

CENTER FOR COLD WAR STUDIES
University of California, Santa Barbara
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Participant name:

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School Address:

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Title of lesson: The Peacekeeping and the UN in the modern world

Duration of lesson: 2 to 3 class periods on a standard class schedule for a traditional school year.

Placement within the unit: This lesson can be placed at the end of the year during discussions of world problems and the possible resolutions or ways of dealing with the problems. This lesson would also be appropriate with the study of the Cold War.

Rationale: Following the study of war, genocide, and nationalistic conflict, this lesson will help students to understand the potential for an international organization, which may be able to help in the resolution of conflicts between nations and groups within nations. This provides general knowledge of the United Nations history, organization, purposes and principles. This lesson will show how the nations of the world banded together following World War II to establish an organization, which has the potential for replacing armed conflict with peaceful resolutions to problems.

History standards:

11.9.1 Discuss the establishment of the UN and International Declaration of Human Rights, International Monetary Fund, World Bank, and General Agreement on Tariffs and Trade (GATT) and their importance in shaping modern Europe and maintaining peace and international order.

1. Understand the scope and mission of the UN
2. Understand the relationship between the UN and the independent countries in the world
3. Describe the development and history of the UN

Student outcomes/Learning objectives: At the end of this lesson:

- Students will be able to define peacekeeping
- Students will be able to trace the establishment of the United Nations
- Students will be able to understand its function and mission
- Students will be able to locate some of the sites where the UN is currently involved in peacekeeping, i.e., Kosovo, Somalia, Rwanda
- Students will compare two United Nations peacekeeping operations in order to form an opinion on how well or how poorly they functioned
- Students should begin to generalize what they learn from the two case studies to other areas of the world and the groups that live there.

Diversity component: The many ethnic groups within the former Republic of Yugoslavia and the ethnic groups in Rwanda.

Diverse Student Components: Students will be studying in pairs and small groups in preparation for presentation to the whole class. Multi-sensory input will be used. Music, art, color, maps will be used to help students comprehend the issues involved.

Materials:

PowerPoint presentation on the definition and function of the United Nations.
 Maps of Eastern Europe, especially Balkan Peninsula, and of Central Africa
 Overhead transparencies
 Overhead transparency pens
 Atlases

Sources:

(web addresses may be found at:

www.kn.sbc.com/wired/fil/pages/listpeacekeesh.html

U.S. Contributions in Support of Peacekeeping Efforts in the Former Yugoslavia
 Peace(keeping) in Our Time: The UN as a Professional Military Manager
 Yugoslavia accepts peace offer; no letup in air raids yet
 Sanctions on Former Yugoslavia
 Our Shame Over Srebrenica
 Research Sources on Peacekeeping and Peace Enforcement: 1987-1992
 The US Public Isn't Averse to Peacekeeping
 Killing with Kindness: The UN Peacekeeping Mission in Bosnia
 Keepers of What Peace?
 Peacekeeping web links
 The Mission of the Department of Peacekeeping Operations
 Definition of peacekeeping

Procedures:**Anticipatory Set:**

Display the word, “peacekeeping” on the overhead with directions to define the word. In 3 minutes, put up the definition of peacekeeping. Ask students to compare their definition with the dictionary definition.

PowerPoint Lecture:

This PowerPoint lecture will provide background of information for the development and structure of the United Nations. This should take no longer than half a period, approximately 25 minutes.

Lesson:

Divide student in pairs or small groups. Give each pair or group a copy of two original source documents to read. Give students at least a half hour to read their articles. Give each group a blank overhead transparency and a transparency pen. Using these tools students are to create a short compare/contrast on the overhead. Then each pair or group of students will use the overhead projector to present their work to the class.

Closure/Assessment

Each student will write a summary of the peacekeeping function of the United Nations, which should include:

1. Timetable of major events in the development of the Peacekeeping arm of the United Nations
2. Develop an opinion regarding peacekeeping, its benefit, its effectiveness and how peacekeeping should be done.