, cross-cultural, open dialogue in order for nations to solve complex world problems. In that spirit, a MUN stresses an in-depth examination and resolution of pressing issues, and emphasizes process over product. Students should learn the importance of balancing national interests with the needs of the international community.

Assessment Tasks

Performance Tasks and Other Evidence That Will Demonstrate the Knowledge and Skills Acquired:

1. Complete “Nation Guide: Getting to Know The Basics” worksheet. (Refer to Appendix G).
Pick a country from the list provided and have it verified by the instructor. Complete the general information sheet. This will provide students with a basic understanding of their country’s government, law, economy, history, geography, and society.

2. Position Papers (Refer to Appendix A, Appendix B, and Appendix E)

The position paper should be concise, accurate, well-written, and directly address your country’s position on the issue. They should be no longer than two pages in length. The introduction should be structured as the country’s official position regarding the topic (i.e.: Kyoto)

Begin the introduction with a full statement of the problem or concern. Next, define the issue at hand. Then, provide a brief historical background on the topic and discuss previous actions taken by your country and/or resolutions on the topic. Finish the introduction with an official response to the topic. EX:
It is the position of the government of _____ that _____.



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Second, students must present and justify their country's position on the selected issue. They may wish to consider such topics as human rights abuses, refugees, terrorism, historic land rights, national interests, historic alliances, religion, culture, economics, and public opinion. They must also recognize opposing arguments on the issue and rebut them. This is to be TWO paragraphs minimum.

Third, students are to include a conclusion that summarizes their country's official policy regarding the selected issue, and an explanation as to why all other members should adopt their position on the issue.

3. Debate (Refer to Appendix A)

The debate will take place over a two-day period. Day one will be reserved for reading a summary of each nation's official position on the selected issue and formal debate over what is addressed in the student position papers. Students are to bring outlines, position papers and all supporting evidence and data they may be able to use in the debate. Those that present the more supporting evidence will be more persuasive. The second day of the debate will be reserved for completing the debate if there wasn't enough time from the day before. Informal caucusing and debate will finish off the remaining time in the period.

4. Resolution (Refer to Appendix A, Appendix C, and Appendix F)

Resolutions are official statements that address the problem/issue. Paragraph one will include a statement of recognition/non-recognition of the selected issue, a statement of acceptance or rejection of the terms of any agreement reached, a summary of the main ideas, evidence, and justification for the position taken. The second paragraph will discuss specific recommendations and ways in which the students and other countries can implement the resolution. TWO recommendations are needed.

Assessment Criteria:

Formative Evaluation

1. It is possible for the teacher to assign a mark of 5 each day for work habits, etc.
2. According to the teacher's discretion, at least ONE (1) teacher/student conference should be held prior to the position papers being submitted. In the conference, students should have a rough copy or outline of their position paper (Refer to Appendix A)

Summative Evaluation

1. Refer to Appendix B - Position Paper Rubric
2. Refer to Appendix C - Debate Rubric
3. Refer to Appendix D - Resolution Rubric

Knowledge, Communication, Thinking, Application will all be evaluated in each case.



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Unit Planning Notes

Prior Learning Necessary:

Content

Students must have some background in the issue that is going to be central to the Model United Nations. For example, if the topic is Kyoto compliance, then students should understand the Kyoto Protocol and Global Warming.

Writing

Students at this level should be familiar with writing persuasive essays. This skill will be applied in position paper writing. It would be wise to review with students what is required in any supported opinion writing activity. (Introduction, clear thesis, body paragraphs, topic sentences, evidence, analysis, summary sentences, conclusions)

Otherwise, refer to the handouts as they clearly detail **ALL** expectations in a step-by-step format.

Preparation Notes:

This unit consists of FIVE (5) lessons, but TWO (2) weeks of student preparation from beginning to end is recommended. This preparation time includes research, student/teacher conferencing, position paper writing, MUN debate, and resolution writing in and out of class time.

There is not a significant amount of preparation needed for this assignment. Teachers should have time booked in a computer lab for research and word processing (roughly 3 periods), and copies of the assignment for the student. The debate can be completed in a regular classroom. The day of the debate student desks should be arranged in a large circular format.

Learning Plan

Lesson 1

Description: In this lesson, students will begin researching their country and complete the “getting to know your country” information sheet using electronic and textual sources. It is expected that students/groups will have their country selected **PRIOR** to the beginning of this assignment.



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Materials

Students will need copies of the “Getting To Know Your Country” Worksheet – Appendix G and have time booked in a computer lab.

Teaching/Learning Strategies

1. The teacher will hand out the “Getting To Know Your Country Sheet” and review with students.
2. The teacher will review internet search techniques for this task. Remind students that www.cia.com will contain most information to complete the worksheet.
3. Survey the class for questions, comments, and concerns.
4. Allow time for research/completion of worksheet. This will take all period.
5. If students finish, then they can start researching policy for their position papers.

Assessment & Evaluation of Learning

Getting to know your country information sheet will be submitted as part of the student/group portfolio at the completion of the activity. I usually mark this sheet out of 10 for completion. Evaluation of this activity is up to the teacher’s discretion.

