



P.O. Box 960 • 3705 West Canyon Road • Wilson, Wyoming USA 83014
307 733-0549 • fax 307 733-4178
info@ic21.org • www.ic21.org

October 24: United Nations Day

Lesson Plans and Teaching Materials

Level: High School

Introduction for Teachers

The United Nations has designated special days throughout the year that focus on particular world concerns. Unlike widely celebrated national or religious holidays, these days commemorate human rights issues that affect citizens of all nations, and can serve to raise awareness of their global impact.

United Nations Day is celebrated each year on **October 24**. This unit provides high school teachers with lesson plans and student materials that can be used in conjunction with UN Day. The unit is interdisciplinary, and can be carried out in Social Studies classes, or by Social Studies teachers in collaboration with teachers of Mathematics, Language Arts, and Visual Arts. Teachers can choose to use a single activity, or plan a 1-2 week series of lessons around the activities.

Teachers may reproduce these materials for use in their classrooms. For permission to use these materials for publication or any other purpose, contact info@ic21.org.

Alignment with standards

This unit, and other units in InterConnections 21's series of teaching units on "UN International Days", are designed to be used by schools that are members of the US chapter of the UNESCO Associated Schools Project (www.education.unesco.org/asp). As these schools are located in states throughout the US, the activities in this unit are aligned with national standards for subject areas that have been used as the basis for developing state standards. References to these standards are found in the section "UN Day Unit Outline and National Standards", and in the introductory section of each activity.

Standards referred to in this unit have been developed by the following national organizations:

Social Studies: National Council for the Social Studies (NCSS) www.ncss.org

Standards are described in detail in the NCSS publication “Curriculum Standards for Social Studies: Expectations of Excellence”, NCSS Bulletin 89, 1994. Available from the National Council for the Social Studies, 8555 Sixteenth Street, Suite 500, Silver Spring, MD 20910. Order online at www.socialstudies.org.

English Language Arts: National Council of Teachers of English (NCTE) www.ncte.org
NCTE standards for English Language Arts are available at <http://www.ncte.org/about/over/standards/110846.htm>

Mathematics: National Council of Teachers of Mathematics (NCTM) www.nctm.org
NCTM standards for mathematics are available at <http://www.nctm.org/standards/>

Visual Arts: Consortium of National Arts Education Associations (CNAEA)
The CNAEA has developed National Standards for Arts Education that address standards for dance, music, theater and visual arts. The full text of these standards can be found online at <http://artsedge.kennedy-center.org/teach/standards.cfm>

Aims

This unit aims to increase students’ understanding of the history of the UN, its main bodies, how the UN works, its accomplishments and points of view within the US about membership in the UN.

Objectives

At the end of this unit, students should be able to:

Knowledge

- Explain the reasons for the creation of the UN
- Name the main bodies of the UN
- Discuss at least two main areas of UN activity
- Describe different perspectives on US membership in the UN

Skills

- Read a text and extract the main ideas
- Make inferences from reading material and answer questions
- Effectively present information to a group
- Carry out research using the Internet
- Debate a controversial issue
- State a point of view and defend it with evidence

Attitudes

- Listen to others with respect
- Demonstrate understanding of different points of view
- Work with a group, as well as independently

[UN Day Unit Outline and National Standards](#)

UN Day Unit Outline and National Standards

Each activity is briefly described below, with suggestions as to the subject area in which it might be used, and standards addressed by each activity:

Activity 1: What do you know about the United Nations?

This activity familiarizes students with the history of the UN and its role. It uses a quiz and reading material to encourage students to formulate research questions.

Standards addressed:

- Social Studies: NCSS standards
 - V: Individuals, Groups and Institutions
 - VI: Power, Authority and Governance
 - IX: Global Connections
- English Language Arts: NCTE Standards
 - 1: Reading for understanding
 - 7: Evaluating data
 - 8: Developing research skills

Activity 2: The UN and its Members

This activity encourages students to look at how historical events have influenced UN membership and to consider reasons that countries join the UN. It requires students to use the Internet to research membership, and graph numbers of countries joining during particular time periods.

Standards addressed:

- Social Studies: NCSS standards
 - II: Time, Continuity and Change
 - V: Individuals, Groups, and Institutions
- Mathematics: NCTM standards
 - Data Analysis 9-12
 - Representation PK-12
 - Communication PK-12
 - Connections PK-12

Activity 3: How the UN works

This activity familiarizes students with the main bodies of the UN. It requires them to do research and make presentations, either to the whole class or in a peer-teaching format. A “quiz show” is used to help consolidate learning.

Standards addressed:

- Social Studies: NCSS standards
 - V: Individuals, Groups and Institutions
 - VI: Power, Authority and Governance
 - IX: Global Connections
- English Language Arts: NCTE standards
 - 1: Reading for understanding
 - 4: Communication skills
 - 8: Developing research skills

12: Applying language skills

Activity 4: What has the UN achieved?

This activity provides case study material on accomplishments of the UN. A follow-up activity encourages work on the UN's specialized agencies.

Standards addressed:

- Social Studies: NCSS standards
 - V: Individuals, Groups and Institutions
 - IX: Global Connections
- English Language Arts: NCTE standards
 - 1: Reading for understanding
 - 4: Communication skills
 - 8: Developing research skills
 - 12: Applying language skills

Activity 5: Current UN Issues: Focus on Peacekeeping

This activity uses case studies of UN peacekeeping operations in Rwanda and East Timor to encourage critical thinking about what factors make peacekeeping effective. A list of guided reading questions structures students' inquiry.

Standards addressed:

- Social Studies: NCSS standards:
 - V: Individuals, Groups and Institutions
 - VI: Power, Authority and Governance
 - IX: Global Connections
- English Language Arts: NCTE standards
 - 1: Reading for understanding
 - 7: Evaluating data

Activity 6: US Membership

In this activity, students research various viewpoints on US membership in the UN, and hold a debate on these points of view. A follow-up activity focuses on the issue of how the UN is funded.

Standards addressed:

- Social Studies: NCSS standards
 - V: Individuals, Groups and Institutions
 - IX: Global Connections
- English Language Arts
 - 8: Developing research skills
 - 12: Applying language skills

Follow-up Activity:

- Mathematics: NCTM Standards
 - Number and Operations 9-12
 - Connections PK-12

Activity 7: Images of the UN

This activity asks students to reflect on their learning during this unit, including how their views on the UN may have changed, and encourages the use of art materials as a way of graphically expressing those views.

