

The United Nations

Backwards Planning Curriculum Units

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How to Use This Unit

Backwards planning offers an innovative yet simple approach to meeting curriculum goals; it also provides a way to keep students engaged and focused throughout the learning process. Many teachers approach history instruction in the following manner: they identify a topic required by state and/or national standards, they find materials on that topic, they use those materials with their students, and then they administer some sort of standard test at the end of the unit. Backwards planning, rather than just starting with a required instructional topic, goes a step further by identifying exactly what students need to know by the end of the unit—the so-called “enduring understandings.” The next step involves assessment: devising ways to determine whether students have learned what they need to know. The final step involves planning the teaching/learning process so that students can acquire the knowledge needed.

This product uses backwards planning to combine a PowerPoint presentation, activities that involve authentic assessment, and traditional tests (multiple-choice and essay) into a complete curriculum unit. Although the materials have enough built-in flexibility that you can use them in a number of ways, we suggest the following procedure:

1. Start with the “essential questions” listed on slide 2 of the PowerPoint presentation (these also appear in the teacher support materials). Briefly go over them with students before getting into the topic material. These questions will help students focus their learning and note taking during the course of the unit. You can also choose to use the essential questions as essay questions at the end of the unit; one way to do this is to let students know at the outset that one of the essential questions will be on the test—they just won’t know which one.

2. Next, discuss the activities students will complete during the unit. This will also help focus their learning and note taking, and it will lead them to view the PowerPoint presentation in a different light, considering it a source of ideas for authentic-assessment projects.

3. Present the PowerPoint to the class. Most slides have an image and bullet points summarizing the slide’s topic. The Notes page for each slide contains a paragraph or two of information that you can use as a presentation script, or just as background information for your own reference. Use the “show set up” function in PowerPoint to present with “two monitors.” Have yours set to include the ‘notes view’ and let the projector show only the slides to the students.

You don’t need to present the entire PowerPoint at once: it’s broken up into several sections, each of which concludes with some discussion questions that echo parts of the essential questions and also help students to get closer to the “enduring understandings.” Spend some time with the class going over and debating these questions—this will not only help students think critically about the material, but it will also allow you to incorporate different modes of instruction during a single class period, offering a better chance to engage students.

4. Have students complete one or more of the authentic-assessment activities. These activities are flexible: most can be completed either individually or in groups, and either as homework or as in-class assignments. Each activity includes a rubric; many also have graphic organizers. You can choose to have students complete the activities after you have shown them the entire PowerPoint

presentation, or you can show them one section of the PowerPoint, go over the discussion questions, and then have students complete an activity.

5. End the unit with traditional assessment. The support materials include a 20-question multiple-choice quiz; you can combine this with an essay question (you can use one of the essential questions or come up with one of your own) to create a full-period test.

6. If desired, debrief with students by going over the essential questions with them again and remind them what the enduring understandings are.

We are dedicated to continually improving our products and working with teachers to develop exciting and effective tools for the classroom. We can offer advice on how to maximize the use of the product and share others' experiences. We would also be happy to work with you on ideas for customizing the presentation.

We value your feedback, so please let us know more about the ways in which you use this product to supplement your lessons; we're also eager to hear any recommendations you might have for ways in which we can expand the functionality of this product in future editions. You can e-mail us at access@socialstudies.com. We look forward to hearing from you.

Dr. Aaron Willis
Chief Education Officer
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The United Nations: Backwards Planning Activities

Enduring understandings:

- In the wake of World War I's devastation, many nations agreed to form an international organization to promote peace and security. This was the League of Nations.
- The League did not work, in part because the U.S. refused to join and many powerful nations later left it. Also it lacked any way to enforce its decisions.
- At the end of World War II, the victorious nations again tried to form an international body, the United Nations, and they tried to avoid the mistakes of the League of Nations.
- The UN did include all the major powers. To ensure the top ones would take part, each of the so-called "Big Five" among them were given a veto over decisions by the Security Council.
- The General Assembly gave all member nations a way to take part in debates and pass resolutions. However, only the Security Council could authorize the use of force. This gave the Big Five a central role in handling the major political conflicts dealt with by the UN.
- Over the years, the Security Council has been involved in the use of force to resolve several major international conflicts.
- The UN's human rights declarations and other related pronouncements have had a major effect in publicizing and promoting humanitarian reform around the world.
- The UN's social and economic development programs have also played a key role in dealing with economic, social, cultural, and environmental issues of international significance.

Essential questions:

- What were the mistakes that prevented the League of Nations from being able to contain conflict and prevent a new world war?
- How did the UN's founders try to avoid the mistakes that led to the ineffectiveness and failure of the League?
- What has the impact been of the special place of the "Big Five" nations and the veto each enjoys on the UN Security Council?
- How did the Cold War rivalry between the Soviet Union and the U.S. affect the ability of the UN to play its part in world affairs after 1945?
- What role has the UN played in coping with political instability, unrest, and civil war in the conflicts where it has become involved?
- What impact has the UN had on the problems of social and economic development around the world, and in particular with regard to the many new emerging nations in the postwar world?

Learning Experiences and Instruction

Students will need to know...	Students will need to be able to...
<ol style="list-style-type: none"> 1. that after World War I, the League of Nations, created to maintain peace and security, failed to work effectively 2. that the Allies in World War II tried to create a more effective international organization when they founded the United Nations 3. that the UN Security Council gave five major powers a unique veto power to ensure their loyalty to the UN 4. that the UN has been involved in several international conflicts 5. that the UN has set international standards for human rights and worked to bring about social and economic development in the poorer nations 6. that the Secretary-General is the key executive officer of the UN. 	<ol style="list-style-type: none"> 1. read and interpret primary source documents about the history of the UN 2. understand some of the reasons for the successes and failures of the UN in the areas of peace and security 3. identify some major leaders in the history of the UN 4. understand and debate certain key controversies having to do with the UN 5. identify causal relationships between various events and developments having to do with the history of the UN.

These lessons incorporate the following learning activities to help students reach the enduring understandings:

- Overview of essential questions and basic understandings
- Class discussion of subject matter questions in The United Nations presentation
- Teacher introduction of common terms and ideas in the essential questions and related projects
- Provide students with primary source materials from which they will complete the related projects in the unit
- Students conduct research in groups to be used later in individual and group projects
- Informal observation and coaching of students as they work in groups
- Evaluation and delivered feedback on projects and research reports
- Students create and present their unit projects
- Posttest made of multiple-choice questions covering the presentation, with one or more essential questions as essay questions

Project # 1: The Security Council Veto— A Debate

Overview:

The UN Security Council has the main responsibility for maintaining peace and security, and it alone has the power to authorize the use of force. The Security Council comprises 15 members. Five are permanent members, each with the power to veto any Security Council decision. This veto power has been important and also highly controversial for many years. Is it a good idea or a bad idea? In this lesson, two small groups of students debate the purpose and value of the veto power, with one group making the case for it while the other group makes the case against it. The two groups present their ideas and argue their cases in front of the class. The entire class then votes to decide the matter.

Objectives:

As a result of completing the lesson, students will be able to:

- better understand the role of the UN Security Council
- better understand the impact of the UN Security Council veto given to the five permanent members
- make judgments about the veto and effectively debate arguments for and against it.

Time required:

Three class periods

Methodology:

Prior to beginning the lesson, assign students to three groups:

- A group defending the veto enjoyed by the five permanent members of the UN Security Council
- A group criticizing the veto enjoyed by the five permanent members of the UN Security Council
- A small group of moderators to supervise the debate

Students may select the group they wish to join, or you may elect to assign them to groups based on student abilities and personalities.

Every UN member state is represented in the General Assembly, but it is the Security Council that has the main responsibility to maintain peace and security and to authorize the use of force. The Security Council only has 15 members. Five of these are permanent members—the United States, France, the United Kingdom, China, and Russia. It takes a vote of nine out of the 15 Security Council members to approve any proposal before that body. However, each of these five permanent members has the power to veto any Security Council decision.

Give each group three class sessions to research, read background materials, and discuss the UN Security Council veto. Have the groups study the suggested Internet resources or other print resources to prepare for the debate. All students in each of the groups should complete “The Security Council Veto Student Handout” provided for this lesson. At the last of the small group meetings, each group should plan out its debate-day presentation and strategy so as to fulfill the group’s task in the debate.

In discussing the veto in their groups, students should consider and seek to answer the following questions:

- What was the historic context for the founding of the UN, and how might that help explain why the veto was granted the five permanent members?
- How have world conditions changed and do those changes still justify a special status to the five permanent members?
- How has the veto been used over the years? Has there been any significant change over time in how and when it has been used?
- What advantages, if any, have there been for the UN because of granting the five permanent members the veto power?
- What disadvantages, if any, have there been for the UN because of granting the five permanent members the veto power?
- In what cases, if any, has the world as a whole benefitted because of the veto power?
- In what cases, if any, has the world as a whole been harmed because of the veto power?
- Exactly how would you change the way the Security Council operates, or why do you think no change at all is needed?

Here is a suggested format for the debate:

- **The veto’s Defenders:** This group will prepare a five-minute presentation describing the historic factors that explain why the Security Council veto was established and the key reasons it should continue to be a part of the way the UN operates. They will then listen closely to the opening statement of the Veto’s Critics. They will have some time to discuss that statement, and then they must do two things. First they should repeat back as fully and accurately as they can the key points made by the Veto’s Critics. They will then have five minutes in which to challenge or criticize those points.
- **The veto’s Critics:** This group will prepare a five minute opening statement criticizing the Security Council veto. They should make reference to the original justification for the veto, the way conditions have changed and the uses and abuses they see as proving

the veto is a bad idea. They will first listen closely to the opening statement of the veto's Defenders and will then present their own opening statement. They will have some time to discuss the opening statement by the veto's Defenders. They then must do two things: First they should repeat back as fully and accurately as they can the key points the Defenders make. They will then have five minutes in which to challenge or criticize those points.

- **Moderator group:** This group will supervise the debate the two other student groups carry on with each other. The moderators must remain neutral but should try to keep debaters focused on the issue and make sure each debater listens carefully to responses from the other side. At the end of that debate the moderators will field questions from the rest of the class. To perform this role effectively, the moderators should do some of the same background reading and research as the two debating groups.

Evaluation:

At the end of the debate, evaluate student work using a suitable rubric. Two sample rubrics are included with this lesson, which you may either use or adapt to meet your individual circumstances.

Suggested Web resources:

- http://debatepedia.idebate.org/en/index.php/Debate:_UN_Security_Council_veto
- <http://debates.juggle.com/should-the-veto-powers-of-the-permanent-members-of-the-un-security-council-be-abolished>
- http://highered.mcgraw-hill.com/sites/0073378992/student_view0/chapter7/join_the_debate.html
- <http://www.un.org/Docs/sc/>
- http://www.economist.com/node/3444899?story_id=3444899
- http://www.reformtheun.org/index.php?option=com_content&view=article&id=503:security-council-reform-update&catid=449:security-council-reform
- http://www.historylearningsite.co.uk/united_nations_problems.htm
- http://en.wikipedia.org/wiki/United_Nations_Security_Council_veto_power
- http://www.missionofportugal.org/pmop/index.php?option=com_content&view=article&id=49&Itemid=54

The Security Council Veto

Student Handout

Why do you think the UN Security Council veto was originally granted to the five permanent members?

What are your key reasons for being either for or against the veto?

What do you think an opponent of your view would say to challenge each of your reasons as stated above?

