

LESSON PLAN

League of Nations and United Nations

FOUNDATION: *UNIT VI. I International Implementation, Monitoring, and Enforcement*

Created by: Ken Meyers, Wilcox-Hildreth High School

LENGTH 4 days	NEBRASKA SOCIAL STUDIES STANDARDS Star: 12.1.13 General: 12.1.6, 12.1.9, 12.2.10	McREL NATIONAL STANDARDS US History: 21.4, 22.2
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OBJECTIVES <ol style="list-style-type: none">1. Students will look at the actions of the League of Nations and United Nations and determine the role of each.2. Students will evaluate the actions and compare and contrast those actions.3. Students will analyze the functions of each organization and then determine if the U.N. is heading down the same path as did the League in becoming a non-factor in international affairs.	TERMS <p>General Assembly Security Council Treaty of Versailles</p>
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MATERIALS <p>Websites: League of Nations Timeline http://worldatwar.net/timeline/other/league18-46.html League of Nations Photo Archive http://www.indiana.edu/~league/leaguebook.htm League of Nations: History Learning Site http://www.historylearningsite.co.uk/leagueofnations.htm United Nations: History Learning Site http://www.historylearningsite.co.uk/united_nations1.htm United Nations Official Site http://www.un.org/english/ Milestones in United Nations History http://www.un.org/Overview/milesto4.htm</p>

Day One – Two:

- I. Divide class into six groups. Direct students to the various web sites.
- II. Within each group, members will select two events dealt with by each the League and UN that involved conflicts between nations. Research these events and determine the action taken by both organizations.
- III. On chart paper, each group is to develop a timeline for the events. The group is then to write a presentation on the long-term outcomes of the action taken by the organizations, i.e. were they successful, why/why not, what impact did the event have on the world community, etc.?

Day Three:

- IV. Each group will give their presentation to the entire class.

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Day Four:

- V. Following the presentations, instructor will lead a class discussion of the role of U.N. in today's global environment.

- VI. Instructor will place the following on the board:

UN Role in the Future

Will die out	Will continue but no longer be important	Will continue as is	Will become major body for world government/peace
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Students will be asked to make their group's own continuum. Each group should have a stand-by statement reflecting its belief. Have students express why they decided the role they did.

- VII. **Closure:** Come to a class consensus as to the future of the United Nations.