

## **TEACHER'S GUIDE**



"I have a deep-seated bias against hate and intolerance. I have a bias against racial and religious bigotry. I have a bias against war, and a bias for peace. I have a bias that leads me to believe in the essential goodness of my fellow man, which leads me to believe that no problem of human relations is ever insoluble."

-- Ralph J. Bunche  
Nobel Laureate, 1950

## **RALPH BUNCHE: AN AMERICAN ODYSSEY**

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## USING THE TEACHER'S GUIDE

This guide offers a variety of options and strategies for the teacher who elects to use the Ralph Bunche documentary in the classroom. These activities and lesson plans are designed to be flexible enough to be integrated into your curriculum. Each lesson can be adapted to teach a variety of levels for students understanding.

Although the film lends itself primarily to secondary social studies curriculum it offers insights into a number of areas of study including language arts, film production, and media literacy. Used in its entirety or in parts, the film can also serve as a way of delving into current events and issues in the news today such as the social, political, and economic situations facing the Middle East or Liberia. The following lesson plans are grouped into two categories: Individual and Group-Oriented Lesson Plans.

Those interested in exploring the subject matter in greater depth are encouraged to visit the Ralph Bunche website at [www.pbs.org/ralphbunche](http://www.pbs.org/ralphbunche). Additional teaching resources are also available on the site and can be quickly downloaded for classroom use.

### Tips and Directions

It is strongly recommended that students' view the documentary in class. If that is not possible you should go to the Ralph Bunche website and copy and distribute the detailed summary of his biography and synopsis of the film. Included on this site are pictures that will serve as excellent handouts for students. Also, before beginning any activity any one or all of the Preview Activities will be good preparation for the lesson plans that follow.

For more advanced classes you may wish to refer students to the United Nations website as well as one of the many published works from Dr. Bunche.

## OVERVIEW



*I have a deep-seated bias against hate and intolerance. I have a bias against racial and religious bigotry. I have a bias against war, and a bias for peace. I have a bias that leads me to believe in the essential goodness of my fellow man, which leads me to believe that no problem of human relations is ever insoluble.*

Ralph J. Bunche  
Address to the United States Association  
of the United Nations, New York City, 1949

**RALPH BUNCHE: AN AMERICAN ODYSSEY** is the first feature-length film to document the life and historic achievements of Dr. Ralph Johnson Bunche (1903-1971).

Against a backdrop of US and world history that Bunche had a hand in shaping, the film tells the compelling personal story of the legendary African American scholar turned statesman and the contributions he made to international diplomacy, decolonization of the world, peacekeeping, and human rights in pre-civil rights America.

Few remember the name, much less the historic achievements, of Ralph Bunche. He is seldom mentioned in American and world history books or in the electronic media today. Yet, Ralph Bunche was one of the most revered public figures in America and around the world in the mid 20<sup>th</sup> century. He is considered by many to be the first to have “crossed over”, from Black America into the American mainstream, in a field other than sports and entertainment.





Bunche gained world renown in 1949 for mediating armistice agreements between Israel and four Arab nations, an achievement which won him the 1950 Nobel Peace Prize. He thus became the first person of color in the world to be awarded this Prize.

Born into a working-class family in Detroit in the first decade of the 20th century, Bunche rose to become Under-Secretary-General of the U.N., the second most powerful official in the Secretariat. During the two tumultuous Cold War decades that followed W.W.II he became a national icon in America and a world-wide phenomenon.

Newsreel footage, archival photographs, narration and interviews of family, friends, colleagues, and commentators are used to tell the story. Readings from Bunche's own diaries, writings and speeches help to trace the evolution of his political, cultural and social ideas and show how he, as a scholar/political activist, made the controversial transition from a 1930's "outsider" to a 1950's establishment "insider."

The film also reveals how Bunche overcame racial and economic barriers to become the top American official at the United Nations and takes a look at his most significant contributions.



The 2-hour documentary is narrated by Academy Award-winning Sidney Poitier and is based on the book of the same name by Sir Brian Urquhart, a long-time U.N. colleague and Bunche's successor as Under-Secretary-General of the United Nations. The film is produced, written and directed by award-winning filmmaker William Greaves.

*"The real objective must always be the good life for all the people. International machinery will mean something to the common man throughout the world only when it is translated into terms that he can understand: peace, bread, housing, clothing, education, good health, and above all, the right to walk with dignity on the world's great boulevards."*

Ralph J. Bunche, 1942  
Mont Tremblant, Quebec

## NATIONAL STANDARDS & CURRICULUM OBJECTIVES

### ***World History:***

The film can be used to study the move to self-government and independence of colonial territories after World War II, the role of the United Nations in the maintenance of world peace, the advancement of human rights, global connections among nations, and the beginning of the Arab-Israel conflict. The following standards from National Standards for World History can be applied to lessons related to the film:

- Understands how Post-World War II reconstruction occurred, new international power relations took shape, and colonial empires broke up.
- Understands the search for community, stability, and peace in an interdependent world.
- Understands major global trends since World War II.

### ***United States History:***

The film provides an excellent introduction to the Civil Rights Movement, African-American leaders and their ideas and strategies, and the effect of major international power shifts on America's economic and political policies. The following standards from National Standards for United States History can be applied to lessons related to the film:

- Understands the causes and course of World War II, the character of the war at home and abroad, and the reshaping of the United States role in world affairs.
- Understands the economic boom and social transformation of post World-War II United States.
- Understands domestic policies in the post-World War II period.
- Understands the struggle for racial and gender equality and for the extension of civil liberties.
- Understands the economic, social and cultural developments in the contemporary United States.

***Geography:***

The film can be used to introduce regional studies of the Middle East and Africa, global connections among nations, and the discussion of the colonial empires following World War II. The following standards from Geography for Life: National Geography Standards can be applied to lessons related to the film:

- Knows the location of places, geographic features and patterns of the environment.
- Understands the concept of regions.
- Understands the nature and complexity of Earth's cultural mosaics.
- Understands the patterns and networks of economic interdependence on Earth's surface.
- Understands the forces of cooperation and conflict that shape the divisions of Earth's surface.
- Understands global development and environmental issues.

***Civics and Government:***

The film can be used to introduce a study of the United Nations including its formation, mission, organization, and activities; U.S. foreign policy in the post World War II world; human rights and the Civil Rights Movement, and the Voting Rights Act of 1965. The following standards from National Standards for Civics and Government can be applied in lessons related to the film:

- Understands the sources, purposes, and functions of law, and the importance of the rule of law for the protection of individual rights and the common good.
- Understands the role of diversity in American life and the importance of shared values, political beliefs, and civil beliefs in an increasingly diverse American society.
- Understands the character of American political and social conflict and factors that tend to prevent or lower its intensity.
- Understands issues concerning the disparities between ideals and reality in American political and social life.
- Understands how the world is organized politically into nation-states, how nation-states interact with one another, and issues surrounding U.S. foreign policy.

**Language Arts:**

The film can be used as an introduction to the literature of the Harlem Renaissance, the genre of protest literature, and world literature of the post-World War II era or media literacy studies to address the following standards from Standards for English Language Arts:

- Uses reading skills and strategies to understand and interpret a variety of literary texts.
- Uses reading skills and strategies to understand and interpret a variety of informational texts.
- Uses listening and speaking strategies to understand and interpret visual media.
- Understands the characteristics and components of media.