The Security Council Veto Rubric

Moderator Group

Criteria	Excellent (4)	Good (3)	Fair (2)	Poor (1)	Student score
Understands the central issues at stake in the Security Council veto debate	Understands these issues well and uses them well to guide the debate	Understands these issues adequately and uses them to guide the debate	Only partially understands these issues but makes little use of them to guide the debate	Understand these issues poorly and does not use them to guide the debate	
Keeps debate teams focused on topic	Identifies key points in need of clarification and helps teams address them	Identifies and explains only a few key points in need of clarification	Identifies a few points in need of clarification but cannot help teams address them	Fails to identify points in need of clarification or to help teams address them	
Guides teams to listen and respond to each other	Identifies and explains well central points that the teams need to respond to more carefully	Identifies and explains only a few points the teams need to respond to	Identifies few points the teams need to clarify but fails to help the teams respond to them	Identifies no key points that the teams need to respond to more carefully	
Cumulative score					

The Security Council Veto Rubric

Debate Groups

Criteria	Excellent (4)	Good (3)	Fair (2)	Poor (1)	Student score
Handout: the student states reasons for backing or opposing the Security Council veto	Student states his or her reasons well and supports them clearly, with great detail	Student states the reasons adequately and explains them fairly well	Student states the reasons adequately but with little explanation of them	Student states the reasons poorly and does not explain them	
Handout: the student understands the likely arguments against his or her own stand on the Security Council veto	Identifies and explains well several major points against the stand he or she has taken	Identifies and explains only some key points against his or her stand	Identifies only a few points against his or her stand	Fails to identify or explain clearly any points against his or her stand	
Debate: defends the group's position on the Security Council veto	Identifies and explains well several major points in support of the group's position	Identifies and explains only some key points in support of the group's position	Identifies only a few points in support of the group's position	Fails to identify or explain clearly any points in support of the group's position	
Debate: responds to the other group's position on the Security Council veto	Understands and responds in a relevant way to the other side's comments	Understands and responds in a relevant way to only some of the other side's comments	Only partly understands or responds to some of the other side's comments	Understands few of the other side's comments and fails to respond in any relevant way	
Cumulative score					

Project #2: The United Nations— Successes and Failures

Overview:

This lesson gives students a chance to learn more about five major crises or areas of UN activity as a way to assess the strengths and weaknesses of the UN over the course of its history since 1945. In small groups of four or five students each, students study one episode, assess the challenge the UN faced, and make judgments about its overall success or failure in meeting that challenge. They then prepare a brief presentation summarizing what they have learned and concluded. Based on the presentations, the class as a whole discusses the overall effectiveness of the UN and makes judgments about its strengths and weaknesses.

Objectives:

As a result of completing the lesson, students will be able to:

- identify the main details of several crises or challenges dealt with by the UN
- better understand the impact the UN has had in coping with important international conflicts or challenges
- make some informed judgments about the overall success of the UN given its role in several specific cases.

Time required:

Three class periods (with one period for a presentation to the class)

Materials:

The “UN Assessment Checklist” (provided)

Procedures:

Divide the class into five small groups of four or five students each. Each group will research one of the following five topics and develop a brief presentation about it for the class:

- **The Korean War (1950–53):** Just five years after the UN was founded, it faced a serious challenge when North Korea suddenly invaded South Korea. This conflict involved both the United States and the Soviet Union in an early Cold War showdown. It was a showdown in which the UN played a significant role.

- **The Congo crisis (1960–66):** This was a major decolonization crisis that arose after the First Republic of the Congo won its independence from Belgium. It involved anti-colonial nationalism, Cold War tensions, and an effort by one province to break away from the newly independent African nation.
- **Rwanda and genocide (1993–96):** In the early 1990s tensions between Rwanda’s majority ethnic group, the Hutus, and the minority Tutsis escalated out of control. A horrifying genocide took place in which as many as 800,000 were slaughtered. The UN played a role in seeking to contain the conflict.
- **Cambodia and genocide (1991–1993):** A small group of communist revolutionaries, the Khmer Rouge, took control of Cambodia in 1975 and carried out the genocidal slaughter of nearly two million Cambodians. In 1979, an invasion by Vietnam drove the Khmer Rouge from power. However, the Khmer Rouge continued to fight a civil war until 1991, when the UN became involved in efforts to restore human rights and provide Cambodia with a decent democratic government.
- **The Universal Declaration of Human Rights (1948–present):** Unlike the other four cases in this lesson, this one is not about a single crisis or episode in history. The Universal Declaration of Human Rights was an attempt to fashion a global standard defining the rights that all human beings are entitled to enjoy. Many other international treaties and UN covenants have tried to elaborate on or implement various aspects of human rights.

Explain that it is up to each group to prepare a brief talk summarizing their topic and explaining what it shows about the relative success or failure of the UN. Have the groups refer to the suggested Internet resources or to other print resources to find out more about the crisis or issue they have been assigned to research. Ask each student to use the “UN Assessment Checklist” to organize information about the battle he or she has been assigned.

Using these checklists, have each group prepare a brief talk to the class that deals with the following:

- What was the nature of the problem to which the UN had to respond?
- Summarize the nature of the UN response.
- What obstacles made it hard for the UN to influence the issue or problem?
- What short-term impact did the UN’s response have?
- What long-term impact, if any, did the UN’s response have?
- What was most positive about the response?
- What was most negative about the response?

After the group presentations, have the entire class discuss the reports and the issues they helped highlight. Based on the presentations, ask the class to decide how successful they think the UN has been as a world body.

Evaluation:

After this lesson is complete, evaluate student work using a suitable rubric. A sample rubric is included with this lesson, which you may either use or adapt to meet your individual circumstances.

Suggested Web resources:

The Korean War (1950–53)

- http://www.historylearningsite.co.uk/united_nations_korean_war.htm
- http://www.koreanwar-educator.org/topics/united_nations/index.htm
- <http://www.fordham.edu/halsall/mod/1950-korea-un1.html>
- <http://www.laughtergenealogy.com/bin/histprof/misc/korea.html>

The Congo Crisis (1960–64)

- http://www.historylearningsite.co.uk/united_nations_congo.htm
- http://en.wikipedia.org/wiki/Congo_Crisis
- <http://www.un.org/depts/DPKO/Missions/onucB.htm>
- <http://unimaps.com/congo-crisis/>

Rwanda and Genocide (1990–96)

- http://www.awm.gov.au/units/unit_15687.asp
- <http://www.un.org/en/peacekeeping/missions/past/unamir.htm>
- <http://www.foreignaffairs.com/articles/55875/max-boot/paving-the-road-to-hell-the-failure-of-u-n-peacekeeping>
- <http://www.un.org/preventgenocide/rwanda/>
- <http://www.africafocus.org/docs04/rw0403b.php>

The Universal Declaration of Human Rights and its results (1948–present)

- <http://www.universalrights.net/main/world.htm>
- http://en.wikipedia.org/wiki/Universal_Declaration_of_Human_Rights
- <http://www.un.org/rights/dpil774e.htm>
- <http://www.law.northwestern.edu/journals/jihr/v2/5/>
- <http://www.cfr.org/un/troubles-plague-un-human-rights-council/p9991>

Cambodia (1991–1993)

- <http://www.un.org/en/peacekeeping/missions/past/untacbackgr1.html>
- http://www.awm.gov.au/units/unit_15664.asp
- <http://www.cambodiangenocide.org/genocide.htm>
- <http://faroutliers.blogspot.com/2009/02/assessing-uns-role-in-cambodia.html>
- http://en.wikipedia.org/wiki/United_Nations_Transitional_Authority_in_Cambodia

UN Assessment Checklist

Topic your group researched:	
Summarize the problem facing the United Nations with regard to this topic	
Key obstacles facing the UN in its efforts to deal with this problem	
Summary of the main actions the UN took to deal with problem	
Overall, how good a job did the UN do in coping with this problem? Explain your answer.	

UN Assessment Rubric

Criteria	Excellent (4)	Good (3)	Fair (2)	Poor (1)	Student score
Handout: summarizes key details of the problem and the obsta- cles facing the UN	Student describes the problem carefully and in detail and explains the obstacles facing the UN clearly	Student describes the problem and explains the obstacles fac- ing the UN adequately	Student partially describes the problem and only vaguely explains the obstacles fac- ing the UN	Student does not describe the problem or explain the obstacles facing the UN in any clear way, or at all	
Handout: describes the nature of the UN's role in deal- ing with the problem and evaluates it	Student offers a clear sum- mary of the UN's role in the deal- ing with the problem and evaluates it thoughtfully	Student offers an adequate summary of the UN's role in the deal- ing with the problem and evaluates it well	Student offers only a vague summary of the UN's role in the deal- ing with the problem and is unclear in evaluating it	Student offers a wrong or unacceptable summary of the UN's role in the dealing with the prob- lem and fails to evaluate it with any care	
Contribution to the group presentation	Student makes a sub- stantial con- tribution to the effective- ness of the small group presentation	Student makes an adequate con- tribution to the effective- ness of the small group presentation	Student makes a minimal con- tribution to the effective- ness of the small group presentation	Student makes no contribu- tion to the effective- ness of the small group presentation	
Cumulative score					

Project #3: The Greatest Secretary-General Is...

Overview:

This lesson gives students a chance to make their own historical judgments about the various men who have led the United Nations as its Secretary-General. In small groups, students learn more about the actions and accomplishments of one UN Secretary-General. They then prepare a brief presentation explaining why that Secretary-General should or should not be eligible for the title of “Best UN Secretary-General.”

Objectives:

As a result of completing the lesson, students will be able to:

- identify the main leaders of the UN
- better understand the role of the Secretary-General in the UN
- make some informed judgments about the accomplishments and failings of one of the UN Secretaries-General.

Time required:

Three class periods

Materials:

The “UN Secretary-General Student Handout” (provided)

Procedures:

Divide the class into eight small groups. Each group will be responsible for researching One of the UN’s eight Secretaries General, The Secretary-General is the chief administrative officer of the UN. He is chosen by the General Assembly based on the recommendation of the Security Council. The Secretary-General is responsible for the day-to-day operations of the UN. He also works with the Security Council and with diplomats and governments to solve international problems or prevent them from escalating.

There have been eight Secretaries-General since the founding of the UN:

1. Trygve Lie (Norway), 1946–1952
2. Dag Hammarskjöld (Sweden), 1953–1961
3. U Thant (Burma, now Myanmar), 1961–1971
4. Kurt Waldheim (Austria), 1972–1981
5. Javier Pérez de Cuéllar (Peru), 1982–1991
6. Boutros Boutros-Ghali (Egypt), 1992–1996
7. Kofi Annan (Ghana), 1997–2006
8. Ban Ki-moon (Republic of Korea), 2007–

Explain that this activity will help students think about the way individual leaders can and cannot shape history. Have the groups review the PowerPoint for this lesson. Have them also refer to the suggested Internet resources or to other print resources to find out more about the role of their Secretary-General in leading the UN and dealing with major international problems. Ask each student to use the “UN Secretary-General Student Handout” to organize information about their Secretary-General.

Using these handouts, have each group prepare a brief talk in which the group members together will make the case for why the Secretary-General they have been assigned should or should not be considered one of the United Nations’ greatest Secretaries-General. In organizing this talk, students should try to answer the following questions:

- What were some of this Secretary-General’s main beliefs and philosophies?
- What were some of his main accomplishments?
- What were his most serious flaws or failings?
- In what ways did this Secretary-General strengthen the UN as an organization?
- In what ways did he exercise important leadership in dealing with international crisis and problems?

After all the groups have given their talks, ask the class to vote to choose the Best UN Secretary-General.

Evaluation:

After this lesson is complete, evaluate student work using a suitable rubric. A sample rubric is included with this lesson, which you may either use or adapt to meet your individual circumstances.

Suggested Web resources:

Trygve Lie (Norway), 1946–1952

- <http://www.norway-un.org/NorwayandUN/The-Legacy-of-Trygve-Lie/Trygve-Lie-first-UN-Secretary-General-/>
- http://www.newworldencyclopedia.org/entry/Trygve_Lie

Dag Hammarskjöld (Sweden), 1953–1961

- <http://www.un.org/depts/dhl/dag/bio.htm>
- http://www.nobelprize.org/nobel_prizes/peace/laureates/1961/hammarskjold-bio.html

U Thant (Burma, now Myanmar), 1961–1971

- <http://archives.un.org/ARMS/node/75>
- http://en.wikipedia.org/wiki/U_Thant

Kurt Waldheim (Austria), 1972–1981

- <http://www.economist.com/node/9359005>
- <http://www.telegraph.co.uk/news/obituaries/1554545/Kurt-Waldheim.html>

Javier Pérez de Cuéllar (Peru), 1982–1991

- <http://www.amautaspanish.com/amautaspanish/culture/biography/politics.asp?CodPolitico=2>
- http://undiplomatictimes.com/Javier_Perez_De_Cuellar.html

Boutros Boutros-Ghali (Egypt), 1992–1996

- <http://www.notablebiographies.com/Be-Br/Boutros-Ghali-Boutros.html>
- http://undiplomatictimes.com/Boutros_Boutros-Ghali.html

Kofi Annan (Ghana), 1997–2006

- <http://www.notablebiographies.com/An-Ba/Annan-Kofi.html>
- http://undiplomatictimes.com/Kofi_Annan.html

Ban Ki-moon (Republic of Korea), 2007–

- <http://www.notablebiographies.com/supp/Supplement-A-Bu-and-Obituaries/Ki-Moon-Ban.html>
- <http://www.un.org/sg/biography.shtml>

UN Secretary-General Student Handout

Secretary-General:	
Key facts about this Secretary-General's leadership of the UN	
Reasons for or against the view that this man was a great UN Secretary-General	

UN Secretary General Rubric

Criteria	Excellent (4)	Good (3)	Fair (2)	Poor (1)	Student score
Handout: facts, specific examples, and details of this man's career as Secretary-General	Student understands clearly this man's entire career as Secretary-General	Student understands adequately this man's career as Secretary-General	Student only partially understands this man's career as Secretary-General	Student shows little understanding of this man's career as Secretary-General	
Handout: reasons for or against viewing this man as a great Secretary-General	Clear and specific case made for or against this Secretary-General as compared with others	Fairly effective case made for or against this Secretary-General as compared with others	Adequate but only vague case made for or against this Secretary-General as compared with others	Little or no real case for or against this Secretary-General as compared with others	
Contribution to the group presentation	Student makes a substantial contribution to the effectiveness of the small group presentation	Student makes an adequate contribution to the effectiveness of the small group presentation	Student makes a minimal contribution to the effectiveness of the small group presentation	Student makes no contribution to the effectiveness of the small group presentation	
Cumulative score					

Extension Activities

1. Hand out copies of the Universal Declaration of Human Rights (<http://www.un.org/en/documents/udhr/index.shtml>). In small groups, have students read the Declaration aloud. Ask students to give examples of how each article might be, or is, violated.

