Canadian and International Law
CLN4U
Grade 12, University Preparation
International Law:
Regulation and Dispute Resolution

Prepared by: Jennifer Debono, Robert Goles, and Natalie Shivgulam
Date Due: January 30, 2008
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Unit Overview

The unit on international Law within the strand Regulation and Dispute resolution will be situated towards the end of the course Canadian and International Law. It will be preceded by the strands Heritage, Rights and Freedoms, and Criminal Law and Procedures. This is because students will first need to gain an understanding of the historical and philosophical development, and current laws and practices of law in both Canada, and the world. Finally towards the end of the course we will focus on Regulation and Dispute Resolution. Here we will discuss principles of international law, issues governed by international law, and the agencies responsible for defining, regulating and enforcing these laws. Throughout the unit the class will discuss well known historical and current case studies and laws such as the war crimes tribunal, apartheid, Nuremberg laws, the U.S. Patriot Act and Rwanda Crisis etc.

There is great importance in this unit of study. This unit allows students to understand and gain an appreciation for their rights, and freedoms. It also explains how world events affect us at home, in addition to Canada’s role within the world. Throughout this unit students will be able to recognize advantages and disadvantages of international laws and how our own cultural belief systems impact interpretation of law.
SUMMATIVE ASSESSMENT PLAN (SAP)

COURSE TITLE & CODE: Canadian and International Law CLN4U

GRADE: 12

DESTINATION: University

ENDURING UNDERSTANDINGS (3-5)

1) Why do we need international law to protect the citizens of a state?

2) How do international agencies determine which domestic laws conflict with those of international law?

3) How effective are international agencies in enforcing and regulating international law?

4) How do governments react to growing international concern over their domestic laws/policies?

5) Why do we have certain international treaties or agreements if the regulation and enforcement isn't consistent and unanimous for all its members?

Overall Expectations:

-explain the major concepts, principles, and purposes of international law
-explain the factors that make framing, interpreting, and enforcing, law on a global scale a complex and difficult process
-describe the relationship between law and societal values
-use appropriate research methods to gather, organize, evaluate, and synthesize information
-apply the steps in the process of legal interpretation and analysis

Specific Expectations:

-explain how society uses law to express its values
-analyse contemporary events and issues that demonstrate a possible conflict between the law and societal values
-explain why the sovereignty of nation states is an overriding principle of international law
-identify domestic laws, past and present, in various countries (eg Nuremberg laws, laws on Apartheid, US Patriot Act,) that conflict with the principles of international law and explain how they violate those principles
-evaluate the credibility of sources and information by checking for logical errors, accuracy, and underlying assumptions, including prejudices, biases, stereotyping, or a lack of substantiation for statements, arguments, and opinions
-draw conclusions based on analysis of information gathered through research and awareness of diverse legal interpretations (eg. case studies)
-express opinions, ideas, arguments, and conclusions, as appropriate for different audiences and purposes, using a variety of styles and forms, as well as visual supports
-apply an analytical/inquiry method to legal issues
-explain the role and jurisdiction of the agencies responsible for defining, regulating, and enforcing international laws
-evaluate the effectiveness of international treaties for the protection of human rights

**Culminating Task:**

The students are going to have an open forum debate on whether Genocide is the appropriate term that could apply to the recent conflicts in the Sudan and in the Former Yugoslavia. Students will be divided into two groups. One group will deal with the Conflict in Sudan, while the other will deal with the Conflict in the Former Yugoslavia. Various students will present arguments for applying the term Genocide to their respective conflict, while other students will argue against it. The rules and regulations will be determined by the teacher with input from the students. Other group members will represent the International Court of Justice in the Hague, while other students will role play survivors/victims of their respective conflicts, and the perpetrators.

**SUMMATIVE ASSESSMENT TASKS (7-10 maximum - list in anticipated order)**

<table>
<thead>
<tr>
<th>Unit # &amp; Title</th>
<th>Name/title of task</th>
<th>Brief description of task (what type? ind.vs group? content?)</th>
<th>Enduring Understanding Being Addressed</th>
<th>List Types of Formative Assessments or Scaffolding Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principles of International Law</td>
<td>Word Wall of International Law</td>
<td>In pairs, have students create word wall of international law terms/definitions, concepts, and agreements.</td>
<td>#1,2</td>
<td>Teacher guided instruction to help students determine the important ideas, concepts, agreements in International Law.</td>
</tr>
</tbody>
</table>
| Principles of International Law | Oral and Visual Presentations on the Principles of International Law | The class will divide into 3 groups. Each group will create a 10 minute presentation in which they explain the following:  
- why the sovereignty of nation states is an overriding principle of international  
- should international law govern human rights  
- explain the role and jurisdiction of the agencies responsible for defining, regulating, and enforcing international laws (e.g., United Nations, and the war crimes tribunals). | #1,2 | Formal Assessment through the use of Rubrics. The teacher will lead a brief discussion on the Critical Questions aiding students in their presentations. |

<p>| International Treatise and Agreements | Born to be Wild | Students will work in collaboration with the teacher. The students will have to pretend that they are on a deserted island, and will have to devise a survival plan. They will be asked to make numerous decisions and rules. Students should be faced with the difficulty of enforcing, defining, and regulating their own rules. | #2,3,5 | Teacher guided lesson to help students come to the conclusion about the problems of enforcing, defining, and regulating International Law. |</p>
<table>
<thead>
<tr>
<th>International Treatise and Agreements</th>
<th>Defining Genocide</th>
<th>Class discussions and readings on how and where Genocide is defined in international law.</th>
<th>#1,2,4,5</th>
<th>Lecture style lesson with appropriate help from teacher in the interpretation of class readings on Genocide.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heritage</td>
<td>Case-Studies on the Rwanda Crisis and the Holocaust</td>
<td>Divide the class into 4 groups. One group will carry an open forum discussion on the Rwanda crisis, while another will carry a discussion on the Holocaust. The students will role play and present different perspectives to justify their actions. One group of students will role-play Nazi German leaders or the predominant victims of the Holocaust (the Jewish population). The other group of students will role-play the Tutsi and the Hutus.</td>
<td>#1,4</td>
<td>Formal Rubric for role playing exercises/Students will have to do research to find the relevant information on the specific case study.</td>
</tr>
<tr>
<td>Global Conflicts and Resolution</td>
<td>The Conflicts in the Former Yugoslavia and the current conflict in the Sudan</td>
<td>The students will be divided into four groups. These groups will study, analyze, and discuss through seminar readings responses first the Conflict in Yugoslavia and later the conflict in the Sudan.</td>
<td>#2,3,5</td>
<td>Teacher observation and guidance of the Seminar groups.</td>
</tr>
<tr>
<td>Methods of Legal Inquiry</td>
<td>Culminating Task work period</td>
<td>Culminating Task work period</td>
<td>Culminating Task Presentations</td>
<td>Culminating Task Presentations</td>
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<tr>
<td>Methods of Legal Inquiry</td>
<td>Culminating Task work period</td>
<td>Culminating Task work period</td>
<td>Culminating Task Presentations</td>
<td>Culminating Task Presentations</td>
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</tbody>
</table>

