

2016 AFRICAN AMERICAN HISTORY CALENDAR LESSON PLAN

Month/Honoree(s): May/Howard F. Jeter

Lesson Title: Think Like a Diplomat!

Grade Level/Course: Grade Level 6-12/ELA, Geography & Social Studies

Subject: ELA, Geography & Social Studies

SC Academic Standards and Skills Addressed:

Social Studies

- **Standard WG-1:** The student will demonstrate an understanding of the physical and human characteristics of places, including the creation of regions and the ways that **culture** and experience influence the perception of place.
- **Standard WG-3:** The student will demonstrate an understanding of the characteristics, distribution and migration of human populations on Earth surface.
- **Standard WG-5:** The student will demonstrate an understanding of the role that geography plays in economic development.

South Carolina College and Career Ready Standards for English Language Arts Meaning and Context (MC)

- **Standard 1:** Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives.

Introductory Statement/Lesson Overview: South Carolina native Howard F. Jeter had a distinguished 27-year career in the Foreign Services. He served as the United States ambassador to Nigeria and Botswana. He also served as the Deputy Assistant Secretary of State for African Affairs and the State Department Director of West African Affairs. Due to his diplomacy skills he was able to achieve great success, which led to numerous awards and his involvement with prominent international businesses and consulting groups.

In this lesson, students will learn about international relations & diplomacy. This lesson plan will help introduce students to concepts that will help them successfully complete a mini-model U.N. debate as a culminating activity. Due to time limitations the main focus of each activity is to introduce students to the concepts involved in global diplomacy and the methods by which nations come together to resolve issues.

Students will be able to:

1. Understand the concepts of negotiation, consensus building, and problem solving.
2. Understand the role of the United Nations and debate with knowledge on a current topic or issue.
3. Develop conflict resolution skills, including active listening and negotiation.

Lesson Progression and Time Frame:**Day 1 - 50-Minute Session****Instructional Materials:**

Chart paper, cards or paper for each student, markers, sticky notes, list of represented UN countries, biography of Howard F. Jeter, student journals, poster paper or white board (optional)

Activity One: Howard F. Jeter- Career Diplomat

Students will review the biography of Howard F. Jeter. The teacher will explain that successful diplomats, such as Mr. Jeter must have superior communication, negotiation, mediation and conflict resolution skills. The teacher will also make special note to highlight that Mr. Jeter was a diplomat to African nations. Therefore, most countries in the simulation will be within Africa.

The following countries can be assigned for the simplified model U.N. activity.

Algeria, Angola, Democratic Republic of Congo, Egypt, Ethiopia, France, Germany, Iran, Iraq, Israel, Kenya, Lebanon, Liberia, Nigeria, Mexico, The Netherlands, Norway, Pakistan, Senegal, Sierra Leone, South Africa, Sudan, Uganda, United Kingdom and United States of America.

Activity Two: Who am I?

Each student will be assigned a country to represent for the mini-model UN. This activity will allow each student to get acquainted with who's who and to encourage students to step up as leaders and practice public speaking. In this activity, students who hang back in this exercise will have a much harder task than those who volunteered first.

Have students start with an introduction: "Hello, my name is *NAME* and I'm the U.N. ambassador to *ASSIGNED COUNTRY*. I'm honored to be here. The teacher then hands that student his or her credentials on a slip of paper to hold to make it easier to sort out who has not yet participated. The next student to volunteer must then state, "Hello my name is *NAME* and I'm the U.N. ambassador from *COUNTRY*. I'm honored to be here with *NAME* from *COUNTRY*". That student then receives his or her

credentials. Each student must introduce himself, and then greet all the other ambassadors with credential with name and country. If anyone forgets a name, prompts are allowed, but only from credentialed ambassadors. The activity continues until everyone has received credentials. The objective is to help students learn to step up and participate, becoming part of solutions as well as taking the lead. This should also serve as a way to help the students remember the names of various countries.

Lesson Progression and Time Frame:
Day 2 - 50 Minute Session

Instructional Materials:

Chart paper, student journals, poster paper or white board, scenario handout, video clips, projector

Activity One: Let’s Talk!

Students will begin the second day of activities with the following questions.

Grade	6-8	9-12
	What is the United Nations? What does it do?	What is the United Nations? What does it do?
	What do you think diplomacy means?	What do you think diplomacy means?
	What was the League of Nations? Why was it replaced by the United Nations?	Why has Swiss neutrality been respected, even by the Nazis, and the neutrality of other countries ignored?

Activity Two: Conflict Resolution

Students will watch humorous video clips as a discussion starter on conflict resolution. Students will discuss the issue, the strategies used to try to persuade parties and whether characters were amenable, threatening or persuasive. The purpose is to help students identify the positive and negative strategies used during conflict resolution.