Standards addressed:

- Social Studies: NCSS Standards:
IX: Global Connections
- Visual Arts: CNAEA Content Standards:
3: Choosing and evaluating a range of subject matter, symbols and ideas
6: Making connections between visual arts and other disciplines

[Back to Main Menu](#)

Activity 1: What do you know about the United Nations?

Purpose:

To introduce the unit, and to encourage students to consider what they already know, and would like to know, about the United Nations; to familiarize students with the history of the United Nations.

Standards:

Social Studies: NCSS standards

V: Individuals, Groups and Institutions

VI: Power, Authority and Governance

IX: Global Connections

English Language Arts: NCTE Standards

1: Reading for understanding

7: Evaluating data

8: Developing research skills

Materials:

Activity 1 Student Materials: What do you know about the United Nations? Quiz

Activity 1 Student Materials: What do you know about the United Nations? Answer Sheet

Activity 1 Student Materials: An Introduction to the United Nations

Description:

1. Introduce the unit, and give students the “What do you know about the United Nations?” quiz. Allow students to answer the questions independently.
2. Once they are done, distribute the “What do you know about the United Nations” answer sheet (or read the answers aloud to the class). Ask students to score themselves. What was their level of knowledge about basic facts on the UN?
3. Have students read “An Introduction to the United Nations”. Ask students to develop at least three questions that they have about the UN that could be answered through research.
4. Have students with similar questions about the UN form research groups to find out the answers, and report back to the class.

Suggested Internet resources include:

United Nations website:

www.un.org

“Image and Reality”:

<http://www.un.org/geninfo/ir/index.html>

“Basic Facts About the UN”:

<http://www.un.org/aboutun/history.htm>

“The UN in Brief”

<http://www.un.org/Overview/brief.html>

UN Cyberschoolbus website:

From: <http://cyberschoolbus.un.org/unintro/unintro.asp>

Follow up activity:

1. Have students take a virtual tour of the UN at <http://www.un.org/Pubs/CyberSchoolBus/untour/>

2. Ask students to write a short essay on their reactions to the following statement:

“It is often said that if we did not have the United Nations, it would have to be invented.”

Collect their essays and return them to the students at the end of this unit on the UN. At that point, students can be asked to reflect on whether what they have learned has influenced their view about the need for the United Nations, and US membership.

Activity 1 Student Materials

What do you know about the United Nations? Quiz

Write your answers in the space below each question:

1. True or False: The United Nations is a world government.
2. How many countries are members of the United Nations?
A. 58 B. 191 C. 213 D. 109
3. True or False: Countries that join the United Nations give up their sovereignty.
4. What is the name of the organization that preceded the United Nations?
A. The European Union C. The League of Nations
B. The World Parliament D. The Organization of American States
5. In what year was the UN founded?
A. 1780 (after the American Revolution) B. 1867 (after the Civil War)
B. 1920 (after World War I) D. 1945 (after World War II)
6. Who coined the term “United Nations”?
A. Franklin D. Roosevelt B. Kofi Annan C. Nelson Mandela D. Gandhi
7. Why is October 24 celebrated as UN Day every year?
A. It is the day that the First World War ended.
B. It is the day that construction of the UN office in New York was completed.
C. It is the day that the UN Charter was ratified.
D. It is already a national holiday in many countries that are UN members.
8. True or False: The main work of the United Nations is peacekeeping.
9. True or False: The UN has no standing army.
10. True or False: The UN and its agencies all have their headquarters in New York City.

Activity 1 Student Materials

What do you know about the United Nations? Answer Sheet

1. True or False: The United Nations is a world government.
False. The United Nations is an organization of sovereign states, and can only do what its members tell it to do.
2. How many countries are members of the United Nations? 191.
3. True or False: When countries join the United Nations, they give up their sovereignty.
False. Countries retain their sovereignty when they join the UN, but most voluntarily agree to work together on world problems because to do so is in their common interest.
4. What is the name of the organization that preceded the United Nations?
The League of Nations.
5. In what year was the UN founded?
The UN was founded in 1945, in the aftermath of World War II.
6. Who coined the term “United Nations”?
US President Franklin D. Roosevelt first used the term in 1942, during World War II, when 26 nations signed a “Declaration by United Nations” to fight Axis powers.
7. Why is October 24 celebrated as UN Day every year?
The UN came into existence on October 24, 1945, when its Charter was ratified.
8. True or False: The main work of the United Nations is peacekeeping.
False. In addition to peacekeeping, the UN is also involved in promoting economic and social development, humanitarian aid, human rights and international law.
9. True or False: The UN has no standing army.
True. When the UN sends peacekeeping troops to a country, it relies on troops that are made available by UN member states.
10. True or False: The UN and its agencies all have their headquarters in New York City.
False. The main offices of the UN Secretariat, General Assembly, Security Council, and Economic and Social Council are based in New York. But the UN has offices in countries around the world. The International Court of Justice is based in The Hague, Netherlands. The World Health Organization is based in Geneva, Switzerland; UNESCO (United Nations Educational, Scientific and Cultural Organization) is based in Paris, France.

Activity 1 Student Materials

An Introduction to the United Nations

The United Nations is an international organization of 191 sovereign States, representing virtually every country in the world. Member States agree to abide by the principles of the UN Charter, an international treaty that spells out their rights and duties as members of the world community. The UN cannot act independently of its Member States; it can only do what member countries decide it can do. According to the Charter, the UN has four purposes: to maintain international peace and security; to develop friendly relations among nations; to cooperate in solving international problems and in promoting respect for human rights; and to be a centre for harmonizing the actions of nations.

International organizations before the UN

The UN was not the first organization in which countries cooperated. The International Telecommunication Union was founded in 1865 as the International Telegraph Union, and the Universal Postal Union was established in 1874, to enable countries to cooperate on standards for international communication. (Both are now United Nations specialized agencies.)

In 1899, an International Peace Conference was held in The Hague to develop agreement between countries on how to settle disputes peacefully, prevent wars and create rules by which wars should be conducted.