Specific legal cases against individuals charged with Genocide during the Rwandan crisis in 1994.

Students are to apply an analytical/inquiry method to international legal issues such as Genocide and other War Crimes (such as Crimes against Peace and Crimes against Humanity) by reading and studying specific legal cases dealing with the Conflict in Rwanda.

Teacher lead discussions on how to apply legal thinking when dealing with issues in International Law. Teacher/student focused activity.

Teacher assistance and guidance in preparation of open forum debate on Genocide.

Formal Rubric
# Monthly Calendar

<table>
<thead>
<tr>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 1</td>
<td>KWL chart and lecture</td>
<td>Day 2</td>
<td>Word Wall of International Law</td>
<td>Day 3</td>
<td>Framing, interpreting, and enforcing law on a global scale/Relationship between law and societal values</td>
<td>Day 5</td>
</tr>
<tr>
<td></td>
<td>What is International Law?</td>
<td></td>
<td>Assign presentations on the Principles of International Law</td>
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<tr>
<td></td>
<td>Assessment: Teacher observation, questioning, and KWL chart</td>
<td></td>
<td>Assessment: Teacher observation</td>
<td>Asssessment: Teacher observation</td>
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<td></td>
<td>Homework: Textbook readings chapter 1 and 2.</td>
<td>Day 4</td>
<td>Informal presentation of international cases and discussion.</td>
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<td>Assessment: Teacher observation</td>
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<td></td>
<td></td>
<td>Day 5</td>
<td>Oral and Visual Presentations on the Principles of International Law work period</td>
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<td>Day 6</td>
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<td>Day 7</td>
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<tr>
<td>Day 2</td>
<td>Word Wall of International Law</td>
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<td>Assignment presentations on the Principles of International Law</td>
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<td>Day 3</td>
<td>Framing, interpreting, and enforcing law on a global scale/Relationship between law and societal values</td>
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<td>Assessment: Teacher observation</td>
<td>Assessment: Teacher observation</td>
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<td></td>
<td>Homework: Academic readings/Students to complete a short summary of one international case and discuss its significance.</td>
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<td></td>
<td>Homework: Presentation preparation</td>
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</table>

Homework: Presentation preparation
<table>
<thead>
<tr>
<th>Day</th>
<th>Task</th>
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<tbody>
<tr>
<td>Day 6</td>
<td>Oral and Visual Presentations on the Principles of International Law work period</td>
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<tr>
<td></td>
<td>Assessment: Teacher observation</td>
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<td></td>
<td>Homework: Presentation preparation</td>
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<tr>
<td>Day 7</td>
<td>Oral and Visual Presentations on the Principles of International Law</td>
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<td></td>
<td>Assessment: Rubric</td>
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<tr>
<td>Day 8</td>
<td>Domestic versus International Law. Examples: Nuremberg laws, Apartheid.</td>
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<td></td>
<td>Assessment: Teacher observation, questioning</td>
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<tr>
<td></td>
<td>Homework: Independent research</td>
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<tr>
<td>Day 9</td>
<td>Domestic versus International Law. Examples: Apartheid (continued), US Patriot Act</td>
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<td></td>
<td>Assessment: Teacher observation, questioning</td>
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<td>Homework: Assigned website readings</td>
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<tr>
<td>Day 10</td>
<td>Lecture International Treatise and Agreements</td>
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<td>Assessment: Teacher observation, questioning</td>
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<td></td>
<td>Homework: Textbook readings chapter 17 and 26</td>
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<tr>
<td>Day 11</td>
<td>Born to be Wild</td>
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<tr>
<td></td>
<td>Assessment: Teacher observation checklist</td>
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<tr>
<td></td>
<td>Assessment: Teacher observation, presentation rubric, self-evaluation</td>
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<tr>
<td></td>
<td>Homework: Self-assessment, Journal reflection</td>
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<tr>
<td>Day 12</td>
<td>Presentation Born to be Wild</td>
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<tr>
<td></td>
<td>Assessment: Teacher observation, presentation rubric, self-evaluation</td>
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<td></td>
<td>Homework:</td>
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<tr>
<td>Day 13</td>
<td>Defining Genocide</td>
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<td></td>
<td>Assessment: Teacher observation, questioning</td>
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<td></td>
<td>Homework: Question development based on readings and classroom discussion.</td>
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<tr>
<td>Day 14</td>
<td>Lecture and Case study review. Focus on Rwanda</td>
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<tr>
<td></td>
<td>Assessment: Teacher observation, questioning</td>
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<tr>
<td></td>
<td>Homework: Question development based on readings and classroom discussion.</td>
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<tr>
<td>Day 15</td>
<td>Lecture and Case study on the Holocaust</td>
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<td></td>
<td>Assign Culminating task</td>
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<td></td>
<td>Assessment: Teacher observation, questioning</td>
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<td></td>
<td>Homework: Academic readings</td>
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<tr>
<td></td>
<td>Homework: Academic readings</td>
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<tr>
<td>Day 16</td>
<td>Open Forum group discussions relating to Rwanda and the Holocaust</td>
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<tr>
<td>Day 17</td>
<td>Guest Speaker: Holocaust Survivor George Brady (Brother of Hana Brady of Hana’s Suitcase)</td>
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<tr>
<td>Day 18</td>
<td>Lecture: Global Conflicts and Resolution: Conflicts in the Former Yugoslavia and the current conflict in the Sudan</td>
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<tr>
<td>Day 18</td>
<td>Assessment: Teacher observation, questioning</td>
</tr>
<tr>
<td>Day 19</td>
<td>Homework: Reflection and critique of presentation</td>
</tr>
<tr>
<td>Day 19</td>
<td>Lecture: Student Seminars</td>
</tr>
<tr>
<td>Day 19</td>
<td>Teacher Lecture Wrap up: Global Conflicts and Resolution: Conflicts in the Former Yugoslavia and the current conflict in the Sudan</td>
</tr>
<tr>
<td>Day 19</td>
<td>Homework: Research, and group questions</td>
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<tr>
<td>Day 20</td>
<td>Homework: Research Armenian genocide, apply class questions to Armenian experience.</td>
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<tr>
<td>Day 20</td>
<td>Assessment: Teacher observation, questioning</td>
</tr>
<tr>
<td>Day 20</td>
<td>Homework: Academic reading, Culminating task research</td>
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<tr>
<td>Day 21</td>
<td>Day 22</td>
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<tr>
<td>Teacher lead discussions</td>
<td>Culminating Task work period</td>
</tr>
<tr>
<td>Specific legal cases against individuals charged with Genocide during the Rwandan crisis in 1994</td>
<td>Assessment: Teacher observation.</td>
</tr>
<tr>
<td>Homework: Academic reading, Culminating task research</td>
<td>Homework: Culminating Task</td>
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</table>
LESSON PLAN DAY 1