Grade	4-5	6-8	9-12
	Despicable Me- Conflict between Gru and Agnes over a toy. https://www.youtube.com/watch?v=EPQjUJFVFC4	The Lorax - The Lorax and the Once-ler argue their position. http://www.wingclips.com/movie-clips/the-lorax/nothing-will-stop-me	The Waterboy - The Waterboy squares off against his college professor. https://www.youtube.com/watch?v=_ZpDnXYIFjo

Activity Three: We Need a Resolution, Not More Confusion!

Students will work in small groups to find solutions to the scenarios in *Attachment A*. Students will discuss the scenario and brainstorm on ways to resolve their conflicts. Students may use the conflict resolution strategies discussed in the prior activity.

Lesson Progression and Time Frame:

Day 3 & Day 4 - 50-Minute Sessions

Instructional Materials:

Student journals, graphic organizers, DISCUS, Internet Access

Activity 1: Know Thy Self & Take a Position.

Students will begin researching their assigned country. Students may use the guiding research questions on their countries as listed on the United Nations Association of the United States of America Model U.N. resources. Teacher will provide an issue or global crisis and students will need to take a position on the issue.

- High School level students may access the following site to begin their research on their country and begin to write their position.

<http://www.unausa.org/global-classrooms-model-un/how-to-participate/model-un-preparation/research/country-research>

- Elementary and Middle Level student may use the following graphic organizer or note-taking guides:

Country Research - Graphic Organizer - Grades 4-5

<http://www.layers-of-learning.com/country-fact-sheet/>

Country Research/Note-taking Graphic Organizer - Grades 6-8

<http://notebookingfairy.com/2011/12/country-notebooking-page/>

Please stress to students that these topics usually take weeks of preparation in order to present a well-rounded position. Their goal is not absolute accuracy, but to work through the process. They should be able to gather enough general information on their country to form an opinion and take a stand for their country. ***For younger students, the final assessment may be an oral presentation on their country and a statement on their position. Please use the rubric link below for the oral presentation assessment.**

http://www.readwritethink.org/files/resources/lesson_images/lesson416/OralRubric.pdf

Lesson Progression and Time Frame:

Day 5 & Day 6 - 50-Minutes sessions

Mini Model U.N. Activity

Once students have their positions they will work within small groups to draft a resolution. The group needs to agree on who will take the lead in writing the draft, how they will word it, and who will present it. They can use the sample resolution provided by their teacher or craft their own. Once students are finished with their resolutions, re-gather your large group to serve as the U.N. General Assembly.

- Sample UN Resolution

<http://www.unausa.org/global-classrooms-model-un/how-to-participate/model-un-preparation/resolutions/sample-resolution>

The Mini-UN activity may be assessed using this rubric.

http://www.galileo.org/schools/strathmore/social/social_20/u_n_rubric.html

Extension/Differentiation

Students may research and learn the proper terms, motions and procedures to use during a proper U.N. debate. At simulation, the teacher may act as the president in accordance with the rules of procedure and have each group present its resolution to the entire group, being sure to use the proper protocols and procedures.

- Guidance on U.N. rules, motions and procedures

<http://www.unausa.org/global-classrooms-model-un/how-to-participate/model-un-preparation/rules-of-procedure>

Students may create an infographic, which will use words, images and statistics to represent their resolution.

- Sample U.N. Infographic

<http://www.un.org/en/events/peacekeepersday/infographic.shtml>

Attachment A - Conflict Resolution Scenarios

Scenario One

Your country's biggest crop is oranges, and you have long enjoyed a near-monopoly on the world orange market. Suddenly, two or three developing countries have discovered not only how to grow oranges, but have begun planting trees at a faster rate. In five years, these countries may produce more oranges than your nation. This will leave thousands of poor farmers out of work and hundreds of thousands of jobs at risk. What can you do to prevent an economic disaster for everyone?

Scenario Two

You live in a country with a long history of division. After decades of fighting, everyone has finally agreed to establish one central government and set laws that apply to everyone equally. Everyone has agreed to use the laso as the standard current, but no one can agree on its value. In Province A, it's worth 10 U.S. dollars per laso; in Province B it's worth only two. How does the lack of having one currency hurt your country? What negative effects may occur if this problem is not solved? What solutions do you have to resolve this problem?

Scenario Three

Your country is one of several developing nations without much respect internationally. However, if you and these other countries formed a union you would outnumber many of the other nations and have a substantial economy. You have long traded peacefully among yourselves, but now you want to form an economic union. What problems may arise if you form this union? What risks do you take in tying your economies together? How can you persuade all these countries to join your new union?

Additional Web Resources

- Explaining the United Nations to Kids
<http://www.washingtonpost.com/wpdyn/content/article/2010/10/17/AR2010101702766.html>.
- Basic Facts on the U.N. and Countries Around the World
<http://www.factmonster.com/ipka/A0772954.html>.
- Types of Conflict Resolutions
www.teachervision.com/interpersonalskills/lessonplan/2989.html?detoured=1.
- Canadian International Model United Nations (CANIMUN). www.canimun.org.
- The United States Department of State. www.state.gov.
- The United Nations Association of the United States of America.
www.unausa.org.

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