

Unit 5: United Nations
7th Grade Social Studies
7 Class Meetings

Updated May 2024

Essential Questions

- How can countries work together to solve problems facing the world today?

Enduring Understandings with Unit Goals

EU 1: Participating nations in the United Nations need to negotiate and compromise their interests to solve problems impacting the entire world.

- Investigate the history and role of the United Nations

EU 2: Current events are often complex global events connecting a variety of stakeholders across multiple countries.

- Explore current events and identify a crisis that needs action from the United Nations in order to be resolved

EU 3: Current world crises can be solved using accountable talk strategies during a discussion between member nations of the UN.

- Synthesize the needs and resources of different countries in order to resolve a current global crisis

Standards

CT Social Studies Frameworks Standards:

- **INQ 6-8.1:** Explain how a question represents key ideas in the field.
- **INQ 6-8.2:** Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.
- **INQ 6-8.3:** Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.
- **INQ 6-8.6:** Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
- **INQ 6-8.9:** Develop claims and counterclaims while point out the strengths and limitations of both.
- **INQ 6-8.10:** Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.
- **INQ 6-8.13:** Critique arguments for credibility
- **GEO 6-7.3:** Explain how cultural patterns and economic decisions influence environments and the daily lives of people.
- **CIV 6-7.3:** Compare historical and contemporary means of changing societies and promoting the common good.

Common Core State Standards:

- **CCSS.ELA-LITERACY.WHST.6-8.1:** Write arguments focused on *discipline-specific content*

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- **CCSS.ELA-LITERACY.WHST.6-8.2:** Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
- **CCSS.ELA-LITERACY.WHST.6-8.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **CCSS.ELA-LITERACY.WHST.6-8.5:** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- **CCSS.ELA-LITERACY.WHST.6-8.8:** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard.
- **CCSS.ELA-LITERACY.WHST.6-8.9:** Draw evidence from informational texts to support analysis, reflection, and research.
- **CCSS.ELA-LITERACY.RH.6-8.1:** Cite specific textual evidence to support analysis of primary and secondary sources.
- **CCSS.ELA-LITERACY.RH.6-8.3:** Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
- **CCSS.ELA-LITERACY.RH.6-8.4:** Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- **CCSS.ELA-LITERACY.RH.6-8.6:** Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
- **CCSS.ELA-LITERACY.RH.6-8.8:** Distinguish among fact, opinion, and reasoned judgment in a text

ISAAC Vision of the Graduate Competencies

Competency 1: Write effectively for a variety of purposes.

Competency 2: Speak to diverse audiences in an accountable manner.

Competency 3: Develop the behaviors needed to interact and contribute with others on a team.

Competency 4: Analyze and solve problems independently and collaboratively.

Competency 5: Be responsible, creative, and empathetic members of the community.

Unit Content Overview

1. The United Nations

- Describe the history and purpose of the United Nations
- Evaluate the structure of the United Nations for its effectiveness

2. Current Events

- Investigate current events to identify a crisis that the UN would address

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3. UN Resolution

- Role-play as the leaders of different countries to work together as a mock United Nations to solve the issue

Vocabulary:

- United Nations, General Assembly, Negotiation, Compromise, Resolution, Human Rights, Conflict

Interdisciplinary Connection:

- Language Arts – reading informational texts and writing persuasive, argumentative responses

Daily Learning Objectives with *Think, Write, Pair, Shares*

Students will be able to...

- Analyze the origins and purposes of the United Nations in historical context
 - *Imagine you're working on a class project. What are some of the pros and cons of working together in a group?*
- Evaluate the United Nation's procedures for generating resolutions
 - *When you work together with your classmates on a large project, what are some of the rules you might have to make sure everyone gets a chance to share their thoughts?*
- Investigate current events to find a crisis that could be resolved with the help of the United Nations*
 - *Describe a crisis that has happened during your lifetime that could be solved by the United Nations.*
 - *Which crisis that you've researched do you think is the best candidate for a United Nations resolution?*
- Analyze their fictional country's assets, values, and priorities to prepare for a mock United Nations session
 - *Read this headline [of a current event crisis]. What's happening? What might some solutions be?*
- Collaborate in a fishbowl activity to simulate the General Assembly of the United Nations to solve a fictional crisis that mirrors a current event*
 - *Review your notes from last class. What are some of the concerns your country would like to bring up with the General Assembly?*
 - *Review your notes from the last class. What are some of the issues left to be discussed?*

Instructional Strategies/Differentiated Instruction

- Whole group instruction
- Guided notes
- Paragraph frames and sentence starters
- Student-led instruction

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- Student choice
- Written feedback
- Cornell notes
- Accountable talk
- Homework
- Anchor charts
- Small group instruction
- Conferencing
- Text and video chunking with guiding questions
- Close reading with text-dependent questions

EL Differentiation Strategies

- Word walls with visuals
- TWPS (think, write, pair, share)
- Pre-reading strategies
- Culturally responsive teaching
- Explicit teacher modeling
- Key vocabulary
- Graphic organizers
- Strategic grouping
- Non-verbal assessments

Assessments

FORMATIVE ASSESSMENTS:

- Do Now
- Student discussions and responses
- Exit Slips
- Accountable Talk Discussions
- Completed notes
- Completed graphic organizers
- Homework
- Unit Task- “A UN Resolution”
 - Literacy Rubric and teacher scoring guide

SUMMATIVE ASSESSMENTS:

- Quiz #1: What is the United Nations? (EU 1)
- General Assembly preparations graphic organizer and participation (EU 1, EU 2, and EU 3)
- Unit Task - “A UN Resolution” (EU 1, EU 2, and EU 3)

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Unit Task

Unit Task Name: “A UN Resolution”

Description: In this task, students will participate in a simulated session from the perspective of different stakeholders in different countries to resolve a global crisis. Students will use their understanding of the United Nations (EU 1 and EU 3) and their investigation into a current event (EU 2) to reach a resolution collaboratively. They will write and submit a report of their investigation and explain how their proposed actions would be effective in resolving the crisis.

Evaluation: Literacy Rubric and teacher scoring guide

Resources

- Sample peace talk simulation: <https://www.usip.org/sites/default/files/resources/palmyra.pdf>
- Justifications for war: <https://www.usip.org/sites/default/files/justification.pdf>
- Ralph Bunche Model United Nations resources:
https://www.pbs.org/ralphbunche/education/edu_model.html
- Other humans at home
- Laptops or notebooks to capture notes
- Graphic organizers
- Worksheets
- Readings