The idea for a League of Nations came about during World War I, and the League was established in 1919 under the Treaty of Versailles "to promote international cooperation and to achieve peace and security." The League of Nations ceased its activities after failing to prevent World War II. Its failure can be attributed to a number of causes. It had no military power of its own, and members were reluctant to use economic or military sanctions. Some powerful countries never joined, including the United States; others joined but then left, such as Germany, Japan, and Italy. Countries that had always acted independently found it difficult to cooperate on international concerns. But the League laid the groundwork for the United Nations.

The creation of the United Nations

The name "United Nations" was first used by United States President Franklin D. Roosevelt, and appears in the "Declaration by United Nations" of 1 January 1942, during the Second World War, when representatives of 26 nations agreed to fight together against the Axis Powers. During WW II, the leaders of Britain, China, the US and the USSR discussed how a post-war international organization might function. In 1944 representatives of China, the UK, the US and the USSR met in Washington, DC, and drew up a draft of what a new international organization might look like. Between April and June of 1945, representatives of 50 countries met in San Francisco to work on a document that would be the basis for international cooperation. This was the Charter of the United Nations, signed on 26 June by 50 countries.

The United Nations officially came into existence on October 24, 1945, when the Charter was ratified by China, France, the Soviet Union, the United Kingdom, the United States and by a majority of the other countries who signed the Charter. "United Nations Day" is celebrated on October 24 each year.

The United Nations today

The UN is not a world government and it can only do what its Member States agree to do. It does, however, provide the means to help resolve international conflicts and formulate policies on matters affecting all of us. At the UN, all the Member States — large and small, rich and poor, with differing political views and social systems — have a voice in this process.

The UN's wide range of activities can be grouped into five main categories:

1. Peace and security

The United Nations is often called upon to prevent disputes from escalating into war, to persuade opposing parties to use negotiation rather than force, or to help restore peace when conflict breaks out. Avoiding military conflict is not enough to establish a secure and lasting peace. Such security can only be achieved by helping countries to develop sound economies, social justice, human rights protection, good governance and the democratic process.

2. Economic and social development

The majority of the UN's resources are devoted to economic development, social development and sustainable development, because international peace and security are possible only if the economic and social well-being of people everywhere is assured. Wealthy and poor countries increasingly have common interests in solving problems that cross national boundaries. Issues relating to poverty, the environment, refugees, organized crime, drug trafficking and AIDS in one region can quickly affect other parts of the world, and require global cooperation.

3. Human rights

All the United Nations bodies and specialized agencies are involved in the protection of human rights. The UN has created an internationally protected code of human rights to which all nations can subscribe, based on the Universal Declaration of Human Rights, adopted by the General Assembly in 1948. Since then, the United Nations has expanded human rights law to address the special concerns of women, children, disabled persons, minorities, migrant workers and other vulnerable groups, providing protection against discrimination.

4. Humanitarian affairs

The UN coordinated humanitarian relief operations in Europe following the Second World War. Today, the UN is a major provider of emergency relief and longer-term assistance during both natural and man-made disasters. Civil war is a leading cause of emergency situations; refugees and other war victims require shelter, food, water and medical care. Floods, droughts, storms and earthquakes kill tens of thousands of people each year and cause economic losses. More than 90 per cent of all disaster victims live in developing countries. The United Nations seeks to bring immediate relief to the victims, and to prevent emergencies from arising in the first place.

5. International Law

The United Nation has played a key role in the development of international law — conventions, treaties and standards — that help promote economic and social development, as well as international peace and security. Among the issues addressed by international law are the regulation of the use of oceans, protecting the environment, regulating migrant labor, stopping drug trafficking, copyright protection, protection of cultural heritage, and combating terrorism.

Read more about the UN!

United Nations website:

www.un.org

To find out more about the UN's history and structure, start with these links:

“Image and Reality”:

<http://www.un.org/geninfo/ir/index.html>

“Basic Facts About the UN”:

<http://www.un.org/aboutun/history.htm>

“The UN in Brief”

<http://www.un.org/Overview/brief.html>

UN Cyberschoolbus website:

From: <http://cyberschoolbus.un.org/unintro/unintro.asp>

To find out more about the five main areas of UN activity, start with these links:

Peace and security

<http://www.un.org/peace/index.html>

Economic and social development

<http://www.un.org/esa/index.html>

Human rights

<http://www.un.org/rights/index.html>

Humanitarian affairs

<http://www.un.org/ha/index.html>

International Law

<http://www.un.org/law/index.html>

[Back to Main Menu](#)

Activity 2: The UN and its Members

Purpose: To encourage thinking about the benefits of UN membership; to examine how historical trends have influenced UN membership.

Standards:

Social Studies: NCSS standards

II: Time, Continuity and Change

V: Individuals, Groups, and Institutions

Mathematics: NCTM standards

Data Analysis 9-12

Representation PK-12

Communication PK-12

Connections PK-12

Materials:

Graph paper

Description:

1. Have students research what countries are members of the UN and when they joined.

A list of member states, organized alphabetically, can be found at:

<http://www.un.org/Overview/unmember.html>

A list of member states organized by the year in which they joined can be found at:

<http://www.un.org/Overview/growth.htm#40>

A list of non-member states and observers can be found at:

<http://www.un.org/Overview/missions.htm#nperm>

2. Discuss with the class:

Why do you think nearly every country in the world has joined the United Nations?

What are benefits of being a member of the UN?

What might be some reasons a country would not want to join the UN?

3. Assign groups of students to one region of the world: North America, Latin America and the Caribbean, Europe, Africa, Asia and the Pacific. Have groups review the list of UN member states in their region and create a bar graph indicating the numbers of countries from their region that joined the UN in each decade of its existence: the 1940's, 1950's, 1960's, 1970's, 1980's, 1990's, 2000-present.

4. Have students present their graphs to each other and explain any trends or patterns that they see. For example:

A large number of African nations joined the UN in the 1960's, as they gained independence from colonial powers.

New European nations joined the UN in the early 1990's after leaving the former Federal Republic of Yugoslavia.

New nations from Central Asia joined the UN in the early 1990's following the dissolution of the Union of Soviet Socialist Republics (USSR), and the formation of the Russian Federation and the Commonwealth of Independent States.

Follow-up activity:

The two countries that most recently joined the United Nations are Switzerland and Timor-Leste (East Timor), both of which became Member States in 2002. Have students research these two questions:

Why were they not members prior to 2002?

Why did they join?

