

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

Revised January 2026

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:

- **7.Inq.1. a.** Explain how compelling and supporting questions represent key ideas about geography or other social science disciplines in the study of a world region.
- **7.Inq.2.a.** Apply disciplinary knowledge and practices to demonstrate an understanding of world regional studies content.
- **7.Inq.3.a.** Gather relevant evidence from multiple sources using both print and digital resources and databases (e.g., origin, authority, structure, context, credibility).⁴⁴
- **7.Inq.3.b.** Organize and prioritize relevant evidence from multiple sources to support claims.
- **7.Inq.3.c.** Develop claims and counterclaims in response to a compelling question.
- **7.Inq.4.a.** Construct arguments using evidence from multiple sources.
- **7.Inq.4.b.** Construct explanations using summary, sequence, examples, and data.
- **7.Inq.4.e.** Analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.
- **7.Inq.4.f.** Assess individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible levers of power, strategies, and potential outcomes.
- **7.Geo.3.a.** Analyze cultural diffusion among regions using paper based and digital mapping techniques (e.g., expansion, relocation).

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- **7.Geo.10.b.** Analyze how environmental characteristics vary among regions (e.g., climate, natural disasters, waterways, mountain ranges, deserts).
- **7.Civ.1.a.** Identify the powers and responsibilities of individuals, groups, and media in addressing human rights issues in both governmental and nongovernmental contexts (e.g., Universal Declaration of Human Rights, International Refugee Assistance, United States Border Security, United Nations).
- **7.Civ.12.a.** Evaluate the effectiveness of rules, laws, and agreements as a means of addressing regional and global problems (e.g., International Court of Justice, International Criminal Court, Paris Agreement, International Atomic Energy Agency).
- **7.Civ.6.a.** Describe the roles of political and economic organizations in shaping lives of individuals and groups in a region (e.g., World Bank, United Nations, International Monetary Fund, International Federation of Red Cross and Red Crescent Societies, World Trade Organization).
- **7.Civ.13.a.** Analyze the purpose, implementation, and consequences of a policy in both historical and contemporary contexts (e.g., environmental, human rights, public health, White Australia Policy).

Common Core State Standards:

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

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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

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 *TWPS*

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*

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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
- 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

Differentiated Instruction for English Learners

- 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

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Assessments

FORMATIVE ASSESSMENTS:

- Do Now
- Student discussions and responses
- Exit Slips
- Accountable Talk Discussions
- Completed notes
- Completed graphic organizers
- Homework

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)
 - Teacher scoring guide

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: Teacher scoring guide

Unit 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
- Newsela Readings

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