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| International Response, the UN and the 1993 elections activity |

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| Do the following activities: |
| .1. Read the 5 sources over a group of 4 people. All read number 1 first. Then all read a different one each, and be in charge of extracting information from that article.  As the group is reading, on a piece of display paper, draw up a detailed flowchart, to understand when events occurred, but also concentrating on causes, effects and links between events.  1.  <http://kh.one.un.org/content/unct/cambodia/en/home/who-we-are/the-un-in-cambodia.html>  -brief overview of UN involvement. Everyone read this first.  2.  <http://www.phnompenhpost.com/opinion/united-nations-involvement-cambodia-25-years>  -article about peace process in 1991 and UN  3.  <https://www.awm.gov.au/collection/U60642>  -description from the Australian War Memorial of the Australian and UN involvement in the Peace Process  4.  <https://www.sipri.org/publications/1995/cambodia-legacy-and-lessons-untac>  -overview of role of UN  5. <http://www.bbc.com/news/world-asia-29106034>  -10 years of Vietnam in Cambodia from Vietnam point of view |
| 2. As a group, tidy up this diagram and copy down a common diagram individually, or take a photo of the common flow chart. |
| 3. Then, each person assumes a role chosen from one of the following:     * UN security council member- Australian Gareth Evans * UN critic: Sihanouk * Khmer Rouge representative: Pol Pot * Cambodian government representative: Hun Sen * Vietnamese soldier from article: Nguyen Thanh Nhan * Your average Cambodian   Write up role cards which describe the position, feelings and motivations of each character. Make sure over the whole class, all the roles are covered at least once. |
| 4. Swop cards within the group or whole class. Be the character on the role card you have been given.  Debate the question “Has the UN done a worthwhile job in Cambodia?” |
| 5. Write up a short summary of each character’s position and how it affected his actions. Keep Cambodia as a Cold War conflict as your focus. |