Information on Switzerland's reasons for joining the UN can be found at:

<http://www.un.org/av/photo/unhq/switzerland.htm>

<http://www.swissinfo.org/sen/swissinfo.html?siteSect=590>

Information on Timor-Leste's reasons for joining the UN can be found at:

<http://www.etan.org/et2002c/september/22-30/27t-un.htm>

<http://www.un.org/Depts/dpko/missions/unmiset/background.html>

Activity 3: How the UN works

Purpose: to familiarize students with main bodies within the UN.

Standards:

Social Studies: NCSS standards

V: Individuals, Groups and Institutions

VI: Power, Authority and Governance

IX: Global Connections

English Language Arts: NCTE standards

1: Reading for understanding

4: Communication skills

8: Developing research skills

12: Applying language skills

Materials:

UN Organizational Chart: available online at

<http://www.un.org/aboutun/chartlg.html>

<http://www.un.org/aboutun/unchart.pdf>

Activity 3 Student Materials: An Introduction to the structure of the UN

Description:

1. Explain to the class that the United Nations is made up of six main bodies, and a number of programs, funds, and agencies. If appropriate, print the UN organizational chart from one of the websites listed above.

2. Have students break into groups and research one of the main bodies of the UN:

The General Assembly

The Security Council

The Economic and Social Council

The Trusteeship Council

The International Court of Justice

The Secretariat

As the Trusteeship Council has a relatively minor role in the current working of the UN, students may research only the other five bodies.

Students can use “An Introduction to the structure of the UN” as a starting point for their research. Additional websites are suggested for further research.

3. When students have completed their research, they can present their findings to the class.

Alternatively, students can be asked to form new groups, each consisting of at least one representative of each of the main bodies of the UN. These new small groups can be used for peer teaching on each of the UN bodies.

4. Once all presentations have been made, hold a “quiz show” by reading out the scenarios below, one at a time. After hearing each scenario, students must decide (in consultation with their working group) which body in the UN would have primary responsibility for addressing that issue, and explain why. The first group that is able to give a correct answer gets one point.

Possible scenarios (teachers can add additional scenarios; or they can be created by students):

A number of poor countries have expressed concern about the “digital divide”: the fact that their limited access to computer technology is causing them to fall farther behind rich countries in development. They want the UN to provide guidance on dealing with this issue. (Economic and Social Council)

A country invades another country; the UN must decide whether or not to impose economic sanctions. (Security Council)

Two countries are disputing an island that both claim is part of their territory. They request help from the UN in resolving the dispute. (International Court of Justice)

A major international conference on children’s rights will be held in New York, and the UN wants to get information into the media on this topic. (Secretariat)

The UN wants to study how it can strengthen protection for the rights of people with disabilities. (Economic and Social Council)

A country that experienced civil conflict has had a UN peacekeeping mission for two years. The UN must decide whether to continue funding the mission. (General Assembly)

The UN wants to publish a report on whether AIDS education programs are reducing the rate of new infections. It must collect findings from the World Health Organization, the United Nations Children’s Fund, UNESCO, and other UN agencies working on AIDS prevention to produce the report. (Secretariat)

Two ethnic groups within the same country are involved in armed struggle, and the government has asked the UN for help; the UN must consider whether or not to send a mediator to negotiate a ceasefire. (Security Council)

A province of an existing Member State has declared its independence and requested membership in the UN; the UN must vote on whether or not to allow this province to join as a new country. (General Assembly)

A country destroys another country’s off-shore oil platforms during military operations. The country whose platforms were destroyed wants financial compensation. (International Court of Justice)

Follow up activity:

Have students research proposals to reform the membership and voting procedures of the Security Council. (Note: Students should be familiar with the role of the Security Council prior to this activity.)

Many countries have complained that representation on the Security Council is limited, and that the five permanent members – all industrialized countries – have excessive power because one veto can block Security Council action.

Some of the various proposals for Security Council reform can be found in “Report of the Open-Ended Working Group on the Question of Equitable Representation on and Increase in the Membership of the Security Council and Other Matters Related to the Security Council” (UN document A/57/47), pages 9-15. This document can be found at:
<http://ods-dds-ny.un.org/doc/UNDOC/GEN/N03/408/24/PDF/N0340824.pdf?OpenElement>

Some of the reforms proposed include:

Veto power: Some countries believe it is unfair that one permanent member of the Security Council can use the veto to override all other countries’ opinions. Suggestions for change include:

- eliminating the veto
- making all decisions by consensus
- requiring more than one negative vote for the veto to be used

Changing rules about permanent members: Some countries believe that having five permanent members who represent the victors in the Second World War does not represent the realities of the world today. Suggestions for change include:

- adding more permanent seats
- designating permanent seats for countries from particular regions (Africa, Arab States, developing countries)
- giving permanent seats to Germany and Japan
- not allowing new permanent members to have the veto power

Changing rules about non-permanent members: Some countries believe that greater representation could be achieved if there were more non-permanent seats. Suggestions for change include:

- Adding non-permanent members from both industrialized and developing countries
- Designating a set number of seats for non-permanent members from specific regions
- Giving some non-permanent seat a longer term (6 years)

Have students consider these proposals. Which seem fair, practical, and effective? Which do not?

Have students create their own proposal for Security Council reform and write a justification for why they think this proposal would work.

Activity 3 Student Materials

An Introduction to the structure of the UN

The United Nations is a “family” of organizations. It has six main organs:

- The General Assembly
- The Security Council
- The Economic and Social Council
- The Trusteeship Council
- The International Court of Justice
- The Secretariat

All are based at UN Headquarters in New York, except for the Court, which is at The Hague, the Netherlands.

The UN has a number of programs and funds that work for development, humanitarian assistance and human rights. These include The United Nations Children’s Fund (UNICEF), The UN Development Programme (UNDP), The World Food Programme (WFP), and others. The UN also has specialized agencies that work in such diverse areas as health (WHO), agriculture (FAO), and education (UNESCO). The specialized agencies coordinate their work with the UN but are separate, autonomous organizations with their own governing bodies, budgets, constitutions or charters.

The General Assembly

All UN Member States are represented in the General Assembly, which meets to consider the world's most pressing problems: AIDS, globalization, conflict in Member States, environmental protections, etc. Each Member State has one vote. Decisions on such key issues as international peace and security, admitting new members and the UN budget are decided by a two-thirds majority. Other matters are decided by a simple majority. In recent years, a special effort has been made to reach decisions through consensus, rather than by taking a formal vote. The Assembly cannot force action by any State, but its recommendations are an important indication of world opinion. The Assembly holds its annual regular session from September to December. When necessary, it may resume its session or hold a special or emergency session on subjects of particular concern. When the Assembly is not meeting, its work is carried out by its six main committees, other subsidiary bodies and the UN Secretariat.