Students should pick an article to research. In a power point presentation, essay, or poster, students should explain, in their own words, what the article protects, where in the world it might be violated and why, and what is being done to implement the article. Students can research non-governmental organizations that are working to implement each of the 30 articles and find ways to help support the non-governmental organization.

2. Have students research and prepare briefing papers about topics on the UN agenda and how they affect the life of youth around the world. Ask students to prepare a short speech on the global problem, what the UN is doing to combat the issue, and what students and people around the world can do to help. Such a presentation should include facts, the geographic region where these problems persist, the history behind the issues, what non-governmental organizations are doing to combat the problem and how people around the world can get involved. Some topics might include:

- AIDS/HIV
- Biodiversity
- Child Labor
- Education
- Drug Abuse
- Disarmament
- Climate Change
- Children's Rights
- Child Soldiers
- Globalization
- Human Rights
- Peacekeeping
- Poverty
- Refugees
- International Law
- Governance

3. Students interested in becoming actively involved in international foreign affairs can form a Model UN Club (MUN). <http://cyberschoolbus.un.org/modelun/index.asp>

Discussion Questions

1. Why do you think the UN Charter allows for some member states who sit on the Security Council to remain permanent? Why do you think these countries received this privilege and others did not? Is this fair?
2. How can the implementation of human rights help the United Nations achieve its mission of international peace and security?
3. Do you think the United Nations is or isn't relevant in today's world? Why or why not?

Related Web Sites

The UN Works

<http://www.un.org/works/>

This website contains many resources about the workings of the UN, including lesson plans and ways for students to get involved.

United Nations Cyberschoolbus

<http://cyberschoolbus.un.org/>

This website offers educational resources for teachers about all issues pertaining to the United Nations.

The United Nations

<http://www.un.org/>

This is the United Nations' main homepage with links to everything affiliated with the UN.

The United Nations: Multiple-Choice Quiz

1. What organization did the United Nations replace?
 - A. The World Bank
 - B. UNICEF
 - C. League of Nations
 - D. The State Department
2. Where did Churchill and Roosevelt hold their “secret meeting”?
 - A. At the White House
 - B. An undisclosed location in the Atlantic Ocean
 - C. In London
 - D. In the Red Sea
3. What year was the United Nations officially founded?
 - A. 1941
 - B. 1945
 - C. 1948
 - D. 1947
4. In what city was the Charter of the United Nations signed?
 - A. Hong Kong
 - B. New York
 - C. London
 - D. San Francisco
5. The United Nations Headquarters is located in what city?
 - A. Chicago
 - B. Geneva
 - C. New York City
 - D. San Francisco
6. Which of the following member states have permanent seats on the Security Council?
 - A. United Kingdom, France, Germany, Japan, Russia
 - B. United States, United Kingdom, China, Russia, France
 - C. France, United Kingdom, Brazil, India, Russia
 - D. Hong Kong, Germany, United States, China, Russia

7. Who has the right to veto an issue?
 - A. All member states
 - B. The five permanent member states who sit on the Security Council
 - C. All fifteen member states on the Security Council
 - D. The Secretary-General
8. Who was fundamental in the creation of the Universal Declaration of Human Rights?
 - A. Harry Truman
 - B. Franklin D. Roosevelt
 - C. Winston Churchill
 - D. Eleanor Roosevelt
9. The General Assembly is broken down into how many subcommittees?
 - A. 3
 - B. 14
 - C. 27
 - D. 6
10. The International Criminal Court has how many judges from all over the world?
 - A. 29
 - B. 15
 - C. 9
 - D. 30
11. The seventh Secretary-General, Kofi Annan, is from what country?
 - A. Ghana
 - B. United States of America
 - C. India
 - D. Brazil
12. Dag Hammarskjöld, the second Secretary-General, was tragically killed in a plane crash in what country?
 - A. Brazil
 - B. The Congo
 - C. India
 - D. Egypt

13. Which dispute between two sovereign states led to United Nations involvement?
- A. The Gulf War
 - B. World War II
 - C. The Korean War
 - D. The Rwandan genocide
14. The Cuban Missile Crisis was a dispute between
- A. China and the Soviet Union
 - B. France and Cuba
 - C. Cuba and the Soviet Union
 - D. The United States and the Soviet Union
15. What honor was awarded to United Nations peacekeepers in 1988?
- A. The Nobel Peace Prize
 - B. A Purple Heart
 - C. An Oscar
 - D. An Olympic gold medal
16. What did the United Nations help accomplish in South Africa?
- A. Ending apartheid
 - B. Freeing Nelson Mandela
 - C. Dividing land in the territory between blacks and whites
 - D. Protecting endangered species
17. UNHCR is a UN agency that does what?
- A. Prosecutes persons who have committed war crimes.
 - B. Translates United Nations documents into the five official languages of the organization.
 - C. Assists refugees and displaced persons by providing basic human necessities
 - D. Cleans United Nations facilities
18. The acronym UNICEF stands for what organization?
- A. United Nations Children's Fund
 - B. United Nations International Children's Educational Fund
 - C. United Nations Internal Fund
 - D. United Nations Individual Children's Equity Foundation

19. The acronym UNEP stands for what United Nations agency?

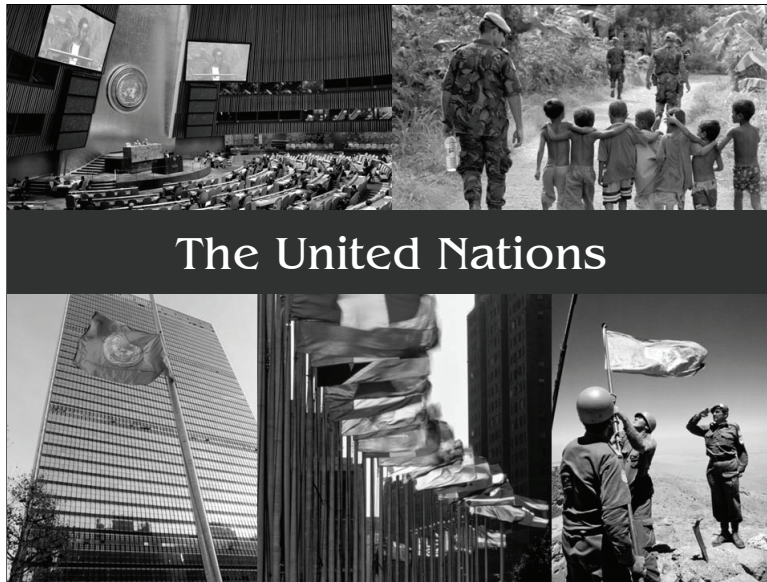
- A. United Nations Environmental Programme
- B. United Nations Earth Project
- C. United Nations Earth Programme
- D. United Nations Ecological Programme

20. As of 2006, there are how many member states?

- A. 208
- B. 192
- C. 134
- D. 130

The United Nations: Multiple-Choice Quiz Answer Key

1. C
2. B
3. B
4. D
5. C
6. B
7. B
8. D
9. D
10. B
11. A
12. B
13. C
14. D
15. A
16. A
17. C
18. A
19. A
20. B



The United Nations

The United Nations is a unique international organization consisting of 192 independent countries that have joined together to work for world peace and social progress.

Essential Questions

- What were the mistakes that prevented the League of Nations from being able to contain conflict and prevent a new world war?
- How did the UN's founders try to avoid the mistakes that led to the ineffectiveness and failure of the League?
- What has the impact been of the special place of the "Big Five" nations and the veto each enjoys on the UN Security Council?

Essential Questions (continued)

- How did the Cold War rivalry between the Soviet Union and the U.S. affect the ability of the UN to play its part in world affairs after 1945?
- What role has the UN played in coping with political instability, unrest, and civil war in the conflicts where it has become involved?
- What impact has the UN had on the problems of social and economic development around the world, and in particular with regard to the many new emerging nations in the postwar world?

Helping the World



Founded in 1945, the United Nations was designed to address the big challenges facing our world today, such as poverty, environmental degradation, injustice, and human rights abuses. Such issues affect everyone around the world.

The UN's primary purposes:

1. To keep peace throughout the world
2. To develop friendly relationships among nations
3. To work together to help poor people live better, to conquer hunger, disease, and illiteracy, and to encourage respect for each other's rights and freedoms

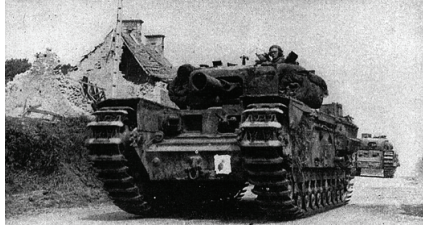
Show the film clip (included on the CD) titled *Child Labor* to see what the United Nations Convention on the Rights of the Child (CRC) has to deal with.

Show the film clip (included on the CD) titled *Child Soldiers* to see how the United Nations Convention on the Rights of the Child (CRC) tries to combat the use of children as soldiers.

United Nations for Everyone Everywhere



The United Nations operates all around the world. The multi-dimensional work of the United Nations is channeled through six principal organs and a host of other partnerships with organizations that improve the lives of people in every corner of the earth.



In the Beginning



The United Nations was established in the aftermath of a devastating world war. World leaders strongly felt the need for an international institution that would help bring world peace and prevent future wars.

The League of Nations



The League of Nations at opening session in Geneva

The idea for an international organization originated in the aftermath of the First World War (1914–1918). The League of Nations (1919) was founded to prevent future conflict, but with the start of World War II in 1939, it became clear that the League had failed to accomplish this objective.

The League of Nations was powerless without a military to enforce economic and military sanctions upon countries violating its covenant.

Several powerful countries failed to support the League, leading to its ultimate failure:

- The United States never joined.
- Germany was only a member for seven years.
- The Union of Soviet Socialist Republics (USSR) was a member for five years.
- Japan and Italy withdrew in the early 1930s.

Governments accustomed to operating independently found it difficult to work in cooperation with other countries.

Many countries blamed the League of Nations for not being able to prevent World War II. But without the major superpowers backing the League, it had little influence over international affairs.

Atlantic Charter



The eighth clause of the Atlantic Charter states, "All nations of the world, for realistic as well as spiritual reasons, must come to the abandonment of the use of force."

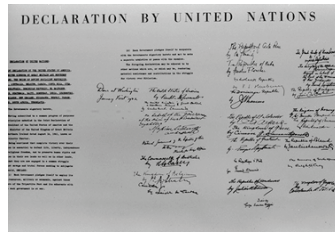
British Prime Minister Sir Winston Churchill and U.S. President Roosevelt at the Atlantic Charter



In the midst of World War II, when the U.S. and the UK were fighting the Nazis and their allies Japan and Italy, U.S. President Franklin Roosevelt and UK Prime Minister Winston Churchill met secretly on a ship in the middle of the Atlantic Ocean. August 9–12, 1941, Roosevelt and Churchill signed a document known as the Atlantic Charter. The charter was not a formal agreement between the U.S. and the UK, but served as a commitment for the two countries to work together toward world peace. The charter outlined a future organization that revolved around the hopes of world peace.

