

Unit 6: United Nations: Addressing Global Concerns

Unit #:	APSDO-00026556	Duration:	3.0 Week(s)	Date(s):	
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Team:
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Grades:
10

Subjects:
Social Studies

Unit Focus

In this unit, students will be evaluating the effectiveness of the United Nations. Students will be assessed by participating in a role play simulation of a UN General Assembly meeting or International Criminal Court trial. Primary instructional materials for this unit include the United Nations and International Criminal Court guidelines, primary and secondary sources, and various multimedia materials.

Stage 1: Desired Results - Key Understandings

Established Goals	Transfer	
<p>Common Core <i>History/Social Studies: 10</i></p> <ul style="list-style-type: none"> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. <i>CCSS.ELA-LITERACY.WHST.9-10.7</i> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research 	<p>T1 (T1) Access and analyze text for context, reliability and accuracy to determine relevance. T2 (T2) Create question(s) or statement(s) that advance research and analysis. T3 (T6) Evaluate how individuals and groups influence or change society.</p>	
	Meaning	
	Understandings	Essential Questions
	<p>U1 (U903) Owing up to past transgressions requires individuals and institutions to demonstrate commitment to future progress (shift in policy, law, practice and values).</p> <p>U2 (U702) People`s rights and individual needs must be balanced with the rights and</p>	<p>Q1 How does the United Nations deal with conflicting interpretations of human rights?</p> <p>Q2 In what ways and to what extent is the United Nations an effective instrument for</p>

question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. *CCSS.ELA-LITERACY.WHST.9-10.8*

Connecticut Goals and Standards

Social Studies : 10

- Analyze the impact of constitutions, laws, treaties and international agreements on the maintenance of national and international order. *CIV.9-12.3*
- Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available and the potential uses of the sources. *INQ.9-12.5*
- Evaluate the effectiveness of citizens and institutions in solving social and political problems. *CIV.9-12.8*
- Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past. *HIST.9-12.16*
- Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context. *HIST.9-12.3*

needs of others.
U3 (U800) It is through the actions of people that human rights are preserved or restored.
U4 (U802) Human rights involves the recognition of human dignity and the promotion of freedom, justice and peace for all humanity.
U5 (U501) Cultural Practices: Global diversity creates varied perspectives, contributions and challenges.
U6 (U104) Institutions other than governments often have power in society.

protecting and promoting human rights?

Q3

What have been the achievements of the United Nations relative to humanitarian issues and peace/security issues?

Q4 (Q040) How do I use what I already know to make sense of this situation, problem or challenge?

Q5 (Q030) How do my audience and purpose shape the language and presentation of my information and ideas?

Q6 (Q050) How do individuals and groups shape the world?

Q7 (Q804) How and when do we protect/defend against persecution or discrimination?

Q8 (Q804) How and when do we protect/defend against persecution or discrimination?

Acquisition of Knowledge and Skill

Knowledge

Skills

K1

Countries interpret and implement human rights differently

K2

The United Nations (UN) is an institution that defends human rights

K3

Examples of human rights issues that the UN addresses include: child labor, health and/or poverty, women's rights and education

K4

S1

Use the UDHR to determine human rights violations in specific world cases

S2

Compare and contrast various human rights documents

S3

Evaluate causes of a given problem (e.g., local, national, global)

S4 Evaluate various options for a solution to determine best course of action

The International Criminal Court (ICC) is an organization that lacks the ability to prosecute those who violate human rights

K5

Essential Concepts/Terms: United Nations, UDHR, ICC, Amnesty International, Nongovernmental organizations (NGOs), sovereignty, self-determination, collective security, humanitarian effort, sustainable development goals (SDGs)