For more information, see:

www.un.org/Overview/brief.html

<http://www.un.org/ga/58/>

The Security Council

The Security Council has responsibility for maintaining international peace and security. The Council may meet at any time, whenever peace is threatened. Under the Charter, all Member States are obligated to carry out the Council's decisions.

There are 15 Council members. When the Council was created after the Second World War, five victorious countries – China, France, the Russian Federation, the United Kingdom and the United States – were chosen as permanent members. The other 10 are elected by the General Assembly for two-year terms.

Decisions of the Council require nine yes votes. Except in votes on procedural questions, a decision cannot be taken if there is a no vote, or veto, by a permanent member. Member States are discussing making changes in Council membership and voting procedures to reflect today's political and economic realities.

When the Council considers a threat to international peace, it first explores ways to settle the dispute peacefully. It may suggest principles for a settlement or undertake mediation. In the event of fighting, the Council tries to secure a ceasefire. It may send a peacekeeping mission to help the parties maintain the truce and to keep opposing forces apart. The Council can take measures to enforce its decisions. It can impose economic sanctions or order an arms embargo. On rare occasions, the Council has authorized Member States to use "all necessary means," including collective military action, to see that its decisions are carried out.

For more information, see:

<http://www.un.org/Overview/brief.html>

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

<http://www.un.org/Depts/dhl/resguide/scfaq.htm>

The Economic and Social Council

The Economic and Social Council coordinates the economic and social work of the UN and its family of organizations. The Council plays a key role in promoting international cooperation for development. It also consults with non-governmental organizations (NGOs); this is an important way in which the UN maintains a link with citizens around the world.

The Council has 54 members, elected by the General Assembly for three-year terms. It meets throughout the year and holds a major session in July.

A number of other bodies report to the Council on matters as diverse as human rights, the status of women, crime prevention, drugs and environmental protection. Five regional commissions promote economic development and cooperation in Europe, Latin America and the Caribbean, Asia and the Pacific, Western Asia, and Africa.

For more information, see:

<http://www.un.org/Overview/brief.html>

<http://www.un.org/esa/coordination/ecosoc/>

The Trusteeship Council

The Trusteeship Council was established to provide international supervision for 11 Trust Territories administered by seven Member States and ensure that adequate steps were taken to prepare the Territories for self-government or independence. By 1994, all Trust Territories had attained self-government or independence. The Trusteeship Council now consists of the five

permanent members of the Security Council. It has amended its rules of procedure to allow it to meet if required.

For more information, see:

<http://www.un.org/Overview/brief.html>

<http://www.un.org/documents/tc.htm>

The International Court of Justice

The International Court of Justice, also known as the World Court, decides disputes between countries. It consists of 15 judges elected jointly by the General Assembly and the Security Council. Participation by States in a court proceeding is voluntary, but if a State agrees to participate, it is required to comply with the Court's decision.

For more information, see:

<http://www.un.org/Overview/brief.html>

<http://www.icj-cij.org/>

The Secretariat

The Secretariat carries out the day-to-day work of the United Nations. This includes administering peacekeeping operations, surveying economic and social trends, preparing studies on human rights, informing the media about the work of the United Nations, organizing international conferences, and interpreting speeches and translating documents into the UN's official languages.

For more information, see:

<http://www.un.org/Overview/brief.html>

<http://www.un.org/documents/st.htm>

Activity 4. What has the UN achieved?

Purpose: to familiarize students with UN accomplishments and the work of its agencies.

Standards:

Social Studies: NCSS standards

V: Individuals, Groups and Institutions

IX: Global Connections

English Language Arts: NCTE standards

1: Reading for understanding

4: Communication skills

8: Developing research skills

12: Applying language skills

Materials:

Activity 4 Student Materials: What has the UN achieved?

Description:

1. Ask students what they think the main accomplishments of the UN have been.
2. Have students read “What has the UN achieved?” What information did they find particularly new or surprising?
3. Have students use the links in the “What has the UN achieved?” document to read case studies of the UN’s work in such areas as health, the environment, women, human rights, health, emergencies, and others.
4. Have small groups of students present their findings on UN achievements in various areas to the class. Encourage creativity in presentations. For example, students could dramatize a case study that they read, or present it as a “talk show” interview. They could use posters and art materials to highlight important areas of work.
5. In 2000, the UN’s member states agreed to achieve the following Millennium Development Goals (MDG) by 2015:

The Millennium Development Goals

1. Eradicate extreme poverty and hunger.
2. Achieve universal primary education.
3. Promote gender equality and empower women.
4. Reduce child mortality.
5. Improve maternal health.
6. Combat HIV/AIDS, malaria, and other diseases.
7. Ensure environmental sustainability.
8. Develop a global partnership for development.

As
k
stu
den
ts
to
rela
te

each case study they researched to one or more of these goals.

What will it take in order for the world community to actually achieve these goals?

Have students read about the UN's Millennium Development Goals, and progress being made toward reaching them, at <http://www.un.org/millenniumgoals/>

Follow-up activity

Much of the work of the UN is carried out through its specialized agencies, funds, and programs. Have students research the work of these members of the UN system. Ones of particular interest might include:

United Nations Children's Fund (UNICEF) www.unicef.org

United Nations Educational, Scientific and Cultural Organization (UNESCO) www.unesco.org

World Health Organization (WHO) www.who.int

United Nations Environment Programme www.unep.org

Food and Agriculture Organization of the United Nations (FAO) www.fao.org

World Food Programme www.wfp.org

International Labour Organization www.ilo.org

United Nations Development Programme www.undp.org

United Nations High Commissioner for Refugees www.unhcr.ch

Office of the United Nations High Commissioner for Human Rights www.ohchr.org

United Nations Development Fund for Women www.unifem.org

A full listing can be found at www.unsystem.org.

Activity 4 Student Materials

What has the UN achieved?