TOPIC: Principles of International Law: What is International Law?

CURRICULUM EXPECTATIONS:

Canadian and International Law CLN4U
- explain the major concepts, principles, and purposes of international law
- explain why the sovereignty of nation states is an overriding principle of international law

ASSESSMENT STRATEGIES:
- use of questioning to assess understanding
- teacher assessment of group and individual work
- KWL chart

ACCOMMODATIONS AND MODIFICATIONS:
- teacher and peer support for those who need guidance and direction

RESOURCES:
- Law Among Nations by Gerhard Von Glahn

OUTLINE: (75 minutes)

At this stage, the students would be familiar with legal terms, concepts and ideas from a domestic setting. Throughout previous discussions and work throughout the semester, students would have some knowledge of what is international law and its importance to governing world conflicts.

Introduction (20 minutes)
The students would be exposed to a more thorough understanding of International law through a class discussion. The class discussion would begin with KWL chart, where the teacher would activate students’ prior knowledge on International law and then direct students’ to what they need to know.

Middle (40 minutes)
The KWL exercise, would lead into a more structured class discussion. The teacher would provide a lecture-style format to the students on important terms, concepts, ideas and treaties on International Law.

Conclusion (15 minutes)
For the remainder of the class, students are to work in pairs on creating a word wall on the terms and ideas discussed in class. Students can use today’s lecture and their textbook as a guide. It is suggested that students use their own ideas and words when creating the word wall.
Follow-up
For homework, students are to read Chapters 1 and 2 from their textbook on the sources of international law and the development of law among nations. Students are to continue working in class on the word walls.

LESSON PLAN DAY 2

TOPIC: Principles of International Law: The Word Wall of International Law

CURRICULUM EXPECTATIONS:
Canadian and International Law CLN4U
-explain the major concepts, principles, and purposes of international law
-explain why the sovereignty of nation states is an overriding principle of international law

ASSESSMENT STRATEGIES:
-use of questioning to assess understanding
-teacher assessment of group work

ACCOMMODATIONS AND MODIFICATIONS:
-teacher and peer support for those who need guidance and direction

RESOURCES:
- Law Among Nations by Gerhard Von Glahn
- International Law & Organizations Issue Brief sections on “What is International Law” and “The Issue of Sovereignty” found on the following website: http://www.globalization101.org/teachers/all.asp.

OUTLINE: (75 minutes)
Students are to continue working in pairs on their word walls as assigned and directed by the teacher. This will be followed by a teacher-led discussion on three important ideas of International Law.

Introduction (20 minutes)
Students are to continue working in pairs on their word walls as assigned and directed by the teacher. The words wall should not only contain the important concepts and ideas of International Law, but also any critical and relevant questions on International Law. The word wall should be completed today.

Middle (40 minutes)
Students will be introduced to the issues of state sovereignty and governance of international institutions. The students are to read the International Law & Organizations
Issue Brief sections on “What is International Law” and “The Issue of Sovereignty” found on the following website: http://www.globalization101.org/teachers/all.asp. The students will spend the rest of the time reading these sections and then provide brief written answers to the following questions:

1. List four sources of international law and three ways that international law is enforced.
2. How is enforcement of international law different from enforcement of domestic law?
3. What is the traditional notion of state sovereignty? Why is globalization forcing us to rethink this concept?

**Conclusion (15 minutes)**
The teacher will then assign and discuss with the students the following task that will entail presentations on the Principles of International Law. The class will be divided into three groups. Each group will create a 10 minute presentation in which they explain the following:

1) Why the sovereignty of nation states is an overriding principle of international law?
2) Should international law govern human rights?
3) Explain the role and jurisdiction of the agencies responsible for defining, regulating, and enforcing international laws (e.g. United Nations and the war crimes tribunals)?

**Follow-up**
The students are to finish reading the relevant sections of International Law & Organizations Issue Brief along with the appropriate answers that was started in class. Students are also to read Chapters 3 and 4 from their text-book on The Relationship between International Law and Domestic Law and The Community of Nations.

