



# Model United Nations (MUN)

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## General Course Information

This 9 week course will introduce students to the United Nations, international studies, and current events while focusing on student improvement in reading and writing skills. Students will be split into groups of 3-4, with each group assigned to a specific country. After an introduction into the basic function and structure of the United Nations, students will engage broad and guided research on their assigned country. They will then focus their research to the specific topic (see course topics below). As they research, students will be guided in reading strategies identified in the literacy standards. Students will then summarize their country's position on the topic in a ½ - 1 page position paper. Students will be taught basic resolution writing skills and will use those skills to propose that the United Nations take specific and outlined action on the topic through the format of a United Nations resolution.

**Course Objective:** To improve reading and writing skills through the avenue of international studies and current events

**Course Topic:** Syrian Refugee Crisis

**Countries included in research and debate:** Turkey, Syria, Israel, Egypt, Jordan, Lebanon, or Iraq

## Course Calendar

*Literacy Standards are in parentheses. Assignments are bolded.*

<b>Week 1</b> – Introduction to the United Nations (R 2, 4, 10; W 4)	<b>Summary and Main Idea Graphic Organizers Due</b>
<b>Week 2</b> – Research your country (R 1, 4, 7, 10; W 8)	Research country
<b>Week 3</b> – What is a refugee? Building Vocabulary	Research country's position on the topic using the guided research handout.
<b>Week 4</b> – Research country's position on the topic (R 1, 4, 5, 6, 10; W 2, 4, 8, 9)	<b>Guided Research Handout Due</b>
<b>Week 5</b> – Write a position paper (R 1, 4, 5, 6, 10; W 2, 4, 8, 9)	<b>Position Paper due</b>
<b>Week 6</b> – Write a resolution (R 3, 4, 5, 6, 8, 10; W 1, 4, 9)	<b>Resolution due</b>
<b>Week 7</b> – Basic Parliamentary Procedure and Debate (R 4, 10; W 1)	Practice debate and debate vocabulary
<b>Week 8</b> – Debate (R 1, 2, 3, 10; W 1)	<b>Debate (one grade for both week 8 and 9)</b>
<b>Week 9</b> – Debate (R 1, 2, 3, 10; W 1)	<b>Debate (one grade for both week 8 and 9)</b>

## Course Grading Policy

90-100%	A	<ul style="list-style-type: none"><li>• There are five assignments, and each assignment is worth 10 points. There will be opportunities for revision for the position paper and resolution.</li><li>• Rubrics will be provided for the position paper and resolution.</li></ul>
80-89%	B	
70-79%	C	
0-69%	F	

### Course Standards

*The purpose of the course is for students to practice skills that will help them to be proficient in the following social studies related reading and writing standards. Throughout the quarter, the following standards will be woven into the MUN curriculum.*

#### Reading Literacy Standards

##### Key Ideas and Details

1. Cite specific textual evidence to support analysis of primary and secondary sources.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes a law, how interest rates are raised or lowered).

##### Craft and Structure

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
5. Describe how a text presents information (e.g., sequentially, comparatively, causally)
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).

##### Integration of Knowledge and Ideas

7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
8. Distinguish among fact, opinion, and reasoned judgment in a text.
9. Analyze the relationship between a primary and secondary source on the same topic.

##### Range of Reading and Level of Text Complexity

10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

#### Writing Literacy Standards

##### Text Types and Purposes

1. Write arguments focused on discipline-specific content.
  - a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
  - b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources
  - c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
  - d. Establish and maintain a formal style.
  - e. Provide a concluding statement or section that follows from and supports the argument presented.
2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
  - a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; including formatting (e.g., headings) graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
  - b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
  - c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
  - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - e. Establish and maintain a formal style and objective tone.
  - f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
3. Not applicable as a separate requirement.

##### Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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.
6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
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 format for citation.
9. Draw evidence from informational texts to support analysis, reflections, and research.

##### Range of Writing

10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.