The national education standards and curriculum objectives were provided by Education World and can be located at their website, <http://www.education-world.com/standards/>.



## WARM-UP EXERCISES

**Summary:** The activities in this section are designed to familiarize students with Ralph Bunche and his role in United States and World History. The aim here is to stimulate students' curiosity about Ralph Bunche, lay the groundwork for a more productive screening experience, and prepare students' for the lesson plans that follow.

**Tips:** Inform students that they will be revisiting the preview exercises and engaging in post exercises. Students' have different methods of note taking which is why they should be mindful that the purpose of taking notes during the film is to enhance their comprehension, add clarity to topics discussed before the viewing, and make contributions to post viewing discourse about its' contents.

### I. BRAINSTORMING

<p><b>PLAN SUMMARY</b></p> <p>In addition to helping ascertain the level of the students' prior knowledge of the subject, brainstorming helps students "tune in" to the film by giving them the opportunity to relate their prior knowledge of the subject to the documentary or relevant material.</p> <p>Refer to the Glossary, Timeline, Video Reference Guide, and Online Resources for more suggestions and ideas.</p>	<p><b>NATIONAL STANDARDS</b></p> <p><b>Language Arts</b></p> <ul style="list-style-type: none"> <li>• <b>Uses listening and speaking strategies for different purposes.</b></li> </ul>
<p><b>PROCEDURES</b></p> <p>Conduct a brainstorming session to find out what the students know about Ralph Bunche and the topics or issues that will be addressed in the film.</p> <ul style="list-style-type: none"> <li>• Distribute and review the Ralph Bunche biography and film summary and select topics that are appropriate for the course and students level of understanding.</li> <li>• List the topics, key words, or phrases that you have selected to discuss from the Glossary, Timeline, Video Reference Guide or other sources on a chalkboard, posting paper, or overhead.</li> <li>• Ask students to share their ideas or information about the topics listed. Record students' responses, accepting them all without reservation in order to maintain the flow of ideas.</li> <li>• Using the Handouts as a reference ask students to make a list of questions that will guide their viewing of the film and help them to identify and better understand the various concepts and events that will be covered in follow up activities.</li> </ul>	

## II. BIOGRAPHY OF RALPH BUNCHE

### PLAN SUMMARY

Use the timeline and/or the biography to introduce Ralph Bunche and his ideas to students prior to viewing the film. This activity will help to create "traction" in a subject students may not be familiar with and will help them better understand the significance of Bunche's contributions, and accomplishments.

### NATIONAL STANDARDS

#### World History

- Understand the search for community, stability, and peace in and interdependent world.

#### Language Arts

- Uses reading skills and strategies to understand and interpret a variety of informational texts.

### PROCEDURES

1. Use the online version of the timeline, at <http://www.pbs.org/ralphbunche/timeline.html> or photocopy the one found in this guide (see Handouts.) Divide the class into groups and ask each group to identify the key points/highlights of Ralph Bunche's life, list them in order of importance, and provide a brief justification for the choices they make.
2. Inform students that they will be viewing the film and learning more about Ralph Bunche, and that after the screening they will have a chance to go back and make any changes to the list and/or to the rationale they had made for their previous choices.
3. If time permits, the students may read the biography found in the guide to find out whether, or to what extent, their choices agree with various statements about Ralph Bunche and his legacy.
4. The students are now ready to write a 1-2 paragraph response describing what they have learned about Ralph Bunche and the significance of his legacy. This writing exercise will help students integrate the information they have acquired.

### III. VOCABULARY BUILDING AS AN OVERVIEW

<p><b>PLAN SUMMARY</b></p> <p>This activity will familiarize students with the meaning of words and phrases listed in the Glossary and will help them to better understand some of the more complex material covered in the film.</p>	<p><b>NATIONAL STANDARDS</b></p> <p><b>Language Arts</b></p> <ul style="list-style-type: none"> <li>• Uses reading skills and strategies to understand and interpret a variety of informational texts.</li> <li>• Uses listening and speaking strategies for different purposes.</li> </ul>
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<p><b>PROCEDURES</b></p> <p>Students will work in groups to define terms, people, and events in the Glossary and compose collaborative explanations or definitions. They should select a secretary and spokesperson for the group to discuss their conclusions with the entire class.</p> <ul style="list-style-type: none"> <li>• Students should collaborate to compose coherent and structured sentences to provide explanations and definitions for as many of the terms listed in the Glossary as possible.</li> <li>• Students should keep a copy of their Glossary nearby so that they can fill in any missed terms afterwards.</li> </ul>
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#### IV. POST-VIEWING EXERCISES

##### **PLAN SUMMARY**

These activities are designed to determine what the students' took away from the film and to facilitate a group discussion about its contents. The aim here is to help students integrate the information they have acquired and apply it to current events.

##### **PROCEDURES**

1. Return to the brainstorming list and ask the class to re-evaluate their ideas in light of what they learned about the film.
2. Have the students return to the list of questions they composed prior to viewing the film and discuss their new and/or evolved responses since viewing the documentary.
3. Students' should return to their original groups and refer to their Glossary handout to reassess and/or complete the definitions and/or explanations of any missed terms.

## LESSON PLAN IDEAS (BRIEF)

### Summary

These lesson plans are intended for post screening follow-up. The aim of these activities is to help develop students' analytical, comprehension, and critical thinking skills.

### I. RALPH BUNCHE: ROLE MODEL? LEADER? HERO?

<p><b>PLAN SUMMARY</b></p> <p>Students will cite the criteria needed to determine whether a person is a role model, a leader, or a hero in their estimation. This exercise provides students with the opportunity to analyze the film, clarify personal opinions and views, and present their ideas to their classmates. In doing so, students will be better able to appreciate the merits of Bunche's work and his place in history.</p>	<p><b>NATIONAL STANDARDS</b></p> <p><b>United States History</b></p> <ul style="list-style-type: none"> <li>• Understands economic, social, and cultural developments in the contemporary United States</li> <li>• Understands the struggle for racial and gender equality and for the extension of civil liberties.</li> </ul> <p><b>Civics and Government</b></p> <ul style="list-style-type: none"> <li>• Understands the role of diversity in American life and the importance of shared values, political beliefs, and civic beliefs in an increasingly diverse American society.</li> <li>• Understands issues concerning the disparities between ideals and reality in American political and social life.</li> </ul> <p><b>Language Arts</b></p> <ul style="list-style-type: none"> <li>• Uses viewing skills and strategies to understand and interpret visual media.</li> <li>• Uses listening and speaking skills for different purposes.</li> </ul>
<p><b>PROCEDURES</b></p> <p><i><b>Tips</b></i></p> <p>Students should refer to their notes from the pre-viewing exercises as they complete this lesson. Using pop culture figures would be a good way to begin.</p> <p>The companion website, <a href="http://www.pbs.org/ralphbunche">www.pbs.org/ralphbunche</a> offers information and activities that teachers and students can use to supplement the plans found in this section.</p>	

## I. RALPH BUNCHE: ROLE MODEL? LEADER? HERO? (Continued)

### **PROCEDURES (Continued)**

#### ***Before the Activity Begins***

Have students participate in a discussion about whom they consider to be role models, leaders, and heroes, and why. Encourage debate and allow students to elaborate on their opinions as time permits.