**LESSON PLAN DAY 3-7**

**TOPIC: Interpreting and Understanding International Law**

**CURRICULUM EXPECTATIONS:**

**Canadian and International Law CLN4U**

- explain the factors that make framing, interpreting, and enforcing, law on a global scale a complex and difficult process
- describe the relationship between law and societal values
- explain how society uses law to express its values
-analyse contemporary events and issues that demonstrate a possible conflict between the law and societal values

**ASSESSMENT STRATEGIES:**
-use of questioning to assess understanding
-teacher assessment through observation of individual and group work
-formal rubric on oral and visual presentations

**ACCOMMODATIONS AND MODIFICATIONS:**
-teacher and peer support for those who need guidance and direction

**RESOURCES:**
- *Law Among Nations* by Gerhard Von Glahn

**Sovereignty Handout:**
- “A Defense of Sovereignty,” Interview with Jeremy Rabkin, National Review Online, March 10, 2005

**OUTLINE: (375 minutes)**

**Day 3 & 4:**

**Part 1: (15 minutes)**

The teacher explains to students that they will have to complete a short summary of one international case and discuss its significance. This assignment will be done next day in class and will be worked on individually. The teacher will provide to students a list of possible cases that they can use. These cases are found in their text-book. In addition, students can discuss and choose other legal cases that they have some familiarity with. If a quick Internet search is needed, that will be provided for students in this class period.

**Part 2: (60 minutes)**

The first activity introduces the debate between internationalists and the rights of sovereign nations. Students will read an interview with Jeremy Rabkin, one of the most vocal proponents of state sovereignty, and a rebuttal in *Foreign Affairs* written by Peter Spiro. The students are to begin to understand the problems between domestic or societal values and international law. This activity is to be done in class.
1. Sovereignty Handout:

Students should provide **brief** written answers to the following questions:

1. Describe Rabkin’s notion of sovereignty and the effect of international law on the actions of the United States.
2. Rabkin contrasts the U.S. and EU views of sovereignty. Explain why he is troubled by the EU system of subordinating national constitutions to international agreements.
3. Critics have suggested that the notion of state sovereignty could be used as a shield to justify domestic atrocities such as genocide. What is the sovereignty-based argument against foreign intervention in cases of genocide? Does Rabkin sufficiently address this problem? (*Hint: carefully review the National Review question and Rabkin’s answer related to genocide.*)
4. What does Spiro mean when he refers to a system of “international law a la carte”?
5. List four examples used by Spiro to illustrate the “New Sovereigntist” vision influencing U.S. foreign policy. Why are free trade agreements treated differently by “New Sovereigntists”?
6. “New Sovereigntists” argue that because international law is unenforceable, it is fundamentally weak and should not be respected. How does Spiro counter this argument?

**Part 3: (75 Minutes)**

The class will begin with the informal presentations of the international cases with class discussions. Any remaining time can be used to discuss the Sovereignty Articles along with guiding questions.

**Day 5 & 6**

**Part 4 (150 minutes)**

The next two days will be used as a work period for students to work on their oral and visual presentations on the Principles of International Law. The teacher will use this opportunity to help students with any questions or concerns. In addition, the teacher will informally assess students through observation and discussion.
Day 7

Part 5 (75 minutes)

Students will then present their findings, research, and conclusions on the Principles of International Law. A formal rubric will be used to assess and evaluate students on their oral and visual presentations.
## Rubric for Oral Presentation

**Names:** _____________________________________________________________

**Date:** __________________

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**Grade: 12 Course: CLN4U**

**Oral and Visual Presentations on the Principles of International Law**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
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</thead>
<tbody>
<tr>
<td><strong>Presentation Skills</strong></td>
<td>□ demonstrates minimal presentation skills</td>
<td>□ demonstrates some presentation skills</td>
<td>□ demonstrates good presentation skills</td>
<td>□ demonstrates very effective presentation skills</td>
</tr>
<tr>
<td>□ Voice, style, eye contact</td>
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<tr>
<td><strong>Organization</strong></td>
<td>□ limited opening and/or closing</td>
<td>□ opening and/or closing are somewhat effective</td>
<td>□ effective opening and closing</td>
<td>□ masterful opening and closing</td>
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<tr>
<td>□ opening/closing</td>
<td>□ limited coherence in sequencing of ideas</td>
<td>□ some coherence in sequencing of ideas</td>
<td>□ coherent sequencing of ideas</td>
<td>□ coherent sequencing of all ideas</td>
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<td>□ sequence of ideas</td>
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<tr>
<td><strong>Information and Ideas</strong></td>
<td>□ demonstrates limited understanding of topic</td>
<td>□ demonstrates some understanding of topic</td>
<td>□ demonstrates good understanding of topic</td>
<td>□ demonstrates thorough understanding of topic</td>
</tr>
<tr>
<td>□ understanding</td>
<td>□ imparts little significant information and ideas</td>
<td>□ imparts some significant information and ideas</td>
<td>□ imparts significant information and ideas</td>
<td>□ imparts a wealth of information and ideas</td>
</tr>
<tr>
<td>□ answers question</td>
<td>□ answers questions in a limited manner</td>
<td>□ answers questions with some effectiveness</td>
<td>□ effectively answers questions</td>
<td>□ effectively and thoroughly answers questions</td>
</tr>
<tr>
<td><strong>Creativity</strong></td>
<td>□ limited effectiveness in use of media and/or technology</td>
<td>□ some effectiveness in use of media and/or technology</td>
<td>□ effective use of media and/or technology</td>
<td>□ artful use of media and/or technology</td>
</tr>
<tr>
<td>□ use of media and/or</td>
<td></td>
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<tr>
<td>technology</td>
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</table>

Comments and Suggestions for Improvement:
LESSON PLAN DAY 8 & 9

TOPIC: Domestic Law vs. International Law

CURRICULUM EXPECTATIONS:

Canadian and International Law CLN4U
-explain why the sovereignty of nation states is an overriding principle of international law
-identify domestic laws, past and present, in various countries (eg Nuremberg laws, laws on Apartheid, US Patriot Act,) that conflict with the principles of international law and explain how they violate those principles
-evaluate the effectiveness of international treaties for the protection of human rights

ASSESSMENT STRATEGIES:
-use of questioning to assess understanding
-teacher assessment of group and individual work
-anecdotal notes

ACCOMMODATIONS AND MODIFICATIONS:
-teacher and peer support for those who need guidance and direction

RESOURCES:
- use of a computer
- several websites as listed below

OUTLINE: (150 minutes)

In this lesson, students will:

- Explore the Nazi genocide of Jews and others before and during World War II
- Trace the progress from the 1935 Nuremberg Laws to the Wannsee Conference plans for the "Final Solution," to the International Military Tribunal trials of Nazi war criminals at Nuremberg after World War II
- Discuss the legality between international economic sanctions carried out by the international community on countries such as South Africa due to their domestic policies

Part 1 (50) minutes

Hand out the student worksheet (http://www.pbs.org/wgbh/pages/frontline/teach/ghosts/worksheet3.html) and instruct students to review the following Web sites and take notes for discussion of questions.

