

WRITING THE POSITION PAPER

TOPIC: WRITING THE POSITION PAPER

OBJECTIVES

- Identify the parts of a position paper.
- Explain the information that would ideally be included in each part of the position paper.
- Translate the information gathered from research into the position paper format, with special attention to thoroughness, clarity and style.

REQUIREMENTS

1. Time: 1-4 class periods
2. Materials Needed:
 - Hamburger graphic organizer, drawn on the board or chart paper
 - Position paper content list taken from this guide, page 30.
 - *Global Classrooms* website for additional guides and tips:
www.unausa.org/site/pp.asp?c=fvKRI8MPJpF&b=457141

PROCEDURE

1. Lesson Introduction/Activation of Prior Knowledge

Ask students to list things that have a beginning, middle and an end. Write their responses down (*e.g.*, movies, songs, days, meals, house-building)

Next, draw a picture of a hamburger on the board. This will be your graphic organizer. The hamburger should have a top and bottom bun, lettuce, tomato and patty. As discussed above, even a hamburger has a top, middle, and a bottom.

2. Activity

Ask students to copy the hamburger onto their own papers. Provide the students with the list of the content of a position paper taken from this guide, page 30. Work with the students to fill in the hamburger based on the position paper content:

- *Top Bun* (Introduction) - A brief introduction to the country and its history regarding the topic and/or UN body
- *Contents* - The country's background on the topic including:
 - *Lettuce*: The country's actions on a national level, including political and/or foreign policy
 - *Tomato*: The country's actions on the international level, including resolutions, conventions and declarations that the country supports;

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- *Burger* - Quotes taken from speeches made by heads of the government and/or government representatives.
- *Burger 2* (optional) - Statistics regarding the issue
- *Bottom Bun* (Conclusion): The country's recommendation for a resolution for the topic.

Review the importance of ordering things logically (*e.g.*, the hamburger shouldn't be on the top of the bun!).

3. Closing/Wrap-Up

Help students fit their country's information into the hamburger graphic organizer. Using this organizer, they can then start writing their own position papers.

OPTIONAL ACTIVITIES

Future in-class follow-up for teachers:

- Have students peer-edit their position papers
- Teacher conferencing