#### ***During the Activity***

List the following ideas on the board for students to focus on during the next segment of the discussion:

- Bunche's personal drive to achieve excellence in all pursuits
- Bunche's refusal to be limited by racism and prejudice
- Bunche's ability to deal with crisis and find solutions to difficult problems
- Bunche's determination to seek equal rights for African Americans
- Bunche's willingness to take risks for a good cause
- Bunche's efforts to work within the existing structures and hierarchy to bring about constructive social change
- Bunche's belief that peace and justice for all was possible

Have students cite specific instances that indicate whether or not Bunche did or did not exhibit these characteristics and qualities. Allot time for discussion and debate about the evidence students present both for and against each idea.

#### ***After the Activity***

Have students compose an essay, persuasive speech, letter, poem, song, or journal entry that reflects upon the merits of Bunche's work, its historical significance, and their personal assessment of Ralph Bunche and *Ralph Bunche: An American Odyssey*.

Give students an opportunity to volunteer to share their thoughts with the entire class.

## II. A BIOGRAPHICAL APPROACH

<p><b>PLAN SUMMARY</b></p> <p>The post World War II era and the Civil Rights Movement produced a number of key figures that warrant further study by students. This plan uses the film as a vehicle to introduce some of the important people who shaped United States and world history during the two decades following WWII. It also gives students an opportunity to further investigate the lives of these individuals using online resources and other supplementary materials.</p>	<p><b>NATIONAL STANDARDS</b></p> <p><b>World History</b></p> <ul style="list-style-type: none"> <li>Understands major global trends since World War II.</li> </ul> <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>Understands the nature and complexity of Earth's cultural mosaics.</li> </ul> <p><b>United States History</b></p> <ul style="list-style-type: none"> <li>Understands the economic boom and social transformation of post-World War II United States.</li> </ul> <p><b>Language Arts</b></p> <ul style="list-style-type: none"> <li>Uses reading skills and strategies to understand and interpret a variety of informational texts.</li> <li>Uses viewing skills and strategies to understand and interpret visual media.</li> <li>Uses listening and speaking strategies for different purposes.</li> </ul>
<p><b>PROCEDURES</b></p> <p><b><i>Tips</i></b></p> <p>The Internet offers a plethora of information about public figures. It may be necessary to schedule a visit to the library so that students may use the Internet and other resources with their group. Also, it is recommended that groups meet in a computer lab to organize their presentations.</p> <p><b><i>Before the Activity Begins</i></b></p> <p>Ask the class to offer noteworthy figures to be included in the discussion about public figures or community leaders. This could be an opportunity to learn from the students.</p>	

## II. A BIOGRAPHICAL APPROACH (Continued)

### PROCEDURES (Continued)

#### *During the Activity*

Divide the class into groups. They are to decide amongst themselves, which figure from their Glossary handout to conduct research on. Using the film, online resources, and materials available in this guide ask students to create a presentation based on their research. Presentations should address the following questions:

- What was this person known for in U.S./World History?
- What impact did this person have on U.S. or world politics?
- What idea/cause/group, etc. did this person represent and/or contribute to?
- What connection did this person have with Ralph Bunche?

Students should also include any other information they feel is important about the person whose life they are researching.

#### *After the Activity*

Students should present their findings to the class in the form of a multi-media presentation, mock interview, short skit, etc. Depending upon the resources available it may not be possible to conduct a multi media presentation. In that case discuss other creative ways in which students can present their findings to the class.



### III. USING THE FILM AS A PRIMARY SOURCE

<p><b>PLAN SUMMARY</b></p> <p>This lesson will give students practice using their analytical and interpretative skills to make meaning of a primary source, specifically, Ralph Bunche: An American Odyssey.</p>	<p><b>NATIONAL STANDARDS</b></p> <p><b>World History</b></p> <ul style="list-style-type: none"> <li>Understands major global trends since World War II.</li> </ul> <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>Understands the nature and complexity of Earth's cultural mosaics.</li> </ul> <p><b>United States History</b></p> <ul style="list-style-type: none"> <li>Understands the economic boom and social transformation of post-World War II United States.</li> </ul> <p><b>Language Arts</b></p> <ul style="list-style-type: none"> <li>Uses reading skills and strategies to understand and interpret a variety of informational texts.</li> <li>Uses viewing skills and strategies to understand and interpret visual media.</li> <li>Uses listening and speaking strategies for different purposes.</li> </ul>
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<p><b>PROCEDURES</b></p> <p><i><b>Tips</b></i></p> <p>It may be beneficial to refer to the pictorial timeline online at <a href="http://www.pbs.org/ralphbunche/timeline.html">http://www.pbs.org/ralphbunche/timeline.html</a></p> <p><i><b>Before the Activity Begins</b></i></p> <p>Briefly review key terms and events from the Timeline handout.</p>
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### III. USING THE FILM AS A PRIMARY SOURCE (Continued)

#### **PROCEDURES (Continued)**

##### ***During the Activity***

Students should be prepared to discuss the following after viewing the film:

- The main themes in the film
- The film's usefulness as a source of information
- Any biases found in the film
- The overall work of Ralph Bunche

Conduct a class discussion focusing on the students' response to the film. Encourage all students to comment, question, and debate with their classmates about their impressions of the film. If the discussion needs greater focus, refer to the Ideas for Group Discussion handout.

##### ***After the Activity***

Have the class participate in a consensus building activity that leads to the construction of 3-4 statements about the film's themes, usefulness, and meaning.

## LESSON PLAN IDEAS (EXTENDED)

### I. WHERE IN THE WORLD WAS RALPH BUNCHE?

<p><b>PLAN SUMMARY</b></p> <p>Students will study how shifts in politics, populations, and cultures change territorial boundaries. They will gain an understanding of how maps illustrate the history of a particular place.</p>	<p><b>NATIONAL STANDARDS</b></p> <p><b>World History</b></p> <ul style="list-style-type: none"> <li>• Understands how post-World War II reconstruction occurred, new international power relations took shape, and colonial empires broke up.</li> </ul> <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>• Understands the nature and complexity of Earth's cultural mosaics.</li> <li>• Knows the location of places, geographic features, and patterns of the environment.</li> <li>• Understands the concept of regions.</li> <li>• Understands the forces of cooperation and conflict that shape the divisions of the Earth's surface.</li> </ul> <p><b>Language Arts</b></p> <ul style="list-style-type: none"> <li>• Uses reading skills and strategies to understand and interpret a variety of informational texts.</li> <li>• Uses viewing skills and strategies to understand and interpret visual media.</li> <li>• Uses listening and speaking strategies for different purposes.</li> </ul>
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<p><b>PROCEDURES</b></p> <p><b>Tips</b></p> <p>This may take 3-5 class periods. It may be helpful to give a brief lesson on the different geographic areas mentioned in the film to give a proper background.</p> <p>The Video Reference Guide and the companion website <a href="http://ww.pbs.org/ralphbunche">ww.pbs.org/ralphbunche</a>, particularly, the Drive to Decolonize and Peacemaker sections are good sources of reference for this activity. The United Nations (<a href="http://www.un.org">http://www.un.org</a>) and CIA (<a href="http://www.cia.gov/cia/publications/factbook/index.html">http://www.cia.gov/cia/publications/factbook/index.html</a>) websites would be helpful for this activity.</p>
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## I. WHERE IN THE WORLD WAS RALPH BUNCHE? (Continued)

### PROCEDURES (continued)

#### *Before Activity Begins*

Discuss Ralph Bunche's role in decolonization, his critical role in the Middle East conflict, and the rise of newly independent countries throughout the world after World War II.