The eighth clause of the Atlantic Charter states, "All nations of the world, for realistic as well as spiritual reasons, must come to the abandonment of the use of force."

Meetings for the Future



Declaration by the United Nations, 1942



Bretton Woods, New Hampshire,
U.S., 1944

Sparked by the Atlantic Charter and subsequent declarations between allied countries, there was a growing interest among nations to work together toward peace.

In 1944, representatives from China, the UK, the USSR, and the U.S. convened at Dumbarton Oaks in Washington, D.C., to discuss a possible blueprint for an intergovernmental organization.

1944: Dumbarton Oaks



Creating a blueprint of the United Nations

The organization was to be known as the United Nations and would consist of six main bodies:

1. A General Assembly composed of all nation-states
2. A Security Council
3. An International Court of Justice
4. A Secretariat housing the main bodies of the UN
5. An Economic and Social Council
6. The Trusteeship Council

1945: Yalta Conference



USSR Premier Stalin, U.S. President Roosevelt, and UK Prime Minister Churchill

It was clear by February 1945 that Germany would be defeated and WWII would be winding down. Leaders from the U.S., the UK, and the USSR met in Yalta, a town located in the Soviet Union (but now part of the Ukraine), to discuss the possible scenarios for Europe after WWII.

The leaders reached agreement on voting procedures in the Security Council of the new organization called the United Nations. The countries agreed to reconvene that April in San Francisco.

On April 12, 1945, President Roosevelt suddenly died at Warm Springs, Georgia, of a cerebral hemorrhage. The Vice President, Harry S. Truman, took his place.

1945: San Francisco Conference



United States President Harry S. Truman arrives in San Francisco for the momentous ceremony at which the UN Charter was signed by representatives of 50 delegations

In April 1945, the nations met in San Francisco to create a charter to be approved by all participating nations that would serve as the foundation of the United Nations. Fifty-one nations were invited to San Francisco, representing 80 percent of the world's population.

Big Five Meeting, San Francisco



Delegations of the “Big Five” (China, France, USSR, UK, and U.S.) meet in San Francisco for the UN Conference on International Organization in May 1945

The Yalta Conference did not resolve the rights the superpowers (United States, United Kingdom, China, the Soviet Union, and France) would hold in the UN Security Council. In San Francisco it was agreed that each of the “Big Five” would have the right to veto. If any one of them were to cast a negative vote, the Security Council would not be able to adopt a resolution.

Today, the five permanent members of the UN Security Council still have veto power. They can void any council resolution, no matter what the pressure from the supporting majority may be. This power is exercised when any permanent member enters a nay vote.

1945: San Francisco, Agreeing on a Charter

“With this Charter the world can begin to look forward to the time when all worthy human beings may be permitted to live decently as free people.”

President Truman



On June 25, 1945, delegates from each country met at the San Francisco Opera House to approve the charter. Delegates voted yes by standing in show of support for the United Nations. The Opera House broke out into thunderous applause as the charter was declared accepted. The following day, delegates signed the charter amidst a background of flags from 51 nations.

President Truman said, “The Charter of the United Nations, which you have just signed, is a solid structure upon which we can build a better world. History will honor you for it. Between the victory in Europe and the final victory ... in this most destructive of all wars, you have won victory against war itself.... With this Charter the world can begin to look forward to the time when all worthy human beings may be permitted to live decently as free people.... If we fail to use it, we shall betray all those who have died in order that we might meet here in freedom and safety to create it. If we seek to use it selfishly—for the advantage of any one nation or any small group of nations—we shall be equally guilty of that betrayal.”

Discussion Questions

1. After World War II, world leaders were determined to avoid mistakes they made after World War I in fashioning an international institution to promote a more peaceful world. Can you explain what mistakes they felt a need to avoid?
2. In the spring of 1945, the “Big Five” insisted on having special powers within the structure of the new United Nations. Who were the Big Five and what special power did they receive?
3. Given the world situation in 1945, why was it generally seen as appropriate for the Big Five to have this special power?

1. The League of Nations formed after World War I had little power to impose any decision; the U.S. never joined; other powerful nations left after a few years; etc.
2. The Big Five were the U.S., the Soviet Union (now the Russian Federation), France, China, and the United Kingdom—the five key nations fighting Germany and Japan in World War II. The Big Five were made permanent members of the UN Security Council, and each has a veto over any Security Council decision.
3. As the major powers who won the war it was clear they would play the major roles in post-war international affairs. No UN decision was likely to be effective without the consent of all of them, and probably none of them would have participated in the UN without veto power.

Deciding on a Home

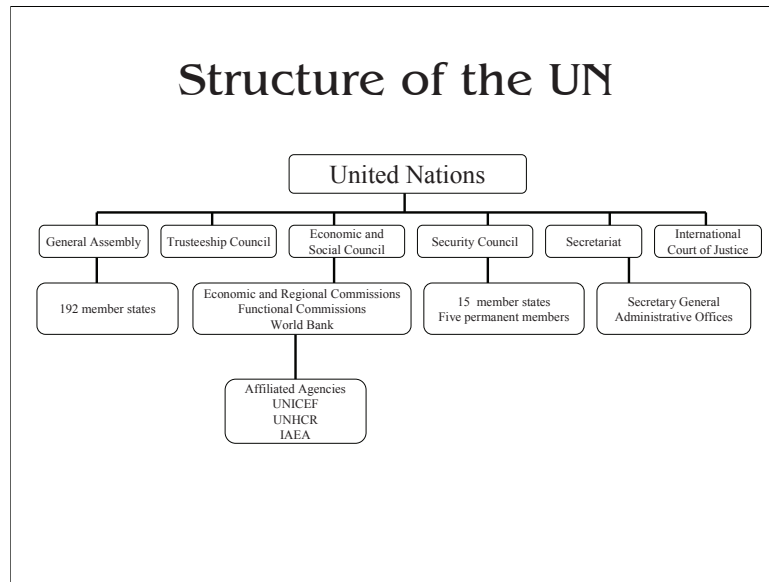


One of the primary issues on the agenda for the first session of the General Assembly was the location of the permanent home of the UN. After many offers from different countries, the General Assembly decided to locate the United Nations headquarters in New York City, due in large part to a donation of land worth \$8.5 million by John D. Rockefeller, Jr., a wealthy banker from New York.

UN headquarters sits on 18 acres of prime New York City real estate. The UN secured an interest-free loan of \$65 million from the United States government to pay for the costs. The building was completed in 19 months, and the loan was repaid to the United States government by 1982. The headquarters have been modified to accommodate the growing number of UN personnel and 192 member states that have since joined the organization.

Although the United Nations is in New York City, the building and the property are considered international territory. No federal, state, or local officer, whether administrative, judicial, military, or police, may enter the UN without special permission. The UN has its own firefighting and security forces, as well as its own postal system that issues UN stamps.

Flying in front of the building are the colorful flags of the 192 United Nations member states. In keeping with the mission of the UN, materials for the headquarters were selected from many lands so as to include as many cultures and peoples in the creation of the organization's home as possible.



In response to the failure of the League of Nations, the member states of the United Nations set out to structure an organization that would promote opportunities for countries to discuss pressing issues. The work of the UN is done by its six principal organs:

- The General Assembly (GA)
- The Security Council
- The Economic and Social Council (ECOSOC)
- The Trusteeship Council
- The International Court of Justice (ICJ)
- The Secretariat

The Heart of the UN: The General Assembly



The General Assembly is the international stage where countries from all regions of the world come to deliberate. Each member state has a single vote. Decisions of grave importance require a two-thirds majority to pass.

During the regular sessions of the General Assembly, member states have the opportunity to address the GA about pressing international issues. When an issue arises, it is discussed in one of the assembly's six main committees of the GA:

- First Committee (Disarmament and International Security)
- Second Committee (Economic and Financial)
- Third Committee (Social, Humanitarian, and Cultural)
- Fourth Committee (Special Political and Decolonization)
- Fifth Committee (Administrative and Budgetary)
- Sixth Committee (Legal)

While decisions and recommendations made by the GA are not legally binding, they carry the weight of world opinion accompanied by the moral authority of the international community.

When matters of international security become urgent and require a more forceful reaction by the international community, they are moved to the agenda of the Security Council.

Declarations and Conventions



Eleanor Roosevelt holds the Declaration of Human Rights

“Human beings are born free and equal in dignity and rights.”

One of the most historic occasions in the General Assembly was the adoption of the Universal Declaration of Human Rights in 1948. The declaration's 30 articles declare that “all human beings” are entitled to freedom without distinction based on race, color, sex, language, religion, national origin, or birth. This visionary document is morally binding, not just for member states of the United Nations, but for all people.

The declaration is one of many treaties, conventions, and other agreements between member states that set standards or establish legal obligations on a vast number of international issues. The Convention on the Rights of the Child states that children, because of their vulnerability, require special care and protection. Other conventions and treaties address such issues as women’s rights, the environment, refugees, arms and drug trafficking, endangered species, terrorism, and the exploitation of the world's oceans from over-fishing. Behind many of these international legal agreements is an effort by countries to reconcile competing national interests and to protect the planet and its people.

1946: First Session of the Security Council



Security Council holds first official meeting in Paris

Security Council meets for the first time in London to adopt its rules of procedure, January 1946



The Security Council is primarily responsible for international peace and security.

The council has 15 members, each with a single vote. There are five permanent members: China, France, the Russian Federation, the United Kingdom, and the United States. Every two years, ten additional members are elected by the General Assembly based on geographical location.

The Security Council's duties include:

- Investigating any dispute which might lead to international conflict and making recommendations for its resolution
- Authorizing the use of force, in the form of peacekeepers, to restore international peace and security
- Making recommendations to the General Assembly on the appointment of the UN Secretary-General

Under Article 25 of the charter, all member states of the United Nations must agree to comply with any decisions made by the Security Council. The council has the power to dispatch military observers or peacekeeping forces, to enforce economic sanctions, arms embargoes, travel bans, or military action.

Security Council & Veto Power

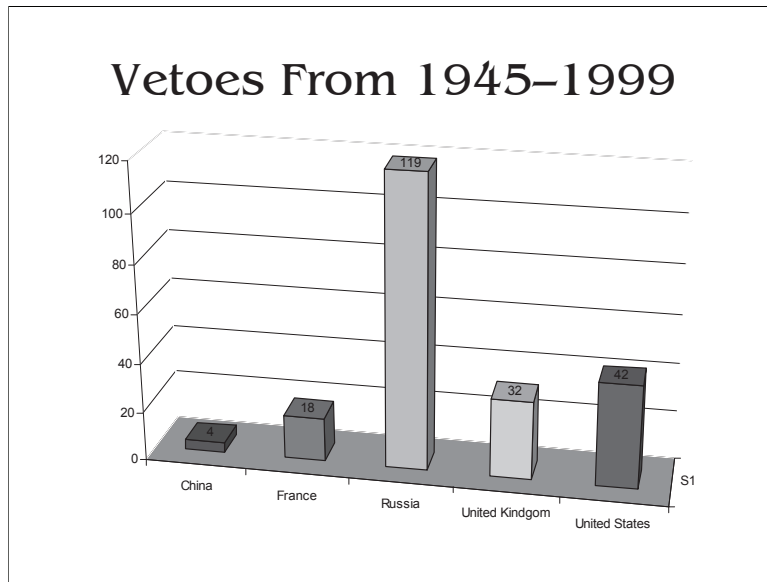


Security Council meets to establish
UN Mission in Sudan, March 24, 2005

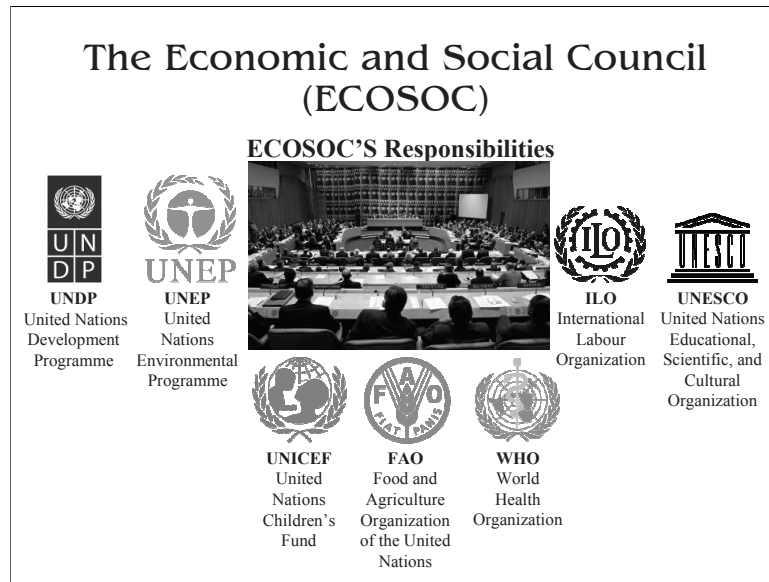


Secretary-General Kofi Annan, opening
the debate about the council's role in
humanitarian affairs

In 1945, the five major powers (the United States, China, the United Kingdom, the Russian Federation, and France) played important roles in the maintenance of international peace and security. At the time, it was agreed that if any of the “Big Five” cast a negative vote on a matter, the council would not be able to adopt a resolution. This special power is known as the right to veto.



