



#8938

THE UNITED NATIONS

Grade Levels: 7-12

25 minutes

AIMS MULTIMEDIA 1996

1 Instructional Graphic Enclosed

DESCRIPTION

This four-part interactive program discusses the beginning and significance of the United Nations in 1946. Historic footage adds impact to the highlights on Eleanor Roosevelt as a delegate to the first meeting; Ralph Bunche, the first African-American Nobel Prize winner; and Adlai Stevenson and his two unsuccessful bids for the presidency. Viewers are encouraged to take the pretests before each part and check their answers.

ACADEMIC STANDARDS

Subject Area: Historical Understanding

- ◆ Standard: Understands the historical perspective
 - Benchmark: Analyzes the values held by specific people who influenced history and the role their values played in influencing history
 - Benchmark: Analyzes the influence specific ideas and beliefs had on a period of history

Subject Area: World History

- ◆ Standard: Understands the search for community, stability and peace in an interdependent world
 - Benchmark: Understands the effectiveness of United Nations programs (e.g., improvements in health and welfare, whether UN programs have been cost-effective, whether programs fulfilled the purpose for which they were created, reasons for economic and arms embargoes sponsored by U.N. resolutions and the political and economic consequences for the sanctioned countries)

INSTRUCTIONAL GOALS

1. To provide basic facts about the formation of the United Nations.
2. To examine the first meeting of world leaders at the United Nations.
3. To explain the intentions of the United Nations.
4. To explore the contributions of Eleanor Roosevelt, Dr. Ralph Bunche and Adlai Stevenson to the United Nations.

VOCABULARY

1. ambassador
2. delegate
3. lineage
4. Nobel prize
5. ultimatum



BEFORE SHOWING

1. Prepare students for their role in playing a history game.
 - a. Determine if students will play on an individual or team basis.
 - b. Provide each student/team with a "History Game Worksheet." (See INSTRUCTIONAL GRAPHICS.)
 - c. Begin the video and allow the program to play until the narrator completes question #3. Stop the tape each time the star symbol (accompanied by an audible beep) appears on the screen. This will occur after every third question. Allow the student/team time to answer the three questions before continuing. In the segment following the three questions, the video presents historical footage to provide the answers for each question.
 - d. After each set there will be a bonus question. The answers will appear at the end of the video.
2. Discuss vocabulary words used in the video.

AFTER SHOWING

Discussion Items and Questions

1. Discuss the following regarding the United Nations (UN):
 - a. Why was the UN formed?
 - b. Who were the major contributors in establishing the UN?
 - c. When and where was the first meeting of the UN held?
 - d. How many countries attended?
 - e. Where is the permanent home of the UN located?
 - f. Who was the first president of the UN?
 - g. Who was the first secretary-general of the UN?
2. Discuss the roles of Eleanor Roosevelt, Dr. Ralph Bunche and Adlai Stevenson.
 - a. What did each do prior to their involvement with the UN?
 - b. What were their contributions to the UN?
 - c. What contributions did they make outside of their affiliation with the UN ?

Applications and Activities

1. List the goals of the United Nations.
2. Create a time line highlighting major events and contributions of the UN since its inception in 1946.

3. Examine the framework of the UN.
 - a. Who makes up the various branches of the UN?
 - b. How are constituents chosen?
 - c. What is the role of the president of the UN?
 - d. What is the role of the secretary-general of the UN?
4. Create a current organizational chart for the UN.
5. Identify which countries did not attend the first meeting of the UN.
 - a. Speculate on why they chose not to attend.
 - b. Are these countries now involved in the UN?
 - c. List what countries are not presently involved in the UN and why.
 - d. Outline other membership issues throughout the UN history.
6. Obtain a copy of the UN's Universal Declaration of Human Rights (<http://www.un.org/Overview/rights.html>). Lead a class discussion on the importance of the UN. Speculate on where the world would be without the UN.
7. Research the Nobel peace prize. Write a report nominating someone you feel deserves this prize and present the report to the class.

RELATED RESOURCES



Captioned Media Program

- Eleanor Roosevelt: A Restless Spirit #8472
- United Nations for a Better Future #3091



World Wide Web



The following Web sites complement the contents of this guide; they were selected by professionals who have experience in teaching deaf and hard of hearing students. Every effort was made to select accurate, educationally relevant, and "kid-safe" sites. However, teachers should preview them before use. The U.S. Department of Education, the National Association of the Deaf, and the Captioned Media Program do not endorse the sites and are not responsible for their content.

- **THE UNITED NATIONS**
<http://www.un.org>
- **THE AMERICAN EXPERIENCE: ELEANOR ROOSEVELT**
<http://www.pbs.org/wgbh/amex/eleanor/index.html>
- **THE UNITED NATIONS FOUNDATION**
<http://www.unfoundation.org>

INSTRUCTIONAL GRAPHICS

- HISTORY GAME WORKSHEET

History Game Worksheet

Student/Team Name: _____

Directions: Place the letter of the correct answer on the line provided. Answers will be revealed at the end of each round. Answers for the bonus questions will be revealed at the end of the video.

Pretest	Posttest
a) _____	a) _____
b) _____	b) _____
c) _____	c) _____

Round One

- 1) _____ (5 points)
- 2) _____ (10 points)
- 3) _____ (15 points)

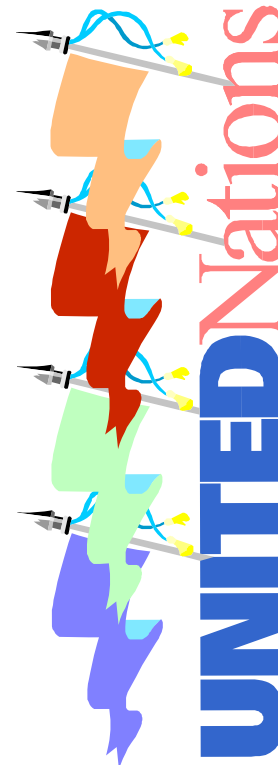
Bonus Question: _____ (10 points)



Round Two

- 4) _____ (5 points)
- 5) _____ (10 points)
- 6) _____ (15 points)

Bonus Question: _____ (10 points)



Round Three

- 7) _____ (5 points)
- 8) _____ (10 points)
- 9) _____ (15 points)

Bonus Question: _____ (5 points)

Round Four

- 10) _____ (5 points)
- 11) _____ (10 points)
- 12) _____ (15 points)