#### *During the Activity*

- Draw up a list of places that Bunche was involved in either before or during his career at the United Nations. Using current world maps, have students locate the places on the list they have created. Point out changes in the names or boundaries of countries.
- Facilitate a class discussion about political, economic, and cultural changes that impact the political map of the world. Point out how historical maps show boundaries that existed at specific moments in time and how they help to illustrate the changes that have taken place over time.
- Divide the class into small groups. Using the list of countries and places created earlier, assign each group the task of researching a specific country or region of the world. Research should focus on the following:
  - historical and contemporary maps that illustrate changing boundaries
  - explanations for when and why the boundaries changed
  - whether the current map of a particular country is likely to change in the near future? Why or why not?

## II. HUMAN RIGHTS ISSUES TODAY

<p><b>PLAN SUMMARY</b></p> <p>This activity develops an understanding of basic human rights and builds students' skills in locating, analyzing, and interpreting new information. Focusing on Bunche's commitment to the cause of human rights and the dignity of all people as a topic of discussion will prepare students for an in-depth study of human rights and provide them with an opportunity to make meaningful connections between historical events and contemporary issues.</p> <p>The creation of the final product gives students a specific goal for their investigation, leads them to knowledge of new content, and challenges them to interpret and present information in order to convey meaning and ideas to others.</p>	<p><b>NATIONAL STANDARDS</b></p> <p><b>World History</b></p> <ul style="list-style-type: none"> <li>Understands the search for community, stability, and peace in an interdependent world.</li> </ul> <p><b>United States History</b></p> <ul style="list-style-type: none"> <li>Understands the struggle for racial and gender equality and for the extension of civil liberties.</li> </ul> <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>Understands the nature and complexity of Earth's cultural mosaics.</li> </ul> <p><b>Civics and Government</b></p> <ul style="list-style-type: none"> <li>Understands the sources, purposes, and functions of law, and the importance of the rule of law for the protection of individual rights and the common good.</li> </ul> <p><b>Language Arts</b></p> <ul style="list-style-type: none"> <li>Uses reading skills and strategies to understand and interpret a variety of informational texts.</li> <li>Uses viewing skills and strategies to understand and interpret visual media.</li> <li>Uses listening and speaking strategies for different purposes.</li> </ul>
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<p><b>PROCEDURES</b></p> <p><i><b>Tips</b></i></p> <p>The Universal Declaration of Human Rights and the United Nations Charter-1945 (found online at, respectively, <a href="http://www.un.org/Overview/rights.html">http://www.un.org/Overview/rights.html</a> and <a href="http://www.un.org/aboutun/charter/index.html">http://www.un.org/aboutun/charter/index.html</a>) provide the opportunity to further expand the discussion about the United Nations' role in the promotion of human rights as well as on its peacemaking and peacekeeping mission.</p> <p>Provide students with opportunities to read and discuss these documents as a group. If time permits, facilitate a discussion that compares these two documents to the Bill of Rights in the U.S. Constitution. Compare and contrast the documents, particularly the sections on voting rights.</p>
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## II. HUMAN RIGHTS ISSUES TODAY (Continued)

### PROCEDURES (continued)

#### ***Before Activity Begins***

Discuss the film, emphasizing Bunche's human rights philosophy, the founding of the United Nations, and Bunche's work on behalf of self-determination and independence of colonized areas of the world after World War II.

Assign students the task of gathering current news stories involving human rights issues. These can be obtained from print, television, radio, or online sources, and can focus on events in the U.S. or abroad. Once a story has been chosen, students should take additional time to investigate the background of the human rights issues brought out in the story. Each student should be prepared to share his/her findings with the class.

After the news stories and background information have been gathered, each student should present a summary of his/her story and findings to the class. As stories are presented, a master list of human rights violations should be drawn upon a large poster board for the whole class to see.

Once the presentations are over and the list is complete, students may choose an area they would like to investigate further. Students can work individually or in pairs. Each student/pair should complete the following steps:

- Choose one area of human rights to investigate in detail using newspapers, magazines, books, and websites such as Amnesty International, The United Nations, Human Rights Watch, etc. (See Online Resources on page 42 of this guide).
- Conduct at least one interview with individuals in the community or contact local organizations that are involved in human rights issues to obtain information about their programs and activities.
- Create a visual presentation (poster, pamphlet or brochure, PowerPoint presentation) that will convey research findings and illustrate personal reactions and solutions to the situation to other members of the class.
- Make a visual presentation to the class and field questions about the human rights issue they focused on.

#### ***After the Activity***

Conclude the lesson with a general class discussion about human rights, why they are important, what new efforts are underway to help prevent abuses and punish violators, and ways that students can become actively involved in the process through fundraising, creating awareness, etc.

### III. ALL ABOUT THE UNITED NATIONS: HOW DOES IT WORK? HOW EFFECTIVE IS IT?

<p><b>PLAN SUMMARY</b></p> <p>This lesson is designed to help students gain an understanding of the United Nations and its work, current issues facing the international community, and the strategies being used by the United Nations and its various agencies to resolve these problems.</p>	<p><b>NATIONAL STANDARDS</b></p> <p><b>World History</b></p> <ul style="list-style-type: none"> <li>• Understands the search for community, stability, and peace in an interdependent world.</li> <li>• Understands major global trends since World War II.</li> </ul> <p><b>United States History</b></p> <ul style="list-style-type: none"> <li>▪ Understands the causes and course of World War II, the character of the war at home and abroad, and its reshaping of the U.S. role in world affairs.</li> </ul> <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>• Understands the patterns and networks of economic interdependence on Earth's surface.</li> </ul> <p><b>Civics and Government</b></p> <ul style="list-style-type: none"> <li>▪ Understands the sources, purposes, and functions of law, and the importance of the rule of law for the protection of individual rights and the common good.</li> <li>▪ Understands how the world is organized politically into nation-states, how nation-states interact with one another, and issues surrounding U.S. foreign policy.</li> </ul> <p><b>Language Arts</b></p> <ul style="list-style-type: none"> <li>• Uses reading skills and strategies to understand and interpret a variety of informational texts.</li> <li>• Uses viewing skills and strategies to understand and interpret visual media.</li> <li>• Uses listening and speaking strategies for different purposes.</li> </ul>
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### III. ALL ABOUT THE UNITED NATIONS: HOW DOES IT WORK? HOW EFFECTIVE IS IT? (Continued)

#### PROCEDURES

##### *Tips*

After viewing the film, discuss the founding of the United Nations, why an international organization was important to the Allies after World War II, and how it affected the balance of power and the break up of the old colonial empires.

Distribute copies of the Preamble to the United Nations Charter (online version at <http://www.un.org/aboutun/charter/index.html>.) Give students time to read the Preamble.

To prepare for the next exercise, students should familiarize themselves with the overall structure, history, and purposes of the United Nations. "The UN in Brief" is an excellent source of information. It offers thumbnail sketches of the principal organs and specialized agencies and makes a clear distinction between the role of the Secretariat, the General Assembly, the Security Council, and the other organs. It can be downloaded from <http://www.un.org/Overview/brief.html> or a booklet can be obtained through the United Nations Association.