The Nuremberg Laws on Citizenship and Race (1935)
http://www.mtsu.edu/~baustin/nurmlaw2.html
Contains the Nuremberg Laws enacted on Sept. 15, 1935

Law for the Protection of German Blood and German Honor
http://www.us-israel.org/jsource/Holocaust/nurmlaw2.html
Describes the provisions that apply to Jews

The Wannsee Conference (1942) and the "Final Solution"
http://www.ushmm.org/outreach/wannsee.htm
Contains a brief overview and excellent timeline

The Nuremberg Trials (began 1945)
http://www.facts.com/icof/nurem.htm
Describes what happened at the Nuremberg Trials

Part 2 (25 minutes)

After students have had time to research, read, and evaluate the necessary information, students should have a class discussion on the following specific issue:

- If genocide or a "crime against humanity" occurs, humanity has an obligation to try and punish the perpetrators keeping in mind the sanctity of domestic sovereignty.

Follow-up

For homework, students must familiarize themselves with the conditions of apartheid in South Africa until its dissolution in the early 1990s. Along with previous guidance and direction from the teacher, students must independently research and understand specifically the cause-effect relationship between international economic sanctions carried out by the international community and the end of apartheid. Explain to students that they will have an informal debate on the issue of U.S. and international economic sanctions that were designed to isolate foreign countries such as South Africa due to their domestic policies. Students will work at home and use the following recommended internet sites as well as others regarding the problems of the international community attempting to impose change on another nation’s domestic policies.
Part 3: (65 minutes)

The students will have 15 minutes to prepare for the debate. Be sure that students understand the following points regarding the nature of this informal debate. The students will be divided into three groups. Two groups of students will act as debaters, while the other group of students will represent the “jury” or simply the audience. The debate and the research will take place on the same day. Debaters on each side will alternate presenting arguments to support their case. After each presentation, members of the other side may offer arguments in rebuttal, or in opposition. In order to present convincing rebuttals, debaters should know as much about the arguments for their opponents’ case as for their own. At the end of the debate, one person from each side will present a summary of that side’s argument. After the summaries, each member of the audience will vote for the side he or she thinks has presented the most convincing argument.

Part 4 (10 minutes)

Follow-up

Introduce to students the controversial US Patriot Act. Following the 9/11 attacks on America, Congress overwhelmingly passed the USA PATRIOT Act (Uniting and Strengthening America by Providing Appropriate Tools Required to Intercept and Obstruct Terrorism) as a means for protecting the country from future attacks by providing law enforcement officials with new tools to fight terrorism. Among them are the power to track Internet communications, wiretap phone and computer communications, obtain search warrants for e-mail and voicemail communications, and the ability to access personal records and information without any proof that an individual has committed a crime. In addition, to the obvious problems that this law has to the American psyche and the controversies over American civil rights; this law could also violate international law. How can we criticize and impose legal actions for some state’s domestic policies but not others? For homework, students are to read the following websites on the US Patriot act.

1. Background information: Online NewsHour transcript, "The USA PATRIOT Act" found at:
http://www.pbs.org/newshour/bb/terrorism/homeland/patriotact.html
2. Background information: NewsHour Extra story, "USA Patriot Act Sparks Controversy" found at: [http://www.pbs.org/newshour/extra/features/july-dec03/patriotact_9-17.html](http://www.pbs.org/newshour/extra/features/july-dec03/patriotact_9-17.html)


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**LESSON PLAN DAY 10**

**TOPIC: International Treatise and Agreements**

**CURRICULUM EXPECTATIONS:**

- Canadian and International Law CLN4U
- explain the role and jurisdiction of the agencies responsible for defining, regulating, and enforcing international laws
- evaluate the effectiveness of international treaties for the protection of human rights

**ASSESSMENT STRATEGIES:**
- use of questioning to assess understanding

**ACCOMMODATIONS AND MODIFICATIONS:**
- teacher support for those who need guidance and direction

**RESOURCES:**
- *Law Among Nations* by Gerhard Von Glahn

**OUTLINE: (75 minutes)**

In this lesson, students will:

- discuss the legality of the US Patriot Act
- learn about how international law is created, developed, governed, and enforced
- analyze and focus on laws dealing with war crimes

**Introduction (15 minutes)**

This activity is a follow-up from yesterday’s discussions and homework readings on the international legality of the US Patriot Act. The students will create a display board on the pros and cons of the US Patriot Act in regards to its questionable defiance to International Law.
Middle (30 minutes)

The teacher will deliver a lecture-style lesson on International treatise and agreements. Students will copy notes from the board as well as applying skills in taking notes from direct lecturing from the teacher.

Conclusion (30 minutes)

The teacher will introduce to students laws governing War Crimes, as well as leading discussions on one of the most interesting but difficult ones to enforce. Students will continue to write notes from the board and from the class discussions.

Follow-up

To enforce learning, students should read for homework Chapters 17 and 26 (sections on International Agreements and War Crimes). Student understanding on the laws governing War Crimes is paramount as future work in this unit is dependent on this type of knowledge.