The world has changed since 1945, and there are several proposals to reform the Council so it is more representative of new global realities. There have been many proposals to include the elimination of the veto, expand the number of members that sit on the Council, and permit countries from various regions of the world (Latin America and Africa) to become permanent members. However, before any changes are made to the structure of the Security Council, parts of the UN Charter would have to be amended.



The Economic and Social Council (ECOSOC) is responsible for coordinating the UN's role in economic- and social-development projects worldwide. ECOSOC advises countries on how to improve education and health conditions and promote human rights and the freedoms of people worldwide.

ECOSOC is also the primary liaison between UN agencies such as UNICEF and WHO, non-governmental organizations (NGOs), and the main bodies of the Secretariat.

Trusteeship Council & The International Court of Justice



Trusteeship Council



Peace Palace in The Hague, Netherlands

Trusteeship Council:

When the United Nations was founded in 1945, some parts of the world, many of them colonies, lacked governments capable of making decisions for their people. These areas were placed under the protection of the Trusteeship Council and were called “Trust Territories.” Initially, there were eleven territories, mostly in Africa and the Pacific Ocean. The Trusteeship Council supervised the social advancement of the people who lived in these territories. Since the last territory, Palau, achieved self-government in 1994, the council has suspended operations.

The International Court of Justice:

The International Court of Justice is the principal judicial organ of the United Nations. The court has two primary responsibilities:

1. To settle legal disputes between member states
2. To provide legal advice to authorized international organs and agencies

The court is composed of 15 judges from all over the world. No two judges come from the same country. Nine judges must agree in order for a decision to be made on a particular issue or dispute. The court sits at the Peace Palace in The Hague, Netherlands, and is in permanent session. Currently, there are 13 cases pending. Cases range from maritime disputes to border-related conflicts.

Discussion Questions

1. Do you think New York City as home for the UN headquarters was a good choice of location? Why or why not?
2. The General Assembly is where all UN member nations debate and vote about most issues. However, the Security Council is where the real power lies. Explain why that is.

1. Answers will vary and should be discussed.
2. General Assembly votes are not legally binding on the member states. The Security Council can authorize the use of force in the form of peacekeepers, and the UN Charter requires member states to comply with Security Council decisions.

Discussion Questions (continued)

3. Based on your general knowledge of history since 1945, can you explain why the Soviet Union (Russia) had the largest number of vetoes by far of any of the five permanent members of the Security Council?
 4. When the UN was founded, the Trusteeship Council was a very important part of its operations. In the 1990s, however, it was discontinued. Why?
-
3. The Soviet Union was for most of this time locked in a Cold War rivalry with the U.S., and usually with France and Great Britain as well. As a result, it often disagreed with these other permanent Security Council members.
 4. In 1945, many areas, including many colonies, lacked governments of their own and were placed under the protection of the Trusteeship Council. When the last of these “Trust Territories” achieved independence, the council suspended operations.

Peace and Security

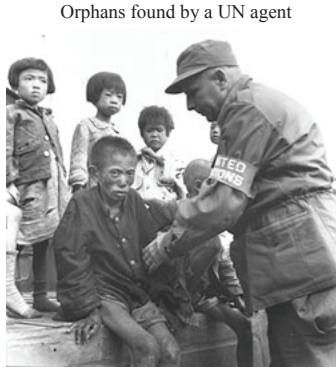
In a world threatened by nuclear war and endless regional conflicts, peacekeeping and security have become one of the United Nations' main priorities.

Since 1945, the United Nations has assisted in negotiating more than 170 peace settlements that have ended regional conflicts around the world. The United Nations has used quiet diplomacy to avert imminent wars.

1950: Korean War



Korean civilians seek safety from the continuous fighting



Orphans found by a UN agent

The Korean War was the first United Nations involvement in a dispute between sovereign states. From June 25, 1950, to July 27, 1953, the Democratic People's Republic of Korea (DPRK), supported by the People's Republic of China and the Soviet Union, fought against the Republic of Korea, supported by the United States and the United Nations.

The Security Council, acting in the absence of the Soviet Union, called on member states to help the southern part of Korea repel invasion from the North. On July 7, 1950, 16 nations under the UN flag formed the United Nations Command (UNC), led by American General Douglas MacArthur. Years of fighting and criticism surrounding the presence of UN in the region ended when the Korean Armistice Agreement was signed on July 27, 1953, by the UN Command and the Chinese-North Korean Command.

1962: Cuban Missile Crisis



U.S. confronts USSR at UN

One of the greatest challenges the UN faced during the 1960s was the Cuban Missile Crisis. This event put the world the closest it has ever been to nuclear war.

American spy planes detected Russian ballistic missiles being built on the communist island of Cuba, 90 miles south of Florida in the U.S. President Kennedy saw this as a threat to the security of the United States. In response, the U.S. Navy blockaded Cuba, preventing Russian ships from getting through. The world waited to see if the Russians would retaliate.

The United States took its case to the UN Security Council, where Ambassador Adlai E. Stevenson (seated second from right at council table) presented the case against the Soviet Union. A deal between the United States and the Soviet Union was made, and all missiles were removed.

United Nations Peacekeepers



Peacekeepers destroying guns in Central America



Nobel Prize awarded to UN peacekeepers



UN Military Observer in Cambodia

Peacekeepers are employed to maintain and/or re-establish peace in areas of conflict. UN peacekeepers serve as impartial third parties that are deployed by the Security Council only when all parties of a conflict accept their presence. Peacekeepers help restore or create an atmosphere that allows the negotiating process to go forward, saving millions of people from becoming victims of war.

There are two types of peacekeeping operations: unarmed observer groups that gather information about issues and lightly-armed military forces that are allowed to use their weapons only in self-defense. Currently, there are 15 peacekeeping operations, with 67 operations having been completed since the founding of the UN.

Although the root problems tend to remain, UN peacekeepers play a significant role in reducing the level of conflict in troubled regions.

United Nations peacekeepers won the Nobel Peace Prize in 1988 for their courageous work in the field.

United Nations in the Middle East

Polish soldiers
de-mining the
Golan Heights,
Syria, 1974



Palestinian
refugees
outside
their tent



UNTSO
observers
surrounded
by children

The UN General Assembly endorsed a plan for the division of Palestine into two separate states. A portion of the land would be known as the Jewish state, and the other portion known as the Arab state, with Jerusalem remaining under international control. This plan was met with fierce opposition from the Palestinian Arabs and Arab states.

On May 14, 1948, the United Kingdom, which presided over Palestine, surrendered its control over the region, and the State of Israel became officially independent. The following day, Palestinians and Arabs began hostile attacks against Israel.

The United Nations Truce Supervision Organization (UNTSO) was deployed into the region to act as a mediator between Palestine, the Arab states, and Israel after the region was divided into different states.

Today, UNTSO observers are spread throughout the region, manning posts located in areas where the borders of the divided region are maintained by force.

United Nations in the Middle East



Destruction of rockets that had previously been loaded with Sarin nerve agent



UN inspector takes a sample of nerve agent from a container

A member of the UNSCOM team inspects a 500 kg bomb with sonar-resonance system



1992 UNSCOM team

On August 2, 1990, Iraq invaded Kuwait, triggering events that led to the Gulf War. In response, the Security Council imposed economic sanctions on Iraq. However, Iraq continued to cross Kuwait's borders and took a number of British hostages. The Council adopted a series of resolutions mandating Chapter VII enforcement measures, authorizing member states to use “all necessary means ... to restore peace and security to the area.”

Council Resolution 678 authorized a United States-led military coalition. On January 16, 1991, the UN military operation known as Operation Desert Storm launched military action to evict Iraqi troops from Kuwaiti territory. The coalition forced Iraqi soldiers out of Kuwait City by February 1991. Iraq announced that it would accept all UN resolutions and the war was declared over by February 28, 1991. The Council, in a new resolution numbered 687, imposed conditions on Iraq, including compensation for Kuwait. Iraq was also required to cooperate with the UN Iraq-Kuwait Observer Mission (UNIKOM) which monitored the demilitarized zone between the two countries. The Council created the UN Special Commission on Iraq (UNSCOM), whose weapons inspectors monitored Iraq's compliance with UN resolutions and verified that it had destroyed any weapons of mass destruction.

The economic sanctions continued to ensure Iraq complied with UNSCOM inspectors. Eventually, under the Oil-for-Food programme, Iraq was allowed to sell limited amounts of oil to buy food, medicine, and other essentials, although according to a 1998 UNICEF report, ordinary Iraqis suffered higher death rates and ill health as a result of the sanctions.

UNSCOM carried out its inspections although President Saddam Hussein never fully cooperated. In 1997, Hussein expelled American members of the inspection team, alleging that they were spies for the U.S. government. Inspections continued until 1998, when Iraq ended its cooperation with UNSCOM. A month later, after UN staff were evacuated, the U.S. and the UK launched a bombing campaign, Operation Desert Fox, to destroy nuclear, chemical, and biological weapons. The Security Council set up the UN Monitoring, Verification, and Inspection Commission (UNMOVIC). However, Iraq rejected it.

In September 2003, President Bush called on the UN General Assembly to confront the growing danger in Iraq. UN weapons inspectors returned, backed by a Security Council resolution which threatened serious consequences if Iraq did not comply. In March 2003, the chief weapons inspector Hans Blix reported to the Security Council that the inspections need more time to verify Iraq's compliance. By then the stage was set for the American-led invasion of March 2003.

United Nations in Asia



Cambodians
returning from a
refugee camp on
a UNHCR train
in August 1992



Canadian medic in Cambodia

In April 1975, a communist guerilla group known as the Khmer Rouge marched victoriously into the Cambodian capital, Phnom Penh. Led by Pol Pot, the Khmer Rouge ruthlessly implemented radical social and economic policies, which resulted in two million people dead and five million displaced. In December 1978, Vietnam invaded Cambodia and deposed the regime. Pol Pot and other Khmer Rouge leaders took refuge on the border near Thailand and mounted an insurgency against the Vietnamese-installed government of Hun Sen in Phnom Penh. The new government, which was also backed by the Soviet Union, struggled to survive and rebuild the ravaged nation. But China, the U.S., and other Western powers who opposed Vietnamese influence in Southeast Asia did not recognize the Hun Sen government.

Eventually, after the end of the Cold War and the fall of the Soviet Union, members of the Security Council cooperated to address the conflict in Cambodia. A peace treaty was signed in 1991 by all the parties involved in the Cambodian conflict, and in 1992, the Security Council established the United Nations Transitional Authority in Cambodia (UNTAC). Its goal was to supervise the cease-fire and the withdrawal of foreign forces, disarm all militia in the region, supervise the establishment of administrative structures, and organize free elections. The United Nations High Commissioner for Refugees (UNHCR) oversaw the resettlement of 360,000 refugees and displaced persons. At one point, UNTAC had 21,000 military and civilian personnel from more than 100 countries. Upon completion of a successful election in May 1993 and the establishment of key governmental infrastructures, UNTAC ended its operation in September of 1993.

United Nations in Africa



Supplies from ONUC, UNICEF,
and FAO



Hammarskjöld meets with
government officials

The UN's efforts to restore peace in the Congo illustrate the huge challenges when countries are torn by internal conflict. In July 1960, the Congo gained its independence from Belgium. But the country was unprepared. The Congolese army mutinied against its Belgian officers, and, when Europeans were attacked, Belgium sent 10,000 paratroopers to protect their civilians. Moïse Tshombe, the leader of the southern province of Katanga, declared independence. Katanga's rich natural resources, including diamonds, copper, and uranium, could make the Congo a rich country. The new Prime Minister, Patrice Lumumba, asked UN Secretary-General Dag Hammarskjöld to help his fledgling government restore order.