##### **Before Activity Begins**

Facilitate a discussion about the founding of the United Nations using questions such as:

- Why would nations that were political and/or economic rivals agree to create an international organization that might limit their freedom in pursuing international policy?
- Why would some governments and groups of people oppose participation in the United Nations and object to following its direction and mandates?
- What powers, if any, does the United Nations have?

Focus the next class discussion on Bunche's role in the United Nations. Review portions of the film that illustrate the following topics and discuss them.

- Bunche's role in drafting the United Nations Charter
- Bunche's role as a United Nations mediator in the Middle East's Arab-Israeli conflict
- Bunche's work in Trusteeship



### III. ALL ABOUT THE UNITED NATIONS: HOW DOES IT WORK? HOW EFFECTIVE IS IT? (Continued)

#### PROCEDURES (Continued)

Divide the class into small groups and assign each group the task of researching one of the six principal organs of the United Nations (General Assembly, Security Council, Economic and Social Council, Trusteeship Council, International Court of Justice and the Secretariat). The remaining groups should be assigned to research various intergovernmental agencies related to the United Nations such as UNESCO, WHO, UNICEF, FAO, IAWA, UNHCR, and UNDP. Refer students to library resources and to the Online Resources listed in this guide for information related to the topic they have been assigned.

As the research is completed, each group should post their findings on a large wall chart on which a diagram of the United Nations organization is displayed. The chart can be constructed from butcher or poster paper. Establish guidelines for the display of information before students begin recording their findings.

Once the group has recorded their findings, it should select one issue/problem which their organ or agency is currently working on. In the process of researching the issues in questions, the group should be developing a consensus about the effectiveness of the UN organ/agency's work in the resolution of the problem.

As each group completes the second phase of its research, it should prepare a short report on its findings and present the information to the class. Opinions expressed must be based on factual evidence and the group should be prepared to discuss and/or debate whatever conclusions they have arrived at with other members of the class.

#### ***After the Activity***

Encourage those students who wish to become more involved with the issue they have researched to take appropriate action. This may involve writing letters to specific individuals within the organization, offering suggestions they feel would help resolve the issue or problem, and commenting on the importance of the United Nations in the world today.

## BIOGRAPHY

Ralph Johnson Bunche (1903-1971) achieved national and international prominence in 1949 when he successfully mediated a series of armistice agreements between Israel and four Arab states. It was a feat of international diplomacy unparalleled in the long history of the Arab-Israeli conflict and it won him the 1950 Nobel Peace Prize, the first time that a person of color had been so honored.

Bunche joined the U.N. Secretariat in 1946 as director of the Trusteeship Division. In this position he was responsible for overseeing the administration of the United Nations Trust Territories all of which ultimately attained self-government and independence under his guidance. He is credited with having played a critical role at the United Nations in the de-colonization of the world that took place after WWII. In 1957, Bunche was appointed by Dag Hammarskjöld as Undersecretary General for Special Political Affairs, the highest position that can be held by an American in the world organization. Between 1949 and his retirement shortly before his death in 1971, Bunche played significant peacekeeping and mediation roles in several major international conflicts, including the Suez War of 1956 and 1967; the Congo crisis of 1960 and conflicts in Yemen, Cyprus, and Kashmir. He is considered to be the "Father of Peacekeeping" because he conceived and implemented many of the techniques and strategies for international peacekeeping operations that are still in use today by the UN. In the course of his more than two decades of service to the United Nations, Bunche came to be regarded as the very embodiment of the organization and its ideals, often being referred to as "Mr. UN."

Born in modest circumstances and orphaned at an early age, Ralph Bunche grew up under the guidance of his maternal grandmother, Lucy Taylor Johnson. He won a scholarship to UCLA, graduating summa cum laude in 1927 with a scholarship to do post-graduate studies at Harvard University. In 1934 his dissertation on colonialism earned him the Toppan Prize for the year's best dissertation in political science at Harvard University.

While Bunche is best known for his work at the U.N., his earlier career as a scholar, educator and civil rights activist was also remarkable. In 1928, he was invited to join the faculty of Howard University where he reorganized and headed the political science department and became one of the leaders of a small cadre of radical Black intellectuals whom W.E.B. Du Bois labeled the "Young Turks". Bunche was the youngest member of this group which included Sterling Brown, E. Franklin Frazier, Abram Harris and Emmet Dorsey. These men represented a new generation of African American intellectuals who approached the "Negro problem" from a perspective that was radically different from that of their predecessors. Among the best known of Bunche's writings is *A World View of Race*, a treatise on race and colonialism that was published in 1936.

Between 1936 and 1938, in preparation for a book he planned to write on the impact of colonialism upon indigenous peoples and societies, Bunche traveled extensively throughout Africa and the Far East. Upon returning to the United States, he accepted an invitation from Gunnar Myrdal to join him as chief researcher and writer on a major study designed to explore the impact of race on American society. The study, *An American Dilemma: The Negro Problem and Modern Democracy*, was for decades after its publication in 1944 the primary resource for educators, administrators and others interested in addressing the problems arising from a racially segregated American society.

Bunche's wartime government service began in 1941 when he joined the newly created office of the Coordinator of Information (later the Office of Strategic Services or OSS) as a senior social scientist analyst. Shortly thereafter he was appointed to a post at the State Department where he was involved in planning for the post-war world, much of which focused on the future of the vast overseas possessions of the European powers. In 1945, as advisor to the U.S. delegation to the San Francisco Conference, Bunche played a key role in drafting Chapters XI and XII of the United Nations Charter, which laid the foundation for the eventual de-colonization of the world.

In 1936, he co-founded the National Negro Congress. Bunche's involvement with the organization, which was eventually taken over by communist sympathizers, led to his investigation by the Senate Internal Security Sub-Committee regarding his supposed ties to the Communist Party. Bunche was eventually cleared of all charges, continued his work at the UN, and shortly afterwards was appointed Under Secretary-General (without portfolio).

Although his position at the U.N. made it politically difficult for him to publicly criticize US policy, Bunche took every opportunity that his celebrity afforded him to speak out against racism in the U.S. And, despite the criticism to which he was subjected, Bunche was actively involved with the Civil Rights Movement. He endorsed the non-violent resistance approach used by Martin Luther King, Jr. and marched with King in the 1963 March on Washington and again in 1965 in the Selma-to-Montgomery Voting Rights March.

In the decades following his Nobel Peace Prize award, Bunche was one of the most revered public figures in America and the world. He was offered a professorship at Harvard University and was awarded honorary doctorates from 69 of America's leading universities. Among the numerous honors he received was the Presidential Medal of Freedom, the highest honor that the country can confer on its citizens. As the first African American to "cross over" in a field other than sports and entertainment, Bunche symbolized the racial progress that many Americans were hoping for. But, as Bunche never failed to remind both black and white Americans, he was not free as long as all Americans were not free. Yet in many ways Bunche had risen above race.

In his biography, *Ralph Bunche: An American Odyssey*, Sir Brian Urquhart describes Bunche's legacy to his country and the world:

"In his journey ... through the universities and the capitals, the continents and the conflicts, of the world, Bunche left a legacy of principle, fairness, creative innovation, and solid achievement which deeply impressed his contemporaries and inspired his successors. His memory lives on, especially in the long struggle for human dignity and against racial discrimination and bigotry, and the growing effectiveness of the United Nations in resolving conflicts and keeping the peace. As Ralph Johnson Bunche would have wished, that is his living memorial."

