**Table of Contents**

 **Assignments Available Points Due Dates**

**1. Essential Country Background Information** \_\_\_\_\_\_**/50** \_\_\_\_\_\_\_\_\_\_\_\_­­­\_\_

**2. Group MUN Presentation (See Rubric** \_\_\_\_\_\_**/50** \_\_\_\_\_\_\_\_\_\_\_\_\_\_

**2.a.** **Group Presentation Rubric**

**3. MUN Map Exercises** \_\_\_\_\_\_**/50** \_\_\_\_\_\_\_\_\_\_\_\_\_\_

**4. Topic Outline** \_\_\_\_\_\_**/50** \_\_\_\_\_\_\_\_\_\_\_\_\_\_

**5. Definitions and Key Terms** \_\_\_\_\_\_**/50** \_\_\_\_\_\_\_\_\_\_\_\_\_\_

**6. Public Service Announcement (PSA) \_\_\_\_/Extra Credit** \_\_\_\_\_\_\_\_\_\_

**6.a. Public Service Announcement Rubric**

**7. MUN Thesis-Antithesis Activity** \_\_\_\_\_\_**/50** \_\_\_\_\_\_\_\_\_\_\_\_\_\_

**8** **Position – Solution Worksheet** \_\_\_\_**/100**  \_\_\_\_\_\_\_\_\_\_\_\_\_

**9. Position Paper & Template** \_\_\_\_\_\_**/100** \_\_\_\_\_\_\_\_\_\_\_\_\_\_

 **TOTAL:** \_\_\_\_\_\_**/500**

 (Possible 600 Points with Extra Credit)

**10. Sample Position Paper**

**11. Sample Resolution and Resolution Writing Instructions**

**12. Blank Resolution Form**

**13. Parliamentary Procedure**

**Essential Country Background Information to be covered in the MUN PowerPoint Presentation**

1. Official name of country-

2. Geographic/ Historical information ***(Use Maps and Timelines generously)***

* 1. Size-
	2. Location and neighboring countries-
	3. Interesting aspects of topography -
	4. Weather extremes (July & January)-
	5. Natural resources-
	6. Historical highlights (When and why)
	7. Recent and current events of note, ***(What’s going on in this country right now?)***-

 3. Political System ***(Use Maps and Photos)***

A. Form of government (monarchy, parliamentary, constitutional, etc.)-

B. How long for current government type-

1. Current government leader-

D. Friendly countries (economic or military allies)-

1. Unfriendly countries (rivals or enemies)-

F. Membership in international organizations ***(Name the organizations and describe the important ones, their function)***-

4. Demographics ***(Tables, graphs and charts. Compare this country with a country that borders it and with the US, which means three representations for each item below. Explain the implications of what the tables, charts, graphs, etc., mean.)***

A. Ethic composition (races)-

B. Primary language(s) spoken-

1. Literacy rate-
2. Population-
3. Population Pyramid-
4. Population growth rate-
5. Infant mortality rate-
6. Life expectancy-
7. Religious and their influence-

5. Economics (***Create tables, graphs and charts where applicable. Compare this country with a country that borders it and with the US: Three charts, graphs or statistics for each item. Explain the implications of what the statistics mean.)***

* + 1. Human Development Index (HDI)-
		2. Major imports (items and value)-
		3. Major exports (items and value )-
		4. Type of economy free-market, socialist, communist, corporatist)-
		5. Per capita GDP (Gross Domestic Product)-
		6. % of GDP spent on military or defense –
		7. % of GDP spent on foreign aid-

6. Interesting customs or peculiarities of your country.

7. Predictions about your country.

**Model United Nations Presentation Rubric**

This is a checklist to help you meet the requirements for the Goggle Presentation assignment. It will be a presentation of your country including comparisons to three other countries, including the US. It is recommended that you use **no more than** six to eight words per slide using bullet points. Additional information can be added to the *Notes* section of the slide for your reference

**COUNTRY COMPARISONS: These four countries will be the countries used for the slides (2, 16, 17 and 18) that call for comparisons. Use the Pioneer Library website for comparison bar graphs.**

 1. Your country \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 2. A neighboring country \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 3. A distant or remote country \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 4. The United States

***Slide Show***

**SLIDES**: Create a slideshow in which each slide depicts or shows the information indicated.

**Geographic and Historical Information**

 -Slide 1: Official name of your country, map and presenters’ names, (by. . .)

-Slide 2: Location and size, for a comparison to neighboring countries (World Map and Bar Graph)

-Slide 3: Interesting aspects of topography. (Images of Land and Water Features)

-Slide 4: Weather extremes temperature, July and January. (Find a Climate Graph for the capitol city.)