The UN has played a crucial role in raising world awareness of critical issues, often by bringing together experts in a particular field, holding conferences, gathering data, and publishing studies. It coordinates the world's response to issues that transcend national borders. In doing so, the UN and its specialized agencies, programs and funds have had a significant impact on the well-being of the world's people. Some of the areas in which the UN works include:

Peace: Inexpensive and light-weight small arms have been used in 46 out of 49 major conflicts since 1990, causing millions of deaths – 90% of these civilians. The UN held a conference to raise awareness of this issue in July 2001. It has supported innovative programs such as one in Albania, carried out by the United Nations Development Programme (UNDP) and the UN Department of Disarmament Affairs, in which the UN contributes to building roads and schools in exchange for weapons. Over 6,000 weapons have been turned in, and over \$1 million in development projects have been funded in the town of Gramsh.

To read more about this project, visit <http://www.un.org/works/peace/peace3.html>.

Labor: Child labor is a problem in many countries, particularly where economic opportunities for adults are scarce. Child labor can cause permanent damage to children's health, and deprive them of their right to education. Through its International Programme on the Elimination of Child Labour, the International Labour Organization (ILO) is working to fund education, health, nutrition and recreation programs for the 800,000 children involved in agricultural labor in Central America. Similar programs have reduced child labor in the garment industry in Bangladesh and the carpet industry in Pakistan.

To read more about this project, visit <http://www.un.org/works/labor/labor2.html>.

Sustainable development: The UN sponsored World Summit on Sustainable Development, held in 2002, helped raise awareness of the fact that issues of economic development, water, health, energy, agriculture and biodiversity are all inter-related. A small project in the village of Bosso, on Lake Chad in eastern Niger, demonstrates how sustainable fishing practices both increase income and safeguard livelihoods. With the help of the United Nations Capital Development Fund (UNCDF) and the United Nations Development Programme (UNDP), a fishermen's cooperative was formed in Bosso to provide training and equipment. With improved equipment, fishermen have been able to increase the amount of fish they can catch, thus increasing their income. This allows them to throw back smaller fish that they might previously have kept. Fish stocks are no longer being depleted, ensuring a source of food and income for villagers in the future.

To read more about this project, visit <http://www.un.org/works/sustainable/index.html>

Culture: People everywhere want to preserve their cultural heritage, which is closely linked to their identity. But sites of cultural and natural significance around the world are under threat

from development, war, and tourism. The United Nations Educational, Cultural and Scientific Organization (UNESCO) has inscribed many of these unique sites on the World Heritage List. In Cambodia, the ruins of Angkor's temples and sculptures have been subject to looting, and to damage during civil conflict in 1974. Today, as a result of its World Heritage status, Angkor receives international funding and is the biggest conservation park in the world.

To read more about this project, visit <http://www.un.org/works/culture/culture2.html>

Health: In 1988, a coalition of UN agencies began a global campaign to eradicate polio, a crippling disease that was prevalent on five continents. Under the leadership of the World Health Organization (WHO) and the United Nations Children's Fund (UNICEF), nearly 2 billion children have been vaccinated against polio. Three million people who would have been crippled by polio are walking because of those immunizations. The UN declaration of "Days of Tranquility", or truces in war-affected areas, has allowed medical supplies to reach children who need it most. Today, polio only exists in parts of sub-Saharan African and the Indian sub-continent. The UN aims to eliminate polio by 2005.

To read more about this project, visit <http://www.un.org/works/health/health3.html>

AIDS: The UN held a Special Session in 2001 to mobilize political leadership and resources to fight AIDS. UNAIDS, a partnership of UN agencies, is leading to the global fight to stop the spread of AIDS. In Uganda, 1.9 million children – 10% of the country's population – have lost their parents to AIDS. A UN agency, the International Fund for Agricultural Development, is working with a grassroots organization, the Ugandan Women's Effort to Save Orphans, to provide loans and extra income to families who will care for AIDS orphans.

To read more about this project, visit <http://www.un.org/works/aids/aids1.html>

More case studies and stories of projects that work in the fields of business, children, development, education, emergencies, environment, health, HIV/AIDS, human rights, labor, peace and women are available at:

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

Activity 5: Current UN issues: Focus on Peacekeeping

Purpose: To examine one of the UN's priority concerns, peacekeeping, and to consider what factors are necessary in order for peacekeeping to be successful.

Standards:

Social Studies: NCSS standards:

V: Individuals, Groups and Institutions

VI: Power, Authority and Governance

IX: Global Connections

English Language Arts: NCTE standards

1: Reading for understanding

7: Evaluating data

Materials:

Activity 5 Student Materials: Guided questions for case studies on peacekeeping

Description:

1. Have students read the "Briefing Paper" on Peacekeeping that can be found on the UN Cyberschoolbus website:

<http://www.un.org/cyberschoolbus/briefing/peacekeeping/>

Discuss the following questions:

How are peacekeeping operations funded?

Where do the peacekeepers come from?

What are some of the forms that peacekeeping missions take?

What are some of the challenges for UN peacekeeping in the future?

2. Distribute the "Guided questions for case studies on peacekeeping". Explain to students that they will be reading about UN peacekeeping operations in Rwanda and East Timor. The mission in Rwanda is generally considered to have been unsuccessful in preventing the genocide that occurred in 1994. The mission in East Timor is generally considered to have been successful in preventing large-scale loss of life, and in providing stability to a newly independent country.

As they read the online material on both operations, they should look for answers to the questions on their sheet.

3. Discuss with the class their findings. Have them work in small groups to develop their own set of recommendations for UN peacekeeping operations.

Activity 5 Student Materials

Guided questions for case studies on peacekeeping

Use the websites below to research the UN peacekeeping missions that took place in Rwanda and East Timor. Be sure to explore all the main parts of each site.

When you have thoroughly read both case studies, answer the following questions for both.

1. Were attempts made in either country to prevent the conflict from escalating?
2. What was the level of political will among member states to intervene in the conflict by sending a peacekeeping mission?
3. How many countries contributed to the peacekeeping forces?
4. What was the total number of peacekeepers deployed? How does this compare with the total population of the country?
5. What was the total amount spent on each operation? Calculate the annual cost for each.
6. How much time went by between the start of hostilities and the start of peacekeeping?
7. Were there any errors that were made in setting up the peacekeeping operation that interfered with its success?
8. What guidelines would you suggest for making peacekeeping operations successful?