LESSON PLAN – Days 11 and 12

TOPIC: International Treatise and Agreements – Born to be Wild

CURRICULUM EXPECTATIONS:

Canadian and International Law CLN4U
-explain the major concepts, principles, and purposes of international law
-explain the factors that make framing, interpreting, and enforcing, law on a global scale a complex and difficult process
-describe the relationship between law and societal values
-use appropriate research methods to gather, organize, evaluate, and synthesize information
-apply the steps in the process of legal interpretation and analysis
-draw conclusions based on analysis of information gathered through research and awareness of diverse legal interpretations (eg. case studies)
-express opinions, ideas, arguments, and conclusions, as appropriate for different audiences and purposes, using a variety of styles and forms, as well as visual supports
ASSESSMENT STRATEGIES:
- observation checklist of class participation during discussion and planning of presentation
- presentation rubric
- self-evaluation

ACCOMMODATIONS AND MODIFICATIONS:
- peer grouping
- teacher assistance

RESOURCES:
- lecture notes
- text book, previous class readings and web sites

**OUTLINE: (150 minutes)**

Students will be divided into 2 groups. The students will have to pretend that they are on a deserted island, and will have to devise a survival plan. They will be responsible for forming societal laws and enforcing them in line with international laws.

Day 11
Students are divided into 2 groups. They will have the task of devising a survival plan based on societal laws (use of resources, conflict/crime, responsibilities and consequences) which they will create amongst themselves. They will have to work together to decide what laws will be created and what these laws will look like. They must consider how and who will enforce them. Do they parallel international law or are they in conflict?

Due to the larger number of students within the group they will need to demonstrate their ability to peacefully resolve conflict and differing opinions. The majority of this class will be used as a work period.

Day 12
The beginning of this class will be used for the 2 presentations. Each group will have to present their survival plan and the laws that were created. They will have to discuss the difficulties encountered in defining, enforcing and regulating each law according to International Law.

Conclusion
Teacher led discussion/lecture drawing parallels between student’s experiences and International/Societal Law policies.
**Follow Up**
Students complete self-assessment of group work. Students will also complete a reflection journal, comparing their experience in this process to what occurs in International/Societal Law policies.

**Observational Checklist for Assessing Group Discussions (Re: Born Wild Activity)**

<table>
<thead>
<tr>
<th>Date:</th>
<th>Time:</th>
<th>Names:</th>
<th>Listens to others’ views without interrupting</th>
<th>Contributes information or ideas when called upon</th>
<th>Shows respect for ideas of others</th>
<th>Stays focused on the task at hand</th>
<th>Accepts an equal share of the workload</th>
<th>Completes the work assigned by the group</th>
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</tbody>
</table>


**Formative Self-Assessment (Re: Born Wild Activity)**

Circle the sentence which best describes your level of participation.

**Name:**

<table>
<thead>
<tr>
<th>Level</th>
<th>Description of Actions in Simulation</th>
</tr>
</thead>
</table>
| 1     | I rarely stayed in role in the simulation.  
I rarely showed interest in the simulation.  
I took little active part on behalf of my group or in discussion.  
I was rarely focused on the events of the simulation. |
| 2     | I sometimes stayed in role in the simulation.  
I sometimes showed interest in the simulation.  
I took some active part on behalf of my group or in discussion.  
I was sometimes focused on the events of the simulation. |
| 3     | I usually stayed in role in the simulation.  
I usually showed interest in the simulation.  
I took considerable active part on behalf of my group or in discussion.  
I was usually focused on the events of the simulation. |
| 4     | I consistently stayed in role in the simulation.  
I consistently showed interest in the simulation.  
I took an active part on behalf of my group or in discussion.  
I was consistently focused on the events of the simulation. |

**Student Comment:**
# Rubric for Critical Thinking Activity

**Names:** ___________________________________________________________

**Born Wild Critical Discussions Activity**  
**Grade:** 12  
**Course:** CLN4U

<table>
<thead>
<tr>
<th>Rubric Component</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifies and summarizes the problem/question at issue</td>
<td>Accurately identifies problems/questions</td>
<td>Accurately identifies problems/questions</td>
<td>Identifies problems/questions</td>
<td>Does not identify or summarize the problems/questions</td>
</tr>
<tr>
<td>Identifies and assesses the quality of supporting data/evidence</td>
<td>Provides a well-developed examination of the evidence and questions its accuracy, relevance, and completeness. Clearly distinguishes between fact and opinion.</td>
<td>Examines evidence and questions the quality. Distinguishes between fact and opinion.</td>
<td>Merely repeats information provided. Does not justify position or distinguish between fact and opinion.</td>
<td>Does not identify or assess the quality of supporting evidence.</td>
</tr>
<tr>
<td>Identifies and considers the influence of the context* on the issue</td>
<td>Accurately identifies and provides a well-developed explanation of contextual issues with a clear sense of scope.</td>
<td>Accurately identifies and provides an explanation of potential contextual issues.</td>
<td>Does not explain contextual issues; provides inaccurate information; or merely provides a list.</td>
<td>Does not identify or consider any contextual issues.</td>
</tr>
<tr>
<td>Identifies and evaluates conclusions, implications, and consequences</td>
<td>Accurately identifies conclusions, implications, and consequences with a well-developed explanation. Provides an objective reflection of own assertions.</td>
<td>Accurately identifies conclusions, implications, and consequences with a brief evaluative summary.</td>
<td>Does not explain, provides inaccurate information, or merely provides a list of ideas; or only discusses one area.</td>
<td>Does not identify or evaluate any conclusions, implications or consequences.</td>
</tr>
</tbody>
</table>
LESSON PLAN Day 13

TOPIC: International Treatise and Agreements – Defining Genocide

CURRICULUM EXPECTATIONS:

Canadian and International Law CLN4U
-explain the major concepts, principles, and purposes of international law
-explain the factors that make framing, interpreting, and enforcing, law on a global scale a complex and difficult process
-describe the relationship between law and societal values

ASSESSMENT STRATEGIES:
-observation of class participation during discussion/interpretation session

ACCOMMODATIONS AND MODIFICATIONS:
-peer grouping with readings
-teacher assistance, outlining main points of readings

RESOURCES:
-Extraordinary Evil: A Brief History of Genocide...And Why It Is Important by Barbara Colorosa
-Genocide by Jane Springer
-www.preventgenocide.org/genocide/officialtext.html
-www.preventgenocide.org/genocide/elements.html

OUTLINE: (75 minutes)

Introduction (15 minutes)
Discuss student’s ideas/knowledge of Genocide within history. How is it defined? What are the criteria of this definition? Teacher will write down the student’s ideas.