## GLOSSARY

### PEOPLE:

**Bernadotte, Count Folke** (1895-1948), a Swedish diplomat, was the United Nations chief mediator in the Arab-Israeli war of 1948 after the Partition of Palestine.

**Carmichael, Stokely** (1941-1998), a civil rights activist, advocated Black power, separation of the races, and violence to end racist practices in the United States. His militant ideas appealed to those African Americans who felt that drastic action was necessary in the struggle for equal rights.

**Davis, Arthur P.** (1904-1996), was a Howard University professor and literary critic who analyzed the great body of African-American literature written in the 20th century.

**Davis, John P.** (1905-1973), was an advocate of Negro rights who fought for economic parity for Black Americans under the New Deal. He was a founder of the National Negro Congress.

**Du Bois, W. E. B.** (1868-1963), was a prominent Black intellectual, sociologist, and author who felt educated, middle class Negroes, the "talented tenth," should lead the struggle for African American freedom and equality. He was a founder of the National Association of Colored People.

**Frazier, E. Franklin** (1894-1962), had a long and brilliant career as a sociologist and professor at Fisk, Atlanta, and Howard Universities. His numerous publications on the state of the Negro family in the United States conveyed positive images of African-American families as hard workers, entrepreneurs and quiet contributors to society.

**Hammarskjöld, Dag** (1905-1961), a Swedish government official and economist, was Secretary-General of the United Nations from 1953 to 1961. He was awarded a Nobel Peace Prize posthumously after he was killed on a peace mission to the Congo.

**Lie, Trygve** (1896-1968), a Norwegian statesman, served as first Secretary-General of the United Nations from 1946 to 1952.

**Lumumba, Patrice** (1925-1961), became first premier of the newly independent Republic of the Congo, formerly known as the Belgian Congo. He was "deposed" and later arrested and assassinated in September 1961.

**McCarthy, Joseph** (1908-1957), U.S. Senator led a vocal and highly publicized hunt for Communists in the early 1950's, during the height of the Cold War.

**Nasser, Gamel Abdul** (1918-1970), Egyptian army officer and President of Egypt in 1956. He was immensely popular at home and throughout the Arab world. His actions nationalizing the Suez Canal brought the world to the brink of war. United Nations peacekeeping forces sent to the area were instrumental in restoring peace.

**Selassie, Haile** (1891-1975), was the emperor of Ethiopia from 1930 to 1936 when he was deposed by Italian invaders. He resumed his reign in 1941 when Italy withdrew from Addis Ababa.

**Thant, U** (1909-1974), Burmese diplomat and delegate to the UN, who served as Secretary-General of the United Nations from 1961-1971.

**Urquhart, Sir Brian** (1919- ), joined the United Nations secretariat in 1945 and for many years worked closely with Ralph Bunche. In 1972, he succeeded Bunche as Under Secretary-General for Special Political Affairs. He has written several books including *Ralph Bunche: An American Odyssey*, the biography on which the film is based.

## EVENTS:

**Korean War** In August 1950, North Korean troops invaded South Korea south of the 36<sup>th</sup> parallel, the boundary line that divided Korea into separate states. The invasion set off the first major conflict of the Cold War as Chinese Communist forces joined the North Koreans. United Nations troops under the command of U.S. General Douglas MacArthur pushed the invaders out of South Korea and an armistice that restored the original boundary was signed in 1953.

**March on Washington** (1963), was one of the largest demonstrations in support of civil rights and justice for African Americans and other minorities. Led by Dr. Martin Luther King, Jr., the gathering at the Lincoln Memorial of over 250,000 civil rights activists and ordinary citizens made clear the pressing need for legislation to overcome discrimination and make the law serve all people equally. Dr. King's "I Have a Dream" speech became the rallying cry in the struggle for civil rights.

**San Francisco Conference** (April 25-June 26, 1945), also called the Conference on International Organization drew up the Charter that spelled out the mission, purposes, and structure of the proposed United Nations organization.

**Selma-to-Montgomery March**, refers to the Voting Rights march, led by Martin Luther King, Jr., which started from Selma on March 21, 1965 and ended on the Capitol steps in Montgomery five days later. The marchers were protected by federalized Alabama National Guard and U.S. Army troops to prevent violence that had occurred on March 7<sup>th</sup> when peaceful marchers were stopped by tear gas and billy clubs wielded by Alabama State troopers and sheriff's deputies.

**Suez Crisis**, began in 1956 when Egypt nationalized the Suez Canal. Shortly thereafter Israel, supported by France and Great Britain, invaded the Sinai Peninsula. Special peacekeeping forces, from neutral member nations, under UN command, brought an end to the hostilities.

## TERMS:

**Cold War** (1950's to 1980's), a period of political, economic and ideological conflict between East and West (particularly the USSR and the People's Republic of China vs. the United States and Western Europe). The superpowers vied for influence over the so-called Third World. One key feature of the Cold War was the nuclear arms race. The Cold War ended with the collapse of the Soviet Union in 1989.

**Colonialism and imperialism**, a system whereby more powerful and industrialized nations control and exploit, by force or other means, less developed regions for the benefit of the dominant power.

**Congo** (Democratic Republic of the Congo), fell into chaos immediately after it gained independence from Belgium in 1960. Called the Belgian Congo before independence and Republic of Zaire from 1971 to 1997, it is one of the world's richest and largest countries.

**Howard University**, the nation's largest historically black university. It was chartered by Congress in 1867. During the 1930s, as a haven for Black intellectuals, it provided a pulpit to many voices calling for civil rights reform and racial justice and provided an environment nurturing cutting-edge medical and scientific research.

**International Organizations Employees Loyalty Board**, created by executive order in 1953 to investigate the loyalties of employees of international organizations, such as the UN, to determine if individuals were or might be engaged in espionage or subversive activities against the United States.

**Katanga Province**, a large area in the Democratic Republic of the Congo, rich in mineral resources. After the country gained independence in 1960, the province, under the leadership of Moïse Tshombe, tried to secede from the new government. Bloody conflict erupted, but the secession effort failed.

**League of Nations**, an international organization formed after World War I to prevent future wars between nations and encourage economic and social collaboration between nations. The United States did not ratify the treaty, and it never joined the organization, severely crippling the power of the organization.

**National Negro Congress**, a political organization formed in 1936 by leading African-American intellectuals, including Ralph Bunche, to establish a new agenda for Black civil rights and economic empowerment.

**New Deal**, a series of economic programs introduced by President Franklin Roosevelt to bring economic relief, recovery and reform to the country, which was suffering from the effects of the Great Depression. The New Deal launched a variety of programs that provided jobs and helped to revive the economy.

**Nobel Peace Prize**, established in 1897 the prize was to be given "... to the person who shall have done the most or the best work for fraternity between the nations, for the abolition or reduction of standing armies and for the holding and promotion of peace congresses." Usually awarded annually, the winner receives a medal and a cash award.

**Office of Strategic Services (OSS)**, established by President Franklin Roosevelt in 1941 as an intelligence gathering and propaganda organization to prepare for America's entry into the war. OSS was the forerunner of the Central Intelligence Agency.