Rwanda

http://www.un.org/Depts/dpko/dpko/co_mission/unamir.htm

East Timor

<http://www.un.org/peace/etimor/etimor.htm>

General information:

UN website on peace and security:

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

UN Department of Peacekeeping Operations homepage

<http://www.un.org/Depts/dpko/dpko/index.asp>

(includes lists of current and past operations)

Maps of peacekeeping operations can be found at

<http://www.un.org/Depts/Cartographic/english/htmain.htm>

Activity 6: US membership

Purpose: To familiarize students with differing perspectives on US membership in the UN, and to encourage them to think critically about those perspectives.

Standards:

Social Studies: NCSS standards

V: Individuals, Groups and Institutions

IX: Global Connections

English Language Arts

8: Developing research skills

12: Applying language skills

Follow-up Activity:

Mathematics: NCTM Standards

Number and Operations 9-12

Connections PK-12

Materials:

Activity 6 Student Materials: The US and the UN: Points of View 1

Activity 6 Student Materials: The US and the UN: Points of View 2

Description:

1. Ask students if they have heard differing points of view on US membership in the UN. Allow time for them to share their ideas.

2. Divide the class into two groups. Tell one group that they will be researching views that are unfavorable to US membership in the UN. Give them the handout “The US and the UN: Points of View 1” to use as a basis for their research, explaining that these are some views that have been expressed about the UN, and that there are many others as well. Encourage them to look for the reasons for these unfavorable views in newspapers, the Internet, on television, or in discussions with people in the school or community.

Tell the second group that they will be researching views that are favorable to US membership in the UN. Give them the handout “The US and the UN: Points of View 2” to use as a basis for their research, explaining that these are some views that have been expressed about the UN, and that there are many others as well. Again, encourage them to use a variety of sources to find reasons for these views.

3. Organize a class debate or role play in which students represent opposing viewpoints on UN membership. Alternatively, each student can be paired with another who represents an opposing point of view, and they can be allowed 20 minutes to make their case to each other.

4. Following the role play or debate, ask students to mention which arguments they found most compelling. If assertions were made that raise questions, have the group decide how they would go about getting the information they need to resolve those questions.

Follow-up activity:

Research how the UN is funded. A major source of controversy around US membership in the UN has to do with the US share of the UN's budget.

Have students learn more about UN funding by reading Image and Reality, Chapter 5, "Is the United Nations good value for the money?". This available online at <http://www.un.org/geninfo/ir/ch5/ch5.htm>

Have students find out how much their State's budget is. Compare this to the annual budget of the UN. How do they compare?

Have students calculate the per capita contribution of the United States to the UN budget. To do this, divide the amount the US contributes to the UN each year by the total US population. Information on the population of the US and other countries can be found by using the InfoNation feature of the UN Cyberschoolbus website (www.cyberschoolbus.un.org). The result is the per capita contribution, or how much the US contributes to the UN per citizen. How does this compare with the per capita contributions of other countries? Should the US contribution be changed? Why or why not?

How fair do you think the UN's system of assessing contributions from Member States is? Should it be changed? If so, how?

The US has not always paid its contributions to the UN budget in a timely fashion. Research the reasons for this. Information on timely payments to the UN by other countries in the world can be found at:

<http://www.un.org/News/ocg/hon2003.htm>

Activity 6 Student Materials

The US and the UN: Points of View 1

Effectiveness:

The United Nations today is a glorified debating society without the power or ability to deal effectively with the world's growing threats. It issues resolutions but it can't enforce them. The number of wars and global problems keeps growing.

Efficiency:

The UN is a bloated bureaucracy that is inefficient and not accountable.

Funding:

The US pays 22% of the UN's budget; the other 190 countries in the UN should start paying their fair share, and stop relying on the US.

Membership:

The countries of the UN are mostly dictatorships that support terrorism and anti-American views. Third world countries outnumber industrialized countries, and the UN follows their agenda, no matter how radical.

Sovereignty:

The United Nations should not have the right to tell the United States what it can and cannot do. The US has both the right, and the responsibility to its citizens, to defend itself, and to look out for its economic interests in the world.

Peacekeeping:

UN peacekeeping operations divert US troops from their real purpose, which is fighting terrorism and other US wars, and protecting the security of the US.

Engagement in the UN:

It's time for the US to pull back from involvement in the UN. The US has urgent problems of its own – unemployment, education, health care, social security, and dealing with the threat of terrorism. It can't afford to put any more resources into an ineffective organization.

Activity 6 Student Materials

The US and the UN: Points of View 2

Effectiveness:

The United Nations is the only world forum for the exchange of ideas on issues that cross national boundaries. It could be more effective if all countries paid their contributions to the UN budget in a timely fashion.

Efficiency:

Since 1997, UN reform measures have cut operating expenses, cut administrative positions, and kept budget growth flat. Money saved on administrative costs has been used for development activities. The Security Council members are also involved in reforming their policies.

Funding:

UN regulations say that no country will pay more than 22% of the UN budget. The US pays 22% of the UN budget, the highest contribution of any Member State. The US share of the gross national product of UN Member States is 27%. The US is in arrears with payments to the UN and to peacekeeping operations.

Membership:

The majority of UN member states today are representative democracies to varying degrees. The majority of UN Security Council members are democracies. In many parts of the world, countries see the US as dominating UN policy because of its military and financial power.

Sovereignty:

The UN can do only what its Member States agree it can do. The US holds veto power in the Security Council. The United States signed the UN charter, and was one of its principal authors.

Peacekeeping:

Economic and military power alone cannot make the US safe, and may create more resentment around the world. A US commitment to global peace and justice is in our own self-interest. The US must remain actively engaged in the UN.

Engagement in the UN:

Along with economic and military power come responsibilities. As the world's only superpower, US involvement and leadership are crucial to the UN's success.

Activity 7: Images of the UN

Purpose: To encourage students to reflect on their learning during this unit, and to synthesize that learning using both written language and visual imagery.

Standards:

Social Studies: NCSS Standards:

IX: Global Connections

Visual Arts: CNAEA Content Standards:

3: Choosing and evaluating a range of subject matter, symbols and ideas

6: Making connections between visual arts and other disciplines

Materials:

Assorted art materials

Description:

1. Have students look at the UN logo, and read about why the two design elements were chosen, at:

<http://www.un.org/geninfo/faq/factsheets/FS4.HTM>

and

<http://www.un.org/depts/dhl/maplib/flag.html>

2. Ask students to reflect on what they have learned about the UN from this unit. How well do they think the current logo reflects the mission of the UN and its role in the world today?