-Slide 5: Natural resources for example: oil, coal, timber, arable land or mineral resources (Images of Natural Resources)

-Slides 6, 7 and 8: Historical highlights such as early inhabitants, when it formed as a country or gained independence, wars involved in or other significant events (Timeline and Images)

-Slides 9 and 10: Two noteworthy, recent events in your country or region (Images)

-Slide 11: An example of the pop culture of the country, e.g.,music, art, dating practices, leisure activities. (Google your ***country’s name*** and ***Pop Culture,*** look in Culture Grams in Pioneer Library)

**Political System**

 -Slide 12: Form of government & current government leader(s) (Democracy, dictatorship, etc.)

-Slide 13: Allies *(Friends)* and Enemies; economic or military allies, rivals or enemy countries (Images, Map)

**Demographics (use charts and graphs to show comparisons)**

-Slide 14: Ethic composition (races) use a pie chart to show the information (Pie Chart)

-Slide 15: Primary language(s) spoken use a pie chart to show the information (Pie Chart)

-Slide 16: Literacy rate. A bar graph illustrates the information most clearly (Four-Country-Comparison Bar Graph)

-Slide 17: Population comparison: use a bar graph (Four-Country-Comparison Bar Graph)

-Slide 18: Life expectancy for females use a bar graph (Four-Country-Comparison Bar Graph)

**Economy**

 -Slide 19: Show major imports. What do people in your country buy from other countries?

-Slide 20: Show the country’s economic base for example: agriculture, industry and services on a pie chart (Pie Chart)

MUN Country Group Presentation Rubric

Country Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Category | 25 | 20  | 15 | 10 |
| Presentation | The group is completely prepared, and used the skills that we talked about to create a successful presentation. | The group is prepared, and used some of the skills we talked about to create a successful presentation. | The group is somewhat prepared, and only used a few skills that we talked about to create a successful presentation. | The group is unprepared, and did not use any of the skills we talked about to create a successful presentation. |
| Organization | Group has all 20 slides, and everything outlined on the slides. | Group is missing some slides, or are missing important parts of some slides. | Group is missing half of the slides required. | Group is missing most of the slides required. |
| Content | Shows a full understanding of the topic. | Shows a good understanding of the topic. | Shows a good understanding of parts of the topic. | Does not seem to understand the topic very well. |
| Participation | Everyone in the group takes a turn presenting.  | Almost everyone in the group takes a turn presenting. | Only half of the group takes a turn presenting. | Only a few in the group present.  |

 Total Group Score:

**To Score:** Take the TOTAL GROUP SCORE divide the points among the group members according to group member’s­­­ contributions, work completed and effort shown. Group members’ scores should add up to the total group score. Please ask if you have any questions.

|  |  |  |
| --- | --- | --- |
| Group Member Name | Slide Assignments | Score |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
| Add all scores together: Total Group Scores need to be the same |  |

**Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_­­­­­­\_\_\_\_\_\_\_\_\_\_­­­\_ Country Name\_\_\_\_\_­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Period \_\_\_\_\_\_\_\_\_\_\_ Due Date \_\_\_\_\_\_\_\_\_\_**

**Model United Nations Map Exercise**

This assignment is comprised of two outline maps, one of the world or region in which your country is located, another of your country. The maps must be neat. They can be hand drawn (extra credit). They will be colored and labeled according to the instructions below.

After finishing each map you will respond to two questions or statements in writing**. Refer to previous Sustainability Packet assignments** and do any online research necessary, CIA Fact Book, Culture Grams, etc., to do the best job possible in the time allowed.

The following websites will be useful in finding weather and climate information:

<http://www.climate-charts.com/world-index.html>

<http://www.climate-charts.com/World-Climate-Maps.html>

**Follow the directions below:**

***MAP #1: My Country***

1. Write your name and class period on your country map..

2. As neatly as you can, color the following physical features as indicated:

Mountain Ranges - Brown, or Green

Rivers - Blue or Purple

Lakes and Ocean Shorelines - Outline in Blue or Purple

3. NEATLY label all of the topographical features you colored with their names, for example, you would label the Rocky Mountains, Lake Michigan, etc., if you were doing the USA.

5. On a separate sheet of paper, respond to the following questions:

a. What major land and water features are located in or around your country?

 **(2-4 sentences)**

b. How do these major land forms and your country’s position/location (Latitude and Longitude) the earth affect the climate (weather patterns) and the culture ( Peoples’ Beliefs and Behavior) of your country? **(5-8 sentences)**

***MAP #2: The World***

1. Locate and color your country RED or PINK.

3. Go to the following link: <http://www.climate-charts.com/World-Climate-Maps.html>

4. Find countries and regions of the world that share your country’s climate characteristics and weather patterns. Color those regions GREEN.