**Partition of Palestine** (in 1947), divided Palestine into two politically independent states with an economic union in an effort to end land disputes between the Arabs and Jews. The plan, approved by the UN General Assembly, led to the creation of the state of Israel and set the stage for the enduring hostilities between the Arabs and Israelis in the Middle East.

**"Passed over" or "passing"**, refers to a light-skinned Black person assuming a white identity. While used by other cultures and ethnic groups, "passing over" in African-American culture occurred during slavery and after the Civil War until the mid-twentieth century as individuals chose to identify themselves as "white" in an effort to escape widespread prejudice and discrimination.

**Peacekeeping**, one of the United Nations major contributions to the maintenance of world peace. Most peacekeeping operations involve military duties, such as observing a cease-fire or establishing a buffer zone while a long-term solution to the conflict is being negotiated. Peacekeeping operations may last for a few months or continue for many years.

**Peacemaking**, the process of bringing warring parties together to resolve a conflict without recourse to warfare through the use of diplomacy, mediation, arbitration, and other conflict resolution techniques.

**Secretary-General of the United Nations**, the head of the UN Secretariat, the body responsible for carrying out the substantive and administrative work of the organization as directed by the General Assembly, the Security Council and other organs.

**"Talented tenth"**, a term coined by W. E. B. Du Bois to describe the relatively small percentage of educated and middle class African Americans who had succeeded in the face of racial prejudice.

**Trust Territories**, colonial territories placed under UN trusteeship at the end of World War II. Chapter XII of the UN Charter, drafted by Ralph Bunche, provided the framework for overseeing the administration of these areas, with the goal of preparing them for self-government or independence.

**United Nations Charter Chapter XI**, titled "Declaration Regarding Non-Self-Governing Territories" established the principles that member nations are obligated to abide by in the administration of any territory under their control.

**United Nations Charter Chapter XII** established the "International Trusteeship System" to monitor the administration of territories known as "trust" territories. The basic objective of the System was to promote the political, economic and social advancement of the territories and their peoples and their progress towards self-government and self-determination. The principles were based on respect for human rights and fundamental freedoms and recognition of the interdependence of peoples of the world.

**United Nations**, an organization established in 1945 at the end of World War II by 51 countries for the purpose of preserving peace through international cooperation and collective security. The United Nations had 189 member countries at the end of 2000.

**United Nations Special Committee on Palestine (UNSCOP)**, created in 1947 by the General Assembly to propose a solution to the Palestine problem. The majority report recommended the formation of two politically independent states with an economic union.

## TIMELINE: MAJOR EVENTS IN THE LIFE OF RALPH BUNCHE

- 1903:** Born on August 7 in Detroit, Michigan: son of Fred Bunch, a barber, and Olive Agnes Johnson
- 1917:** Orphaned, moves to Los Angeles, lives with his grandmother, Mrs. Lucy Taylor Johnson, who changes his name from Bunch to Bunche
- 1922:** Graduates first in his class from Jefferson High School, class valedictorian
- 1927:** Graduates summa cum laude from UCLA, class valedictorian
- 1928:** Awarded an M. A. in political science from Harvard University  
Appointed instructor at Howard University
- 1929:** Reorganizes and chairs political science department at Howard University
- 1930:** Marries Ruth Ethel Harris, June 23
- 1931:** Daughter Joan Harris Bunche born  
Organizes protest of segregated presentation of Porgy and Bess at National Theater in Washington
- 1932:** Wins a fellowship to do field research in West Africa for his doctoral dissertation on colonialism
- 1933:** Daughter Jane Harris Bunche (Pierce) born
- 1934:** Earns a Ph.D. in political science from Harvard
- 1936:** Co-founds the National Negro Congress  
Writes A World View of Race  
Wins a fellowship from the Social Science Research Council to study impact of colonialism on native people
- 1937:** Studies anthropology at Northwestern University, The London School of Economics, and the University of Capetown
- 1938:** Resigns from the National Negro Congress  
Conducts field research in Africa and the Far East
- 1939:** Works with Gunnar Myrdal on the Carnegie Corporation-funded study of race  
in the USA, the first major study of its kind
- 1942:** Is appointed head of Africa Section, Research and Analysis Branch, OSS
- 1943:** Son, Ralph Harris Bunche, Jr. born
- 1944:** Begins work at the State Department
- 1945:** Advisor to the U.S. delegation to the San Francisco Conference  
Principal drafter of Chapters XI and XII on trusteeship and the future of the non-self-governing territories in the UN Charter



- 1948:** Principal Secretary of UN Special Commission on Palestine (UNSCOP)  
Acting Mediator on Palestine Question after the assassination of United Nations mediator Count Bernadotte
- 1949:** Negotiates armistice agreements between Israel and Egypt and three other Arab states
- 1950:** Awarded Nobel Peace Prize
- 1953:** Coordinates the UN's "Atoms for Peace" project
- 1954:** Appointed Under Secretary-General of the UN without portfolio  
Cleared of disloyalty charges by the U.S. International Employees Loyalty Board
- 1956:** Sets up and then directs UN peacekeeping operations in Middle East that bring the Suez Crisis to an end
- 1957:** Is appointed Under Secretary-General of UN for Special Political Affairs, in charge of overseeing all peacekeeping operations
- 1960:** Directs UN technical assistance and peacekeeping forces in the Congo
- 1963:** Receives Medal of Freedom from President Lyndon B. Johnson  
Participates in Martin Luther King's March on Washington  
Represents the UN in talks with Egypt, Saudi Arabia, and Yemen in dispute over Yemen election results
- 1964:** Organizes and directs UN peacekeeping force in Cyprus
- 1965:** Participates in Selma-to-Montgomery Voting Rights March
- 1970:** Negotiates settlement of dispute between Britain, Iran, and Bahrain
- 1971:** Retires from UN due to ill health  
Dies on December 9

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\* Based on the timeline in *Ralph Bunche: The Man and His Times* edited by Benjamin Rivlin, Holmes & Meier, 1990. Used with permission.

## IDEAS FOR GROUP DISCUSSIONS

Ralph Bunche: An American Odyssey raises a number of challenging social and political issues. The following questions can help kick start a discussion around some of these issues.

- On what constitutional and philosophical grounds did Bunche base his arguments against colonialism and racism?
- Did Bunche believe that all human conflict could be resolved in peaceful ways? Why?
- What methods did Bunche use to try to achieve a more perfect democracy at home?
- How successful was Bunche in balancing pragmatism and idealism in his search for justice for all people?
- How did Bunche's childhood and education shape his philosophy and worldview?
- How did Bunche rationalize his support of the fight against fascism abroad while African Americans were denied equal rights at home?
- Is the insider/activist or the militant/outsider in a better position to influence public policy and effect change in a democratic system?
- As the most honored and widely respected African American of his day, did Bunche fight as diligently and as effectively as he might have to advance equality and justice for African Americans?
- As we look back on his life and work, how should we view Bunche's legacy?
- Why is Bunche not remembered today?

## VIDEO REFERENCE GUIDE

Looking for a specific topic or area of interest? The Video Reference Guide on page 40 will be helpful and is easy to use. If using a video-indexed tape, the time code is visible in the box as the tape fast-forwards on the lower right section of the screen.

Teachers who would like to show the entire 2-hour film to their class may find it necessary to present it in segments. The four-part screening schedule shown below takes into account natural breakpoints in the story line that occur at 30 minute intervals.