Lesson 2

Description: In this lesson, students will learn proper Position Paper Writing technique, research their country’s official position regarding the topic (Kyoto) using electronic sources, and create a position paper to be used in the debate.

Materials

Copies of Appendix A - How to Write a position paper, Copies of Appendix E – Position Paper Rubric, computer lab booking.

Teaching/Learning Strategies

1. The teacher will begin class by handing out and reviewing instructions for position paper writing.
2. Any student questions will be answered.
3. Handout exemplar to students and review introduction, body, and conclusion. Discuss strengths and weaknesses of exemplar.
4. Provide instruction for internet searching. Instruct students to use Advance Search option. Type in words such as “Kyoto” and “Canada says”. Make sure as well google is searching www.un.org. Review additional websites with students (found on last page of Appendix A)



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5. Survey class for questions.
6. Take class to computer lab for research and writing of rough copies of position papers.

Assessment & Evaluation of Learning

Position papers will be submitted as part of the student/group portfolio at the completion of the activity. Refer to Appendix - Position Paper Rubric. Participation in teacher/student conference will serve an important role in determining student progress.

Lesson 3

Description: In this lesson, students will continue to research their nation's official position regarding the topic of the MUN (Kyoto) using electronic sources, and develop an official position paper to be used in the debate.

Materials

Same as Lesson 2

Teaching/Learning Strategies

1. The teacher will begin class by reviewing instructions for position paper writing.
2. Any student questions will be answered.
3. Remind students about instructions for internet searching. Instruct students to use Advance Search option. Type in words such as "Kyoto" and "Canada says". Make sure as well google is searching www.un.org.
4. Survey class for questions.
5. Take class to computer lab for research and position paper writing.
6. Conduct 1 – 2 minute conferences with each group/student by the end of the day to ensure understanding of position paper writing, track research progress, and address any concerns.
7. Remind students that position papers are to be completed prior to the debate.
8. Set Debate date/position paper deadline (which should allow enough time for finishing position papers for homework). My suggestion is one week from this day schedule the official debate.

Assessment & Evaluation of Learning

Position papers will be submitted as part of the student/group portfolio at the completion of the activity. Refer to Appendix – Position Paper Rubric. Participation in teacher/student conference will serve an important role in determining student progress.



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Lesson 4

Description: In this lesson, students will begin researching their country and complete the “getting to know your country” information sheet using electronic and textual sources.

Materials

A class with desks/tables arranged in a circular fashion to resemble the United Nations General Assembly. Students are encouraged to wear traditional clothing of the country they selected and role-play, copies of Appendix D – Debate Rubric

Teaching/Learning Strategies

1. The teacher will begin class by welcoming all delegates.
2. Each country will have 1 minute to read an official statement regarding the issue. (Kyoto) This should be a summary of their position and rationale for their position.
3. After each country gives their official position, a debate will follow between all participants regarding the issue.
 - The teacher should have a flexible agenda of topics to guide the debate and prompt student participation
 - For example, if the topic is Kyoto, the teacher would want to have on the overhead an agenda allowing time for discussion on each of these topics:
 - a) Environmental Benefits of Kyoto
 - b) Environmental Benefits/Disadvantages of Global Warming
 - c) Economic Benefits
 - d) Economic Disadvantages
 - e) Public Opinion
 - f) Political Will
4. If the debate wraps up early, then students may begin working on resolution ideas in voting blocs or by individual country.

Assessment & Evaluation of Learning

Refer to Appendix D - Debate Rubric. Students will be evaluated individually for this activity.



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Lesson 5

Description: In this lesson, students will synthesize information from their position papers and debate into the creation of an official United Nations Resolution on the topic question/problem.

Materials

Appendix A - Writing a MUN Resolution, Appendix F - MUN Resolution Exemplar, Computer Lab Booking

Teaching/Learning Strategies

1. The teacher will begin class by handing out and reviewing instructions for resolution writing.
2. Any student questions will be answered.
3. Handout exemplar to students and review introduction, body, and conclusion.
4. Discuss strengths and weaknesses of exemplar.
5. Allow period for caucusing and resolution development (rough copy).
6. Set due date for Resolution and Portfolio Submission.

Assessment & Evaluation of Learning

Resolutions will be submitted as part of the student/group portfolio at the completion of the activity. Refer to Appendix D – Resolution Rubric

Attachments

1. Appendix A – Model United Nations Instructions (Introduction, Position Papers, Debate, Resolution)
2. Appendix B – Position Paper Rubric
3. Appendix C – Debate Rubric
4. Appendix D – Resolution Rubric
5. Appendix E – Position Paper Exemplar
6. Appendix F – Resolution Exemplar
7. Appendix G – Getting to Know Your Country Information Sheet

Other Possible Course Applications

This unit was designed specifically for CGW4U. However, it may be adapted and modified to meet several Canadian and World Studies courses, such as Civics, Politics, or even Canadian and International Law.