Middle (30 minutes)
Students will be given the opportunity to read articles and excerpts from the above resources. They will be able to add/change the elements of what they previously brainstormed as the definition of genocide.

Conclusion (30 minutes)
In a lecture style discussion the teacher will then provide what is deemed the definition of genocide and discuss/interpret the readings, highlighting the main points and reviewing the areas in history when genocide occurred.
Follow Up
Students are to critically look at the specific criteria for determining genocide and develop 3-5 questions about the elements for this definition (www.preventgenocide.org/genocide/officialtext.htm)

LESSON PLAN – Days 14 and 15

TOPIC: Heritage – Case-Studies on the Rwanda Crisis and the Holocaust

CURRICULUM EXPECTATIONS:

Canadian and International Law CLN4U
-explain the major concepts, principles, and purposes of international law
-explain the factors that make framing, interpreting, and enforcing, law on a global scale a complex and difficult process
-describe the relationship between law and societal values
-explain how society uses law to express its values
-analyze contemporary events and issues that demonstrate a possible conflict between the law and societal values
-evaluate the effectiveness of international treaties for the protection of human rights

ASSESSMENT STRATEGIES:
-active participation in discussion
-rubric assessment of open forum discussion

ACCOMMODATIONS AND MODIFICATIONS:
-peer grouping with readings
-teacher guidance and direction when needed

RESOURCES:
-In the Shadow of the Reich looks at the experiments done by German doctors on inmates of Nazi concentration camps during World War II. Rare and shocking government footage is featured in this compelling documentary that discusses what atrocities were committed under the guise of science. Source: Movies Unlimited

-The Wave, 1981, Films Incorporated, 46 minutes (Dramatization of the true story of a teacher Ron Jones who sets up an experiment in his classroom to explore the role of conformity and peer pressure in creating conditions that permit genocide to occur


-Ghosts of Rwanda, 2005, PBS, 120 minutes.


-www.yadvashem.org

-www.mtv.com/thinkmtv/discrimination/im_still_here/bios

-t.v and DVD player

**OUTLINE: (150 minutes)**

The class will be divided into 4 groups. One group will carry an open forum discussion on the Rwanda crisis, while another will carry a discussion on the Holocaust. The students will role play and present different perspectives to justify their actions.

Day 14

**Introduction/Middle (50 minutes)**
Watch a portion of ‘The Wave’ so that the students are able to understand the underlying characteristics of genocide. Divide the class into 4 groups and distribute the appropriate resources to each group depending on which perspective and which crisis they will be role playing.

**Conclusion (25 minutes)**
Students will have a chance to read/view their material and start to think about how they will use the information to portray their perspective.

**Follow Up - Homework**
Students are to develop their ideas and justifications in preparation for the following day’s discussion. They will have to further research to find specific case studies.

Day 15

**Introduction/Middle (40 minutes)**
Each group will have the opportunity to present their forum and role-play their respective sides.
Middle/Conclusion (35 minutes)
Debrief and reflection session.
1) What did each side learn about themselves and the other perspective?
2) Can both sides of each crisis be justified? How did they attempt to justify their actions (those committing the murders)?
3) How does each side feel? (This is such an emotionally charged topic that it is important to discuss the human aspect of emotions e.g. sadness, empathy, shock, hatred)

CLASSROOM DISCUSSION RUBRIC

Topic: Case-Studies on the Rwanda Crisis and the Holocaust

Name: _______________________ Date: _______________

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Levels of Performance</th>
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</thead>
<tbody>
<tr>
<td>1. Knowledge/Understanding</td>
<td>1</td>
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<tr>
<td>shows understanding of the content discussed</td>
<td>- demonstrates limited understanding</td>
</tr>
<tr>
<td>2. Use of Arguments:</td>
<td>Few or no relevant reasons given</td>
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<tr>
<td>reasons are given to support viewpoint.</td>
<td></td>
</tr>
<tr>
<td>3. Use of Examples and Facts:</td>
<td>Few or no relevant supporting examples/facts given</td>
</tr>
<tr>
<td>examples and facts are given to support reasons.</td>
<td></td>
</tr>
<tr>
<td>4. Communication</td>
<td>- shows limited organization and/or clarity</td>
</tr>
<tr>
<td>Organizes clear ideas about the viewpoint</td>
<td></td>
</tr>
<tr>
<td>5. Thinking/Inquiry</td>
<td>- reflects on the process in a limited way</td>
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<tr>
<td>Reflects on the content, opinions and outcomes of the class discussion</td>
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DAY 16

Open Forum group discussions relating to Rwanda and the Holocaust

Day 17

Guest Speaker:
Holocaust Survivor George Brady (Brother of Hana Brady of Hana’s Suitcase)

Homework:
Reflection and critique of presentation

LESSON PLAN – Days 18 and 19

TOPIC: Global Conflicts and Resolution - The Conflicts in the Former Yugoslavia and the current conflict in the Sudan

CURRICULUM EXPECTATIONS:

Canadian and International Law CLN4U
-explain the major concepts, principles, and purposes of international law
-explain the factors that make framing, interpreting, and enforcing, law on a global scale a complex and difficult process
-describe the relationship between law and societal values
-draw conclusions based on analysis of information gathered through research and awareness of diverse legal interpretations (eg. case studies)
-express opinions, ideas, arguments, and conclusions, as appropriate for different audiences and purposes, using a variety of styles and forms, as well as visual supports
- apply the steps in the process of legal interpretation and analysis

ASSESSMENT STRATEGIES:
-observation of class participation during seminars

ACCOMMODATIONS AND MODIFICATIONS:
-peer grouping with readings
-teacher assistance, outlining main points of readings
RESOURCES:
- http://www.operationsudan.org/theconflict.html (conflict in Soudan)

- Energy: The Resource Curse: 

- International Law Issue Brief http://www.globalization101.org/issue/intlaw/


OUTLINE: (150 minutes)

Students will take a critical look at the conflicts in the former Yugoslavia and currently in Sudan. They will examine and analyze the reasons behind each case of genocide.