### 4-PART BREAKDOWN OF *RALPH BUNCHE: AN AMERICAN ODYSSEY*

PART	SEGMENTS	RUNNING TIME
1	1 - 5	31 minutes
2	6 - 10	30 minutes
3	11 - 14	27 minutes
4	15 - 19	29 minutes

Segment	Subject/Key Words	Starts at: Hour/min.	RT Minutes
1	<b>Introduction/Overview</b> (historical background/major accomplishments/issues and controversies)	01:00	7
2	<b>Personal Background</b> (Family/education/early influences/ race/community/UCLA/Harvard/"Talented Tenth")	01:08	10
3	<b>Howard University Years</b> (teacher/scholar/activist/marriage/Depression/New Deal/ "Young Turks"/National Negro Congress)	01:18	7
4	<b>Harvard/Europe/Africa</b> (award/field research on colonialism/Ph.D. thesis/return to Howard)	01:25	3
5	<b>Ethiopian Conquest</b> (Mussolini/imperialism/colonialism/League of Nations/ A World View of Race)	01:28	5
6	<b>Fascist Threat</b> (Rise of Hitler/African American perspective/ Communism/resignation from National Negro Congress)	01:33	4
7	<b>World War II</b> (Blitzkrieg/OSS/Pearl Harbor/US Government Service/ the "insider" controversy)	01:37	4
8	<b>Founding of the UN</b> (Allied Victory/post-war planning/drafting UN Charter/ self-determination and future of colonies)	01:41	8
9	<b>UN Trusteeship</b> (Director of Trusteeship/transition to independence/ non-self-governing territories/controversy with Du Bois, etc./India becomes independent)	01:49	4
10	<b>Palestine and the UN</b> (British Mandate/struggle for independence/ conflict between Arabs and Jews/UNSCOP/Partition vs. Federation)	01:53	7
11	<b>Partition of Palestine</b> (UN votes for partition/State of Israel declared/ Israeli-Arab War/Bernadotte killed/Bunche named acting mediator)	02:00	7
12	<b>Armistice Negotiations</b> (Rhodes talks/conflict negotiation technique/triumphant return to NY)	02:07	9
13	<b>The Nobel Peace Prize</b> (Honors/family man/Father of the Year)	02:16	3
14	<b>Loyalty Board Hearings</b> (Accusations/McCarthy/Bunche cleared/Cold War/ appointed Under-Secretary General)	02:19	8
15	<b>1956 Suez Crisis</b> (Nasser/Pearson/UNEF/Peacekeeping techniques/ UN troubleshooter)	02:27	4
16	<b>Independence Movement</b> (Africa/decolonization/Ghana independence ceremonies)	02:31	7
17	<b>Congo Crisis</b> (Independence/rebellion/Lumumba killed/Hammarskjöld death/ worldwide reaction/success or failure of UN policy)	02:38	8
18	<b>Civil Rights</b> (March on Washington/Selma-to-Montgomery/Civil Rights Act/ pressure on US)	02:46	4
19	<b>Summary/Review</b> (Commentary on life & legacy/leadership/Bunche statement)	02:50	6

\* Timing is approximate

## ONLINE RESOURCES

### ABOUT RALPH BUNCHE

**"Africana.com" Biography of Ralph Bunche**

[http://www.africana.com/tt\\_108.htm](http://www.africana.com/tt_108.htm)

**Nuclear Age Peace Foundation Article on Ralph Bunche**

<http://www.wagingpeace.org/hero/ralph-bunche.html>

***American Heritage* story on Bunche**

[http://www.americanheritage.com/amlegacy/arch\\_sum99\\_path.html](http://www.americanheritage.com/amlegacy/arch_sum99_path.html)

**Nobel E-Museum**

<http://www.nobel.se/peace/laureates/1950/bunche-bio.html>

Includes a photo and biography of Ralph Bunche.

**Conversation with Sir Brian Urquhart about Ralph Bunche**

<http://globetrotter.berkeley.edu/UN/Urquhart/urquhart5.html>

**Ralph Bunche Centenary**

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

Year-long 100<sup>th</sup> anniversary commemoration of Ralph Bunche's birth (1903).

### CIVIL RIGHTS & HUMAN RIGHTS

**United Nations Human Rights Website**

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

**Civil Rights Timeline**

<http://seattletimes.nwsources.com/mlk/movement/Seatimeline.html>

**Historic Places of the Civil Rights Movement**

<http://www.cr.nps.gov/nr/travel/civilrights/>

**An American Dilemma**

[http://www.historychannel.com/cgi-bin/search\\_frames.cgi?id=34756](http://www.historychannel.com/cgi-bin/search_frames.cgi?id=34756)

History Channel information page regarding Gunnar Myrdal's landmark study of race in the U.S.

### DECOLONIZATION

**The United Nations and Decolonization and Trusteeship**

<http://www.un.org/Depts/dpi/decolonization/index.html>

**UN Membership and Colonial Status**

<http://www.un.org/Depts/Cartographic/map/theme/world45.pdf>

A map showing United Nations members and colonial status.

**"Africana.com" Article on the history of the Congo**

[http://www.africana.com/tt\\_312.htm](http://www.africana.com/tt_312.htm)

**PEACEMAKING, MEDIATION & CONFLICT RESOLUTION****Amnesty International**

<http://www.amnesty.org>

Includes timely news stories regarding human rights issues, a library of resources, and specific guidelines and programs for becoming involved in human rights causes.

**The Carter Center**

<http://www.cartercenter.org>

Includes information about peace programs and programs on conflict resolution, human rights initiatives, and democracy.

**Center for International Development and Conflict Management**

<http://www.bsos.umd.edu/cidcm/index.html>

Includes information on projects, courses, and people associated with the University of Maryland and its conflict management programs.

**Conflict Resolution Information Source**

<http://www.crininfo.org>

Provides links to Web, Print and Organizational Resources dealing conflict resolution.

**Conflict Resolution Journal**

<http://www.trinstitute.org/ojpcr>

Online journal focused on conflict resolution techniques and applying them to current U.S. and world conflicts and disputes.

**The Fund for Peace**

<http://www.fundforpeace.org>

Includes information about human rights and conflict resolution programs along with current news stories and issues related to these topics.

**Human Rights Watch**

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

Human Rights Watch is the largest organization based in the United States dedicated to protecting human rights worldwide.

**Peace Brigades International (PBI)**

<http://www.peacebrigades.org/index.html>

Grassroots organization that explores and implements nonviolent approaches to peacekeeping and human rights support.

**UNITED NATIONS****United Nations Cyberschool Bus**

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

A global teaching and learning project that provides curriculum in Peace Education, Human Rights, and Racism.

**Model United Nations**

[http://dir.yahoo.com/Government/international\\_organizations/united\\_nations/model\\_united\\_nations](http://dir.yahoo.com/Government/international_organizations/united_nations/model_united_nations)

Yahoo search page with several links to Model UN Web sites.

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## RALPH BUNCHE: AN AMERICAN ODYSSEY

### TEACHER'S GUIDE

**Written by**

*Tom Ward*

*Louise Archambault*

**Educational Consultant**

*Lisa Prososki*

**Creative & Editorial Assistant**

*Laetitia Kouassi*

Developed by *Tom Ward Associates*

Produced by *William Greaves Productions, Inc.*

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