The Security Council urged Belgium to withdraw its troops and authorized the United Nations Operation in the Congo (ONUC) in July 1960. Its goal was to monitor the withdrawal of foreign troops, protect civilians, and prevent clashes between armed factions. But the UN peacekeepers could use force only in self-defense and were not allowed to take sides in the conflict.

Photo on left by B. Zarov

The Congo



Dag Hammarskjöld arrives in Africa to discuss UN aid to support the Republic of Congo

- Lumumba murdered
- UN intervention

The crisis deepened in late 1960, after Lumumba was murdered by mercenaries. By 1961, four armed factions claimed to lead the Congo. In August 1961, under the leadership of Hammarskjöld, the warring factions (except for Tshombe of Katanga) agreed to form a new parliament in the capital, Leopoldville. The new prime minister, convinced Tshombe was a threat to national stability, asked UN troops to support an attack on Katanga. Tshombe fled to Rhodesia and Hammarskjöld flew to meet him there. But the Secretary-General was killed when his plane crashed. The new Secretary-General, U Thant, continued to lead peace efforts between the different groups. Little was resolved, and when UN troops attacked Katanga again in 1962, Tshombe fled, and Katanga rejoined the Congo in January 1963. Some countries criticized the UN for taking sides to bring peace to the Congo. But it averted civil war, and its humanitarian operations prevented famine and epidemics.

United Nations in Somalia



Somalis outside UN feeding center

Secretary-General visiting an orphanage in Somalia



Since independence in 1960, Somalia has suffered from military coups, disputes with its neighbors, and devastating famines. In 1992, the worst drought of the century in Africa and a civil war plunged Somalia into a severe famine that killed 300,000 people. The United Nations tried to resolve the conflict, along with relief organizations from around the world, by delivering humanitarian aid.

In November 1992, the Unified Task Force (UNITAF), made up of troops from 24 countries and led by the United States, quickly secured major relief centers and restored order. A UN peacekeeping mission, the United Nations Operation in Somalia (UNOSOM I), was responsible for protecting delivery of aid and political efforts to end the war. In the meantime, the UN organized meetings between 15 Somali political groups who finally agreed to a ceasefire.

However, the clans ignored the ceasefire. Twenty-four Pakistani peacekeepers with UNOSOM II were killed in the capital Mogadishu. In October, 18 U.S. soldiers providing backup to the UN “Blue Helmets” were ambushed by various factions, and their bodies were dragged through the streets. The United States announced it would withdraw its troops from Somalia; Belgium, France, and Sweden also decided to withdraw.

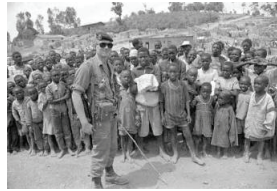
While UN humanitarian agencies continued their reconciliation and relief efforts, the Security Council revised UNOSOM II’s mandate to focus on reconciliation and reconstruction. But faction leaders failed to comply with the ceasefire, and UNOSOM was withdrawn in March 1995.

During the three years that UN peacekeepers served in Somalia as part of UNOSOM I and UNOSOM II, 157 personnel died. UN humanitarian agencies such as UNICEF continue working in Somalia. In 2006, the political factions agreed to meet in parliament to discuss the future of their country. But fighting broke out later that year, preventing any peace agreement from developing, and causing more death and suffering.

United Nations in Rwanda



Orphans receive food from a UN peacekeeper



A peacekeeper protecting Rwandan refugees



Secretary-General addressing Rwandans at a refugee camp

Rwanda suffered years of postcolonial instability after independence in 1962, with tensions between two groups, the majority Hutu and the minority Tutsi. The two groups signed a power-sharing ceasefire agreement known as the Arusha Accords, sponsored by the United Nations. Unfortunately, tensions continued. In October 1993, the UN Security Council sent a small peacekeeping force, the United Nations Assistance Mission for Rwanda (UNAMIR).

In early April 1994, President Habyarimana's plane was shot down. The assassination set in motion terrible massacres known as the Rwandan genocide. Over the next three months, extremist Hutu militias slaughtered between 500,000 and 1,000,000 Tutsi and Hutu moderates.

Under pressure from its member states, the Security Council then decided to scale back UNAMIR despite protests from the commander on the ground, Canadian Major-General Romeo Dallaire. UN member states did not answer UNAMIR's requests for increased troops and money. The tiny and lightly armed UNAMIR force could not stop the killings.

The Rwandese Patriotic Front (RPF) advanced on the capital in July 1994 and declared the war over. During the Rwandan genocide, a staggering number of people were slaughtered, but the international community did not intervene to stop the atrocities. As the UN Secretary-General said, "The world failed the people of Rwanda." Rwandans today continue to struggle with their bloody history. Leaders of the genocide are currently being tried by the International Criminal Tribunal for Rwanda.

Photo on bottom right by C. Dufka.

United Nations in South Africa



President-Elect Nelson Mandela delivers his inauguration speech in Pretoria, South Africa

In 1948, South Africa adopted an official policy of racial segregation and discrimination known as apartheid. Under this regime, the white minority denied the black majority basic human rights and liberties, such as the right to vote and decide where they would live and work.

Both the UN General Assembly and the Security Council repeatedly condemned apartheid as incompatible with the UN Charter. A 1962 resolution described apartheid as a threat to international peace and security and called on member states to break off diplomatic relations with South Africa and stop trading with the country. Another GA resolution in 1970 condemned the “evil policy of apartheid as a crime against the conscience and dignity of mankind.”

After decades of suffering and violent struggle, the South African government began to dismantle the apartheid laws. In 1990, the black leader Nelson Mandela, a man devoted to democracy and freedom, was released after 30 years in prison. In 1992, the UN Observer Mission to South Africa (UNOMSA) was established to assist the South African government’s move to majority rule. In 1994, it helped monitor the first multi-racial vote, and Mandela was elected President.

Photos on right and bottom left by C. Sattleberger.

Discussion Questions

1. Had the Soviet Union not been absent at the time, it is unlikely a UN coalition of forces would have fought against North Korea in the Korean War. Can you explain why?
2. According to the notes for the PowerPoint, “Although the root problems tend to remain, UN peacekeepers play a significant role in reducing the level of conflict in troubled regions.” Can you explain why both parts of this statement are true?

1. The Soviet Union sided with North Korea. Had it been present in the Security Council it would almost surely have vetoed any resolution there to authorize the use of force against North Korea.
2. Peacekeepers can help maintain security, but only if all parties to a dispute agree to let them in. They can only use force in self-defense. Thus where conflict is still going on there is little they can do to stop it.

Discussion Questions (continued)

3. During and after the 1991 Gulf War to force Iraq out of Kuwait, the UN was involved in elaborate monitoring programs and sanctions designed to enforce peace and prevent Iraq from developing weapons of mass destruction. These efforts were suspended in March 2003, when the U.S. led an invasion of Iraq that ended the rule of its dictator Saddam Hussein. In your opinion, were these efforts by the UN of any value at all in controlling conflict in this region? Why or why not?
4. UN efforts to control conflict in Africa have often been thwarted by the intense factional and tribal rivalries—as in the Congo, Somalia, and Rwanda. Why do you think such rivalries have been so hard to contain and resolve?

3. Answers will vary and should be discussed.

4. Answers will vary and should be discussed.

Emergency Relief and Social and Economic Development

The United Nations and its affiliated agencies work to improve the lives of peoples around the world. Some of the many issues the United Nations and its component bodies focus their attention on are:

- Child survival and development
- Environmental protection
- Women's rights
- Education for all
- Access to health care
- Alleviation of poverty
- Economic development

In the aftermath of conflict, famine, drought, and disasters, the UN aids displaced persons and refugees in receiving vital necessities and helps them return to their homes. The UN clears landmines, repairs community infrastructures, and provides help to rebuild shattered economies.



In 1950, the UN High Commissioner for Refugees (UNHCR) was founded to provide aid to peoples fleeing war, famine, or persecution. UNHCR assists refugees and displaced persons by providing basic human necessities like food, shelter, medical care, and education. At present, there are more than 32.9 million refugees, asylum seekers, and others of concern, most of which are women and children.

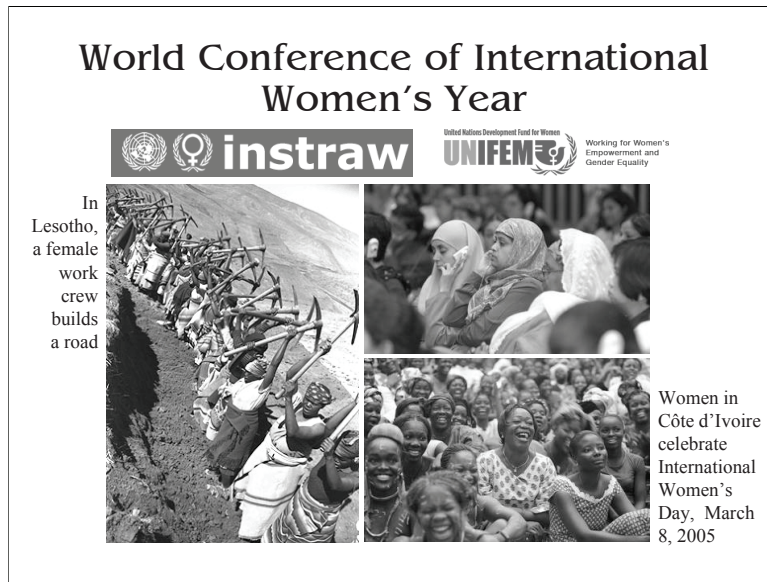
If time permits, show the film clip (included on the CD) titled *Refugees* to the class.

World Food Programme



Hunger is often a critical problem after natural disasters, such as tsunamis and earthquakes, and other emergencies, such as conflicts. The World Food Programme (WFP) reached 87.7 million people in 78 countries in 2006.

After a disaster strikes, WFP Emergency Assessment teams quickly determine the amount of food needed and how will it be delivered. Ships, trucks, and planes carry grain, cans of cooking oil, and tinned food throughout the world. Every day, 40 ships travel the oceans, often being rerouted at the last minute to get food to crisis zones as fast as possible.



In the 1970s, gender inequality became a global issue. In response, the United Nations declared 1975 to be the “year of the woman.” International Women’s Year began with the first UN Conference on Women in Mexico City. The conference reminded the world that discrimination against women remained a problem.

The three primary objectives for the conference were:

- Full gender equality and the elimination of gender discrimination
- The integration and full participation of women in development
- An increased contribution by women in the strengthening of world peace

Guidelines known as the World Plan of Action were created for the international community to follow in order to achieve the goals of the conference. One hundred twenty-seven member states responded to the requests of the conference establishing national institutions focused on gender equality.

In response to the overwhelming support spurred by the conference, the United Nations founded the International Research and Training Institute for the Advancement of Women (INSTRAW) and the United Nations Development Fund for Women (UNIFEM).

Photo on left by K. Muldoon

The Earth Summit & World Summit on Sustainable Development



In 1992, more than 100 heads of state from around the world met in Rio de Janeiro for the international Earth Summit. The primary goal of the meeting was to address urgent environmental issues and how they related to socio-economic development.

The Commission on Sustainable Development (CSD) was created to oversee the implementation of the convention. Every five years, the Commission releases a report identifying the environmental progress made by governments, civil society, and international organizations.

The Earth Summit was followed by the World Summit on Sustainable Development in Johannesburg in 2002.



UN Environment Programme



Eucalyptus saplings planted to prevent soil erosion in Senegal



Children rummage through a garbage dump in Brazil for valuables to sell

Cracked earth from lack of water in Senegal



Due to increased concern about environmental issues, the United Nations created UNEP. Its mission is “to provide leadership and encourage partnership in caring for the environment by inspiring, informing, and enabling nations and peoples around the world to improve their quality of life without compromising that of future generations.”

Photo on left by J. Isaac. Bottom right photo by Evan Schneider.



- Girls' education
- Immunization
- Child protection
- HIV/AIDS
- Early childhood development



Young boys
carry bricks

The United Nations International Children's Fund provides humanitarian aid to children and mothers in developing countries. UNICEF was awarded the Nobel Peace Prize in 1965. UNICEF focuses its resources on five primary priorities: girls' education, immunization, child protection, HIV/AIDS, and early childhood development.

Wherever there is hunger, conflict, and poverty, children suffer. UNICEF is responsible for protecting the interests of these children.