3. Have students work individually or in small groups to design their own UN logo, or a poster that represents the role of the UN to them. Alternatively, they may create a collage from a variety of visual media – photographs, maps, graphs, original drawings, etc. – that represents their understanding of the UN’s work in general, or on specific issues such as hunger, AIDS, refugees, etc.

4. When their designs are complete, students can present them to the class and explain the meaning of the symbols they have chosen.

5. Encourage students to discuss how images convey messages in ways that are different from the written or spoken word. What kind of impact can they have? How do images of the UN as portrayed in the media compare with your understanding of the UN at the end of this unit?

Follow-up activity:

1. Have students exhibit their posters or logo designs in the school as part of a UN Day observance (October 24).

2. If students wrote an essay for Activity 1 on the need for the UN, have them look at their original essay. Based on what they have learned during this unit, have their views on the need for the UN changed? If so, how.

Ideas for UN Day Whole School Events

1. Hold a whole school event to get to know different countries.

Have different classes pick one country to research in depth. Find out basic facts about the country such as population, language, literacy rates, age of leaving school, how many people have access to health care, how many people have access to clean water, per capita income, and what activities the UN and its agencies are carrying out in that country. Prepare a fact sheet on each country.

Create a poster showing the country's flag; these can be found in most encyclopedias, or at <http://www.countryreports.org/>. Another source is the UN Cyberschoolbus Flag Tag quiz at <http://www.cyberschoolbus.un.org/flagtag>.

Create a poster showing a map of the country; one source of maps is: <http://www.un.org/Depts/Cartographic/english/htmain.htm>

Pick one day in which classes can share their information by setting up booths about each country in a large area such as the cafeteria. Have food from each country available to share, and play music from different countries if possible.

2. Hold a debate on US membership in the UN during an assembly.

Students can present a summary of their learning about the role of the UN in an assembly. They can use the debate format described in Activity 6, and present pros and cons of US membership to the student body.

3. Set up a display on the UN

Using posters and other graphics created as part of Activity 7, students can create a display of images concerning the role of the UN in dealing with current global issues.

4. Invite a speaker to address an assembly on the UN and related issues

There are many sources of speakers on the UN, global issues, development, US foreign policy, etc. For example:

Local chapters of the United Nations Association-USA can provide assistance in locating speakers on issues related to the UN. A list of local UNA-USA chapters can be found at www.unausa.org

Regional offices of Amnesty International USA can refer schools to speakers on human rights issues. Find the AI-USA regional office nearest you at <http://www.amnestyusa.org/contact/>.

The National Peace Corps Association has a list of returned Peace Corps volunteers around the country that will speak to schools. Find out more about this program at <http://www.peacematch.org/>

5. Hold a community forum

UN Day provides an opportunity for schools to link with the community in providing educational events relating to the role of the UN. Speakers and displays can be opened to the community, for example. Organizing letter-writing to local papers can be a way of generating interest in the community. State and local legislators can be invited to express their views on the role of the UN in the daily life of US citizens.

UNA-USA publishes a guide for observing UN Day entitled *United Nations Day Community Organizer's Guide*. The focus for UN Day 2004 is Women's Rights and Empowerment. The guide can be downloaded at <http://www.unausa.org/pdf/unday2004.pdf>, or ordered from UNA-USA for \$10. Send a check to: Riley McMahon, UNA-USA, 801 Second Avenue, New York NY 10017.

Resources for Teachers

Websites:

United Nations

www.un.org

Global Issues on the UN Agenda

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

An index of the major issues the UN works on, with links to relevant sites within the UN system. Useful for in-depth research.

UN Millennium Development Goals

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

The UN Works

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

Case studies of the impact of the UN and its agencies around the world, in areas such as human rights, health, peace, the environment, development, emergencies, and women.

UN News Center

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

Read the latest news on the UN and its activities.

UN Charter

<http://www.un.org/aboutun/charter/index.html>

UN Cyberschoolbus

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

The UN's website for teachers and students. It contains information on the UN, and a wealth of curriculum materials on issues that the UN deals with.

An introduction to the United Nations can be found at

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

A virtual tour of the UN is available at

<http://www.un.org/Pubs/CyberSchoolBus/untour/>

A briefing paper on UN reform is available at

<http://www.un.org/cyberschoolbus/briefing/renewing/index.htm>

UNA-USA

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

The United Nations Association-USA promotes awareness of the role of the UN and its impact on daily life. It sponsors Model UN programs, and has a number of curriculum resources for teachers.

Committee on Teaching about the United Nations

www.ctaun.org

This not-for-profit organizations offers conferences, background documents on key issues, and resources for teachers.

Selected UN agencies:

United Nations Children’s Fund (UNICEF)

www.unicef.org

United Nations Educational, Scientific and Cultural Organization (UNESCO)

www.unesco.org

World Health Organization (WHO)

www.who.int

United Nations Environment Programme

www.unep.org

Food and Agriculture Organization of the United Nations (FAO)

www.fao.org

World Food Programme

www.wfp.org

International Labour Organization

www.ilo.org

United Nations Development Programme

www.undp.org

United Nations High Commissioner for Refugees

www.unhcr.ch

Office of the United Nations High Commissioner for Human Rights

www.ohchr.org

United Nations Development Fund for Women

www.unifem.org

Books:

Available from the United Nations:

United Nations, 2000. Basic Facts About the United Nations. New York: UN Publications.

A comprehensive resource on the work of the UN. Excerpts available online at

<http://www.un.org/aboutun/basicfacts/index.html>

Kernochan, Adelaide, 1998. World Concerns and the United Nations: Model Teaching Units for Primary, Secondary, and Teacher Education. New York, United Nations.

Order UN publications from:

United Nations Publications
Room DC2-0853, Dept. I004
New York, N.Y. 10017
Tel: (800) 253-9646, (212) 963-8302
Fax: (212) 963-3489
E-mail: publications@un.org
www.un.org/publications

Available from UNA-USA:

Brochures:

“ABCs of the UN”

“What Every American Should Know about the United Nations”

Books:

DeBolt, Gary, ed., 1996. United Nations Curriculum Guide. New York: UNA-USA

UNA-USA. Global Classrooms: Sustainable Development Unit

Global Classrooms: Peacekeeping Unit

UNA-USA Publications catalog is available at <http://www.unausa.org/>