5. Color the areas of the world currently most affected by the topics discussed in your committee packets ORANGE. (Refer to the topic packets and assignments for your two topics)

6. Locate a topographical map of the world in an atlas, online or from the classroom set

6. On a separate paper, respond to the following statements. Do you agree or disagree? Why?

a.. What characteristics do the GREEN areas on your map share with your country and what are some of the differences? Explain **(3 sentences)**

b. The ORANGE areas are troubled because of their location. Explain. **(5+ Sentences)**)

**Topic Outlines**

**Topic 1:**

**What are the major problems outlined in your Background Guide for Topic 1? List 3-5.**

**1.**

**2.**

**3.**

**4.**

**5.**

**What are the origins or reasons for these problems? History, location of the places where they occur (relative location), political-social-economic reasons, etc.**

**What are some things that have been done to try to solve these problems?**

**Topic 2:**

**What are the major problems outlined in your Background Guide for Topic 1? List 3-5.**

**1.**

**2.**

**3.**

**4.**

**5.**

**What are the origins or reasons for these problems? History, location of the places where they occur (relative location), political-social-economic reasons, etc.**

**What are some things that have been done to try to solve these problems?**

**Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Country Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Period\_\_\_\_\_\_ Due Date To be handed in with Position-Solution Assignment**

**Definitions of Key Terms Assignment**

**Write down important words and terms you come across in the Topic and Sustainable Development Packets as well as other sources you discover as you do further research on your assigned topics and write down their definitions. Make sure the definitions you write down are the correct ones for the topic. This is an ongoing assignment that will be due with the Position-Solution Assignment. Use the reverse side of this paper if you need extra space.**

**Committee Name:**

**First Topic:**

**Important Words or Terms and their Definitions.**

**Second Topic:**

**Important Words or Terms and their Definitions.**

**MUN Thesis-Antithesis Activity**

**Student Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Committee\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Due Date\_\_\_\_\_\_\_\_\_ Topic\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Problem or Issue \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**THESIS: IDEA or SOLUTION**

1. Briefly copy your **Idea for a Solution** to one of the issues for one of your topics that you previously wrote for today’s self-start below. Why is it a good idea? How will it work? Who will pay for it?

**ANTITHESIS:**

**This above idea or solution is not valid nor workable because...**. Write a short paragraph explaining why the above "thesis" is **NOT** a good idea or solution. Include evidence from your research and reasoning to trash or discredit this idea or solution.

**SYNTHESIS**

Refine your original idea or solution. by **considering and combining the arguments you used in both your thesis and antithesis**. The resulting synthesis should be a much more valid idea or solution. You may choose to discard the idea altogether and start all over again.

Write a two (2) paragraph description of how this final solution will work. Answer the following questions:

 1. How will it affect the status quo (the current situation)?

 2.. Who will be responsible for implementing your solution?

3. Will your solution require money? If so, who will pay for it? How do you know that they have the money for this solution?

4. Has this solution been attempted before? If so, what were the results and why will it work this time?

***Position-Solution Document Worksheet***

**Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Due Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Period\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_/100 Points Possible**

My Country is (5pts) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Official Name)

My Committee is (5pts) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Entire Name)

**Delegate’s Name (5pts):**

My/our country joined the United Nations \_\_\_\_\_\_\_\_\_ years (5pts).

**Topic #1\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

a. (Books, Periodicals and Websites) Some places where I found information on my topic were… (10 pts):

b. My/our country has had some experience with or has been affected by this topic in the following ways (10 pts):

c. **Preambulatory Information**. Explain the situation. From my/our country’s perspective the real problem(s) is/are (10 pts):

d. **Operative Information**. List 3 or more solutions. Some solutions my country could support include (10 pts):

**Topic #2\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

a. . (Books, Periodicals and Websites) Some places where I found information on my topic were… (10 pts):

b. My/our country has had some experience with or has been affected by this topic in the following ways (10 pts):

c. **Preambulatory Information**. Explain the situation. From my/our country’s perspective the real problem(s) is/are (10 pts):

d. **Operative Information**. List 3 or more solutions. Some solutions my country could support include (10 pts):

**Extra Credit:** List and annotate (summarize) below any United Nations resolutions you find that relate to your topics. Try [United Nations Document Page](http://www.un.org/en/documents/index.shtml) where you can perform document searches as well as browse previous resolutions.

Topic 1:

 a. 1st Resolution\_\_\_\_\_\_\_\_\_\_ and summary:

 b. 2nd Resolution \_\_\_\_\_\_\_\_\_ and summary:

 c. 3rd Resolution \_\_\_\_\_\_\_\_\_\_ and summary:

Topic 2:

a. 1st Resolution\_\_\_\_\_\_\_\_\_\_ and summary:

 b. 2nd Resolution \_\_\_\_\_\_\_\_\_ and summary:

 c. 3rd Resolution \_\_\_\_\_\_\_\_\_\_ and summary:

**Please go to Mr.** [**Willey’s UEN**](http://my.uen.org/myuen/MyUen?service=process_public&teacher_id=10223) **and the** [**United Nations Document Page**](http://www.un.org/en/documents/index.shtml) **websites for more information**:

**Position Paper**

*Topic #1*

*Topic #2*

**Participant Names**

**Country’s Official Name**

**Committee Name**

Introduction

**Topic #1**

First topic

**Topic #2**

Second topic

Conclusion