Discussion Questions

1. Promoting gender equality around the world has been a key priority for the UN's social and economic development institutions. Why do you think it is a high priority with regard to economic development in poorer nations?
2. Among the UN's most popular and admired efforts have been those conducted by some of its relief and social development organizations—such as the UN High Commissioner for Refugees (UNHCR) or the UN International Children's Fund (UNICEF). Why do you think that is so?

1. In poorer nations, the lack of education and economic opportunity for women can have very harmful effects on a nation's ability to develop economically and overcome poverty.
2. The UN has been good at coordinating assistance from outside a nation's borders, but unlike peacekeeping in areas beset by conflict, such efforts do not tend to raise as many contentious political issues.

Secretaries-General



Trygve Lie
1946–1952



Dag Hammarskjöld
1953–1961



U Thant
1961–1971



Kurt Waldheim
1972–1981



Javier Pérez de Cuéllar
1982–1991



Boutros Boutros-Ghali
1992–1996



Kofi Annan
1997–2006



Ban Ki-moon
2007–

The Secretary-General is the chief administrative officer of the UN who is appointed by the General Assembly on the recommendation of the Security Council. As head of the Secretariat, the Secretary-General and staff are responsible for the day-to-day operations of the UN.

There have been eight Secretaries-General since the founding of the UN:

1. Trygve Lie (Norway)
2. Dag Hammarskjöld (Sweden)
3. U Thant (Burma, now Myanmar)
4. Kurt Waldheim (Austria)
5. Javier Pérez de Cuéllar (Peru)
6. Boutros Boutros-Ghali (Egypt)
7. Kofi Annan (Ghana)
8. Ban Ki-moon (Republic of Korea)

The Secretary-General is responsible for bringing to the attention of the Security Council any problem that might threaten world peace and for acting as referee in disputes between member states.

The Secretary-General often works behind the scenes with diplomats and governments to prevent problems from escalating. This can be done privately or publicly.

1946: Trygve Lie, First Secretary-General



Trygve Lie was elected the first Secretary-General of the United Nations in February 1946. During his tenure, he supported the founding of Israel and Indonesia, worked to withdraw Soviet forces in Iran, and actively supported UN involvement in the Korean War in 1950.

“I had been nothing less than catapulted into the Secretary-Generalship of this new international organization, to preserve peace and promote progress in a world beset by unrest, poverty, and great-power rivalry,” Trygve Lie wrote in his memoirs. “I asked myself again and again: why had this awesome task fallen to a labour lawyer from Norway? It was from the hopes and faith of the people in all countries, I decided, that I might be able to draw the strength for the ordeal and the challenge that lay ahead.”

He resigned as Secretary-General in November 1952.

1953: Dag Hammarskjöld, Second Secretary-General



Unanimously appointed SG on
April 7, 1953



Statement on means to secure the release of all
UN Command personnel detained by the
People's Republic of China



Born and raised in Sweden, Dag Hammarskjöld was the second Secretary-General of the United Nations.

He was considered a great statesman who helped solve many international disputes. Hammarskjöld shed light on controversial issues. He often complained that the UN's efforts to disarm violent groups throughout the world was jeopardized because great powers like the United States and the Soviet Union monopolized arms negotiations.

In an attempt to stabilize the Middle East, he launched the United Nations Emergency Force to resolve the Suez Crisis of 1956. One of the biggest challenges facing him was conflict in Africa. Hammarskjöld focused on helping the Congo and its surrounding territories achieve peace after decades of colonization (i.e., countries in Asia and Africa ruled by European powers). After a history of colonization, the various armed factions disputed borders and state control, spiraling the country into civil war after gaining independence in 1960. Hammarskjöld established the United Nations Operation in the Congo (ONUC) to promote order and traveled to the region four times in an attempt to end hostilities.

1962: U Thant, Third Secretary-General



Secretary-General U Thant of Burma (Myanmar), elected November 1962



Signing the Nuclear Test Ban Treaty with representatives of the USSR, United Kingdom, and the United States

Meeting with Prime Minister Indira Gandhi of India



Secretary-General U Thant was from Burma, now known as Myanmar.

While in office, U Thant established many new UN agencies, funds, and programmes, including the UN Development Programme (UNDP), the UN Environmental Programme (UNEP), and the UN University. In 1967, U Thant was the only world statesman who flew to Cairo to try to avoid war in the Middle East.

As the war in Vietnam escalated and American involvement increased, U Thant's relationship with the United States deteriorated. Although he criticized America's role in the Vietnam War, he held secret peace talks between U.S. and Vietnamese officials in an unsuccessful attempt to end the war.

U Thant retired from his second term on December 31, 1971.

1971: Kurt Waldheim, Fourth Secretary-General



Visiting
peacekeepers
in South
Lebanon

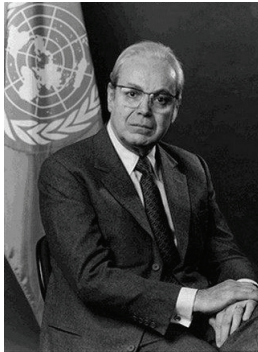


Discussing
distribution of
food in
drought-
stricken
Africa

Kurt Waldheim was born and raised in Vienna. Waldheim served as elected President of the Committee on the Peaceful Uses of Outer Space and as Chairman of the Safeguards Committee of the International Atomic Energy Agency before being elected Secretary-General on December 21, 1971.

During his five-year term, Mr. Waldheim worked diligently to arrange peace negotiations on the island of Cyprus. He spent time in Namibia, South Africa, Lebanon, Syria, Israel, Jordan, and Egypt. Waldheim mediated meetings between governments in India, Pakistan, and Bangladesh, and worked to help victims of the drought in Sudano-Sahelian Africa. Waldheim played an instrumental role in the release of the American hostages held by Iranians from November 1978 to January 1981.

1981: Javier Perez de Cuellar, Fifth Secretary-General



Javier Pérez de Cuéllar of Peru, elected Secretary-General on December 15, 1981



Pérez de Cuéllar visits the honor guard in Namibia

Javier Pérez de Cuéllar from Peru was a member of his country's delegation to the General Assembly at its first session in 1946. He was President of the Security Council from 1973 to 1974 and was appointed Secretary-General in December 1981.

Pérez de Cuéllar spearheaded a Security Council resolution to end the brutal Iran-Iraq War in 1988. The resolution was the first the United States and the Soviet Union had both signed concerning the Middle East. Initially, both Iran and Iraq opposed the resolution, but as a result of the Secretary-General's intervention, each side finally agreed to the terms.

Bottom right photo by J. Isaac.

1991: Boutros Boutros-Ghali, Sixth Secretary-General



Talking with
Egyptian
peacekeeping
soldiers in
Sarajevo



Visiting the
UN Iraq-
Kuwait
Observation
Mission on
the border
of the two
countries

Boutros Boutros-Ghali became the sixth Secretary-General in January 1992. He was the first Arab and African to be nominated to the post.

Mr. Boutros-Ghali spoke three languages and was considered a specialist on Third World Development. He dedicated his time in office to sustainable development and political stability throughout Africa and the Middle East.

Boutros-Ghali published the *Agenda for Peace*, the most ambitious UN program for peacekeeping in the organization's history. In the report he emphasized the importance of identifying "at-risk" countries like Somalia and Rwanda. Boutros-Ghali urged president Bush and his successor, Bill Clinton, to send aid to these war-torn areas. Mr. Boutros-Ghali was influential in the release of Nelson Mandela from prison and worked to resolve several African conflicts.

1996: Kofi Annan, Seventh Secretary-General



Elected Secretary-General in January 1997, Kofi Annan's priorities are UN reform and advocating for human rights, tolerance, and dignity.

Mr. Annan was born in Ghana and received an undergraduate degree in economics from Mcalester College in St. Paul, Minnesota.

Mr. Annan's report, *We the Peoples: The Role of the United Nations in the 21st Century*, calls on member states to end poverty and inequality, improve education, reduce HIV/AIDS, and protect the environment from deadly conflict and violence. This report was adopted by heads of state at the Millennium Summit in 2000.

In 2001 Mr. Annan shared the Nobel Peace Prize with the United Nations. The Nobel Committee said Mr. Annan "had been pre-eminent in bringing new life to the organization which serves as the only negotiable road to global peace and cooperation."

Mr. Annan's second term ended on December 31, 2006.

Photo on bottom left by E. Schneider. Photo on bottom right by E. Debebe.

2007: Ban Ki-moon, Eighth Secretary-General



Secretary-General visits UN-HABITAT Slum Project and pediatric hospital in Democratic Republic of Congo

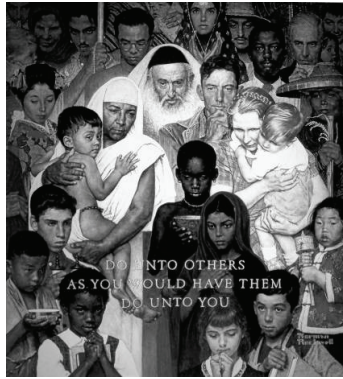
Ban Ki-moon of the Republic of Korea, the eighth Secretary-General of the United Nations, brings to his post 37 years of service in government and the global stage.

Ban has long-standing ties with the United Nations; during 1975 he worked for the Foreign Ministry's UN Division. The work expanded over the years with assignments as First Secretary at the Republic of Korea's Permanent Mission to the United Nations in New York, Director of the UN Division at the Ministry's headquarters in Seoul, and Ambassador to Vienna.

In 1999, he served as Chairman of the preparatory commission for the Comprehensive Nuclear Test Ban Treaty Organization. In September 2005, as Foreign Minister, he played a leading role in bringing about another landmark agreement aimed at promoting peace and stability on the Korean peninsula with the adoption at the Six Party Talks of the Joint Statement on resolving the North Korean nuclear issue.

Ban was born June 13, 1944 in Eumseong, Korea. After being a high school exchange student in Marin County, California, he received his bachelor's degree from Seoul National University and a Masters from Harvard University in 1985. Ban has received numerous national prizes, medals, and honours. In 1975, 1986, and again in 2006, he was awarded the Republic of Korea's highest Order of Service Merit for service to his country.

Ban was the Foreign Minister for the Republic of Korea from January 2004 to November 1, 2006. On October 13, 2006 he was elected by the Security Council to be the Secretary-General of United Nations.



"[The United Nations] has been at the center of the most important movements of the second half of the twentieth century and the opening of the twenty first: averting catastrophic war, lengthening life spans, providing aid to people in desperate circumstances, protecting the planet's natural resources and promoting universal recognition of human rights. It is working to promote an inclusive globalization and to bring closer the day when poverty is no longer a fact of life."

Kofi Annan, October 24, 2005

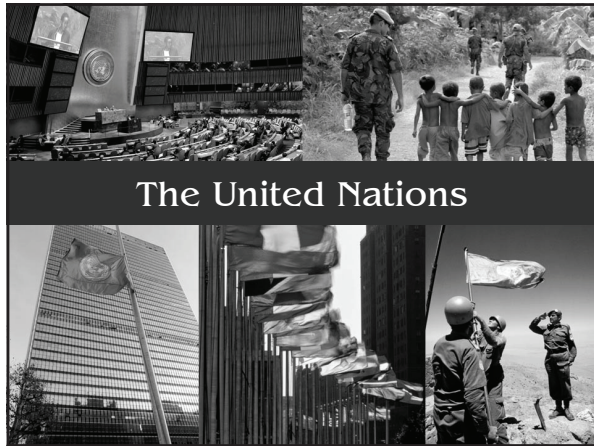
Discussion Questions

1. What patterns or trends do you notice in the sorts of Secretaries-General the UN has chosen over the years?
2. From what you know of these leaders, which one seems most important in the history of the UN? Why?

1. Over the years, fewer of the Secretaries-General have been from European nations and more have come from Africa and Asia. Over time, more of them rose through the ranks of the UN itself during their careers, etc.
2. Answers will vary and should be discussed.

Images courtesy of the United Nations

Presentation created by
Jenna Arnold, Press Play Productions



The United Nations

Essential Questions

- What were the mistakes that prevented the League of Nations from being able to contain conflict and prevent a new world war?
- How did the UN's founders try to avoid the mistakes that led to the ineffectiveness and failure of the League?
- What has the impact been of the special place of the "Big Five" nations and the veto each enjoys on the UN Security Council?

Essential Questions (continued)

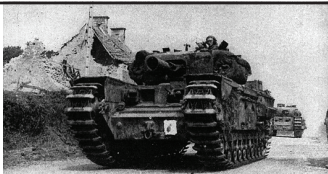
- How did the Cold War rivalry between the Soviet Union and the U.S. affect the ability of the UN to play its part in world affairs after 1945?
- What role has the UN played in coping with political instability, unrest, and civil war in the conflicts where it has become involved?
- What impact has the UN had on the problems of social and economic development around the world, and in particular with regard to the many new emerging nations in the postwar world?

Helping the World



United Nations for Everyone Everywhere





In the Beginning



The League of Nations



The League of Nations at opening session in Geneva

Atlantic Charter

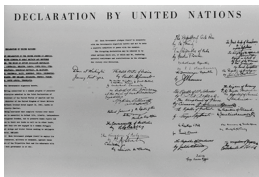


The eighth clause of the Atlantic Charter states, "All nations of the world, for realistic as well as spiritual reasons, must come to the abandonment of the use of force."

British Prime Minister Sir Winston Churchill and U.S. President Roosevelt at the Atlantic Charter



Meetings for the Future



Declaration by the United Nations, 1942



Bretton Woods, New Hampshire, U.S., 1944

1944: Dumbarton Oaks



Creating a blueprint of the United Nations

1945: Yalta Conference



USSR Premier Stalin, U.S. President Roosevelt, and UK Prime Minister Churchill

1945: San Francisco Conference



United States President Harry S. Truman arrives in San Francisco for the momentous ceremony at which the UN Charter was signed by representatives of 50 delegations

Big Five Meeting, San Francisco



Delegations of the "Big Five" (China, France, USSR, UK, and U.S.) meet in San Francisco for the UN Conference on International Organization in May 1945

1945: San Francisco, Agreeing on a Charter

"With this Charter the world can begin to look forward to the time when all worthy human beings may be permitted to live decently as free people."

President Truman



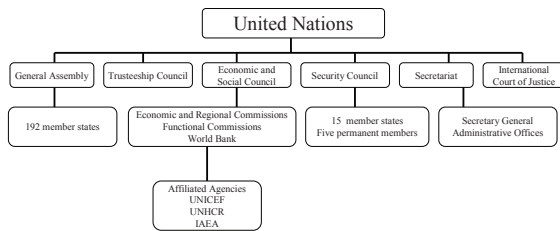
Discussion Questions

1. After World War II, world leaders were determined to avoid mistakes they made after World War I in fashioning an international institution to promote a more peaceful world. Can you explain what mistakes they felt a need to avoid?
2. In the spring of 1945, the "Big Five" insisted on having special powers within the structure of the new United Nations. Who were the Big Five and what special power did they receive?
3. Given the world situation in 1945, why was it generally seen as appropriate for the Big Five to have this special power?

Deciding on a Home



Structure of the UN



The Heart of the UN: The General Assembly



Declarations and Conventions



Eleanor Roosevelt holds the Declaration of Human Rights

“Human beings are born free and equal in dignity and rights.”

1946: First Session of the Security Council



Security Council holds first official meeting in Paris

Security Council meets for the first time in London to adopt its rules of procedure, January 1946



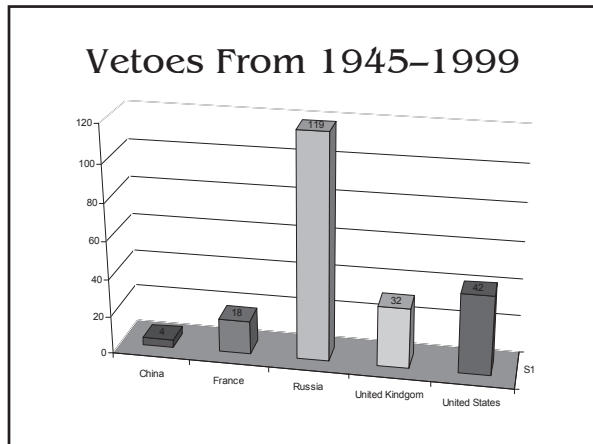
Security Council & Veto Power



Security Council meets to establish UN Mission in Sudan, March 24, 2005





Secretary-General Kofi Annan, opening the debate about the council's role in humanitarian affairs



The Economic and Social Council (ECOSOC)

ECOSOC'S RESPONSIBILITIES



UNDP
 United Nations
 Development
 Programme



UNEP
 United Nations
 Environmental
 Programme




ILO
 International
 Labour
 Organization



UNESCO
 United Nations
 Educational,
 Scientific, and
 Cultural
 Organization



UNICEF
 United Nations
 Children's
 Fund


FAO
 Food and
 Agriculture
 Organization
 of the United
 Nations


WHO
 World
 Health
 Organization

Trusteeship Council & The International Court of Justice


 Trusteeship Council


 Peace Palace in The Hague, Netherlands

Discussion Questions

1. Do you think New York City as home for the UN headquarters was a good choice of location? Why or why not?
2. The General Assembly is where all UN member nations debate and vote about most issues. However, the Security Council is where the real power lies. Explain why that is.

Discussion Questions (continued)

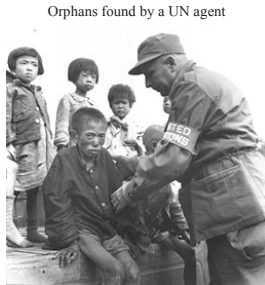
3. Based on your general knowledge of history since 1945, can you explain why the Soviet Union (Russia) had the largest number of vetoes by far of any of the five permanent members of the Security Council?
4. When the UN was founded, the Trusteeship Council was a very important part of its operations. In the 1990s, however, it was discontinued. Why?

Peace and Security

1950: Korean War



Korean civilians seek safety from the continuous fighting



Orphans found by a UN agent

1962: Cuban Missile Crisis



U.S. confronts USSR at UN

United Nations Peacekeepers



Peacekeepers destroying guns in Central America



Nobel Prize awarded to UN peacekeepers

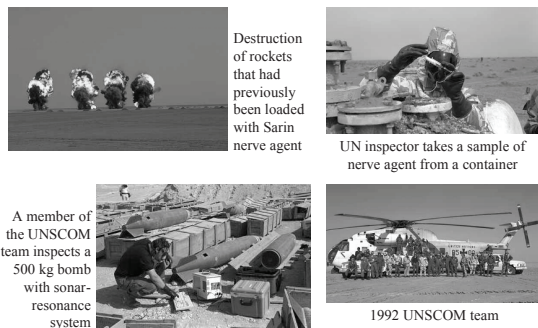


UN Military Observer in Cambodia

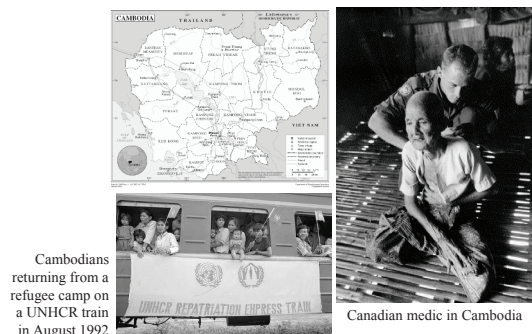
United Nations in the Middle East



United Nations in the Middle East



United Nations in Asia



United Nations in Africa



Supplies from ONUC, UNICEF, and FAO



Hammarskjöld meets with government officials

The Congo



Dag Hammarskjöld arrives in Africa to discuss UN aid to support the Republic of Congo

- Lumumba murdered
- UN intervention

United Nations in Somalia



Somalis outside UN feeding center



Secretary-General visiting an orphanage in Somalia

United Nations in Rwanda



Orphans receive food from a UN peacekeeper



A peacekeeper protecting Rwandan refugees



Secretary-General addressing Rwandans at a refugee camp

United Nations in South Africa



President-Elect Nelson Mandela delivers his inauguration speech in Pretoria, South Africa

Discussion Questions

1. Had the Soviet Union not been absent at the time, it is unlikely a UN coalition of forces would have fought against North Korea in the Korean War. Can you explain why?
2. According to the notes for the PowerPoint, "Although the root problems tend to remain, UN peacekeepers play a significant role in reducing the level of conflict in troubled regions." Can you explain why both parts of this statement are true?

Discussion Questions (continued)

3. During and after the 1991 Gulf War to force Iraq out of Kuwait, the UN was involved in elaborate monitoring programs and sanctions designed to enforce peace and prevent Iraq from developing weapons of mass destruction. These efforts were suspended in March 2003, when the U.S. led an invasion of Iraq that ended the rule of its dictator Saddam Hussein. In your opinion, were these efforts by the UN of any value at all in controlling conflict in this region? Why or why not?
4. UN efforts to control conflict in Africa have often been thwarted by the intense factional and tribal rivalries—as in the Congo, Somalia, and Rwanda. Why do you think such rivalries have been so hard to contain and resolve?

Emergency Relief and Social and Economic Development



World Food Programme



World Conference of International Women's Year



In Lesotho, a female work crew builds a road



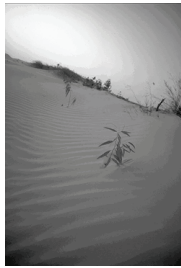
Women in Côte d'Ivoire celebrate International Women's Day, March 8, 2005

The Earth Summit & World Summit on Sustainable Development





UN Environment Programme



Eucalyptus saplings planted to prevent soil erosion in Senegal



Children rummage through a garbage dump in Brazil for valuables to sell

Cracked earth from lack of water in Senegal





- Girls' education
- Immunization
- Child protection
- HIV/AIDS
- Early childhood development



Young boys carry bricks

Discussion Questions

1. Promoting gender equality around the world has been a key priority for the UN's social and economic development institutions. Why do you think it is a high priority with regard to economic development in poorer nations?
2. Among the UN's most popular and admired efforts have been those conducted by some of its relief and social development organizations—such as the UN High Commissioner for Refugees (UNHCR) or the UN International Children's Fund (UNICEF). Why do you think that is so?

Secretaries-General



Trygve Lie
1946–1952



Dag Hammarskjöld
1953–1961



U Thant
1961–1971



Kurt Waldheim
1972–1981



Javier Pérez de Cuéllar
1982–1991



Boutros Boutros-Ghali
1992–1996



Kofi Annan
1997–2006



Ban Ki-moon
2007–

1946: Trygve Lie, First Secretary-General



1953: Dag Hammarskjöld, Second Secretary-General



Unanimously appointed SG on
April 7, 1953



Statement on means to secure the release of all
UN Command personnel detained by the
People's Republic of China



1962: U Thant, Third Secretary-General



Secretary-General U Thant of Burma (Myanmar), elected November 1962



Signing the Nuclear Test Ban Treaty with representatives of the USSR, United Kingdom, and the United States

Meeting with Prime Minister Indira Gandhi of India



1971: Kurt Waldheim, Fourth Secretary-General

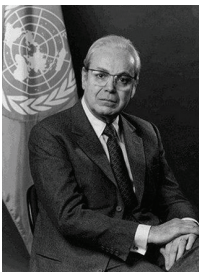


Visiting peacekeepers in South Lebanon



Discussing distribution of food in drought-stricken Africa

1981: Javier Perez de Cuellar, Fifth Secretary-General



Javier Pérez de Cuéllar of Peru, elected Secretary-General on December 15, 1981



Pérez de Cuéllar visits the honor guard in Namibia

1991: Boutros Boutros-Ghali, Sixth Secretary-General



1996: Kofi Annan, Seventh Secretary-General



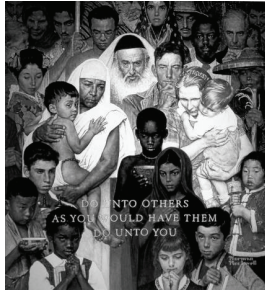
Visiting Niger with wife Nane Annan (left) to examine the humanitarian situation in the region



2007: Ban Ki-moon, Eighth Secretary-General



Secretary-General visits UN-HABITAT Slum Project and pediatric hospital in Democratic Republic of Congo



"[The United Nations] has been at the center of the most important movements of the second half of the twentieth century and the opening of the twenty first: averting catastrophic war, lengthening life spans, providing aid to people in desperate circumstances, protecting the planet's natural resources and promoting universal recognition of human rights. It is working to promote an inclusive globalization and to bring closer the day when poverty is no longer a fact of life."

Kofi Annan, October 24, 2005

Discussion Questions

1. What patterns or trends do you notice in the sorts of Secretaries-General the UN has chosen over the years?
2. From what you know of these leaders, which one seems most important in the history of the UN? Why?

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Jenna Arnold, Press Play Productions