Day 18

Introduction (30 minutes)
In lecture style, teacher will give an overview of the various genocides that have occurred during history (Rwanda, Holocaust, The Former Yugoslavia, Sudan), with the focus being on the latter two. The teacher will outline the causes behind genocide (cultural/religious conflict). Students will take notes from the lecture.

Middle (30 minutes)
Students will be divided into 4 seminar groups and given the appropriate resources (Sudan or Yugoslavia). They are to read the resources and begin to think about answering the following questions.

1) Who did the conflict involve?
2) Why did the conflict start?
3) What is the basis behind the conflict? Was it perpetuated by a certain group of individuals or a certain event?
4) Could international/societal laws have been implemented to better protect certain groups/individuals? How?
5) Was/Is there a resolution that can prevent this from happening in the future? Is this resolution a policy within International Law or only in those countries where it has already occurred?

Conclusion (15 minutes)
Students can begin their seminar discussions once their readings are complete. The discussions will continue the next day.
Follow Up
Students are responsible for researching one more piece of information and reviewing it before presenting it to their group. They must also think of another question to pose to their group in relation to

Day 19

Introduction (30 minutes)
Students will continue with seminar discussions of genocides. They will present their research and pose their questions to the group. The teacher will circulate to monitor discussion and aid in elaborating ideas.

Middle (20 minutes)
Students will come together and present responses and findings to the group as a whole. Teacher will facilitate this discussion.

Conclusion (25 minutes)
Teacher will lecture as a wrap up to the seminar discussions. Teacher will re-visit each case of genocide (as stated in introduction of day 16). Teacher will make a comparative analysis of the reasoning behind of each case, using introductory points and points presented in seminar presentations.

Follow-Up- Homework
Students are to research the Armenian genocide and analyze it using the seminar questions used during class discussions.

LESSON PLAN – Days 20 and 21

TOPIC: Methods of Legal Inquiry - Specific legal cases against individuals charged with Genocide during the Rwandan crisis in 1994

CURRICULUM EXPECTATIONS:

Canadian and International Law CLN4U
-describe the relationship between law and societal values
-use appropriate research methods to gather, organize, evaluate, and synthesize information
-apply the steps in the process of legal interpretation and analysis
-apply an analytical/inquiry method to legal issues
-explain the role and jurisdiction of the agencies responsible for defining, regulating, and enforcing international laws
-evaluate the effectiveness of international treaties for the protection of human rights
ASSESSMENT STRATEGIES:
- observation of class participation during discussion/interpretation session

ACCOMMODATIONS AND MODIFICATIONS:
- peer grouping with readings
- teacher assistance, outlining main points of readings

RESOURCES:
- www.ictr.org

OUTLINE: (150 minutes)

Students will have the opportunity to learn about both the International Military Court of Justice and the gacaca (pronounced ga-CHA-cha), the grass-roots level courts for those who participated in the genocide but were not leaders. They will need internet access to complete this portion of the unit.

Day 20

Introduction (30 minutes)

Log onto the website International Criminal Tribunal for Rwanda
http://www.ictr.org/

- Click on English
- Click on About the Tribunal
- Click on Fact Sheets
- Click on "The Tribunal at a glance" and read the two paragraphs under ‘Achievements of the Tribunal’. Summarize what you’ve read in a sentence or two.

Then

- Click on Cases
- Click on Status of Cases
- Click on Bagosora (#7 in Cases in Progress)
- Click on Indictment. Scroll down through the history and background of the Rwandan genocide until you get to the specific allegations in #5.
Middle (30 minutes)

Students are to summarize the accusations against Colonel Bagosora. The teacher is to lead a discussion about history and accusations behind this case.

Conclusion (15 minutes) and Follow-up

Students can start to research the courts in Rwanda and how they dealt with those involved in the genocide.

They can go to Frontline World – After the Genocide
www.pbs.org/frontlineworld/fellows/rwanda1103/context.html#gacaca

- The killer: Pacifique Mukeshimana
  www.pbs.org/frontlineworld/fellows/rwanda1103/portrait-1.html

- The victim: Domina Nyirandayambaje
  www.pbs.org/frontlineworld/fellows/rwanda1103/portrait-2.html

- The court monitor: Aloys Habimana
  www.pbs.org/frontlineworld/fellows/rwanda1103/portrait-3.html

Day 21

The student will use this period to re-create a gacaca within the classroom, based on the readings completed as homework. Divide students into three groups. Each group will represent one of the three view points. Students will brainstorm in their groups, choosing one or more student(s) to read the words of the person for whom they are speaking. The teacher will be the judge and convene the gacaca.

-The court monitor should speak first, briefly telling why he thinks the *gacaca* is necessary for the future of Rwanda.

-The victim should speak next.

-The perpetrator should speak next.

-With the facilitation of the teacher/judge, students, maintaining the roles they were assigned, should discuss the issues, problems, and effectiveness of the *gacaca*. 
Culminating Task

Debate on Genocide in the Sudan and the Former Yugoslavia

Course: CLN4U Canadian and International Law

Unit: International Law: Regulation and Dispute Resolution

Time Required: 75 Minutes

Overall Expectations

• Explain the major concepts, principles, and purposes of international law.
• Evaluate the effectiveness of international laws, treaties, and agreements in resolving conflicts of a global nature.
• Explain the factors that make framing, interpreting, and enforcing the law on a global scale a complex and difficult process.

Specific Expectations

• Explain the major concepts of international law.
• Explain why sovereignty of states is an overriding principle of international law.
• Identify global issues that may be governed by international law (e.g. human rights, jurisdictional disputes, refugees and asylum, collective security, trade agreements).
• Explain the role and jurisdiction of the agencies responsible for defining, regulating, and enforcing international sanctions, arbitration, mediation); international laws (e.g., United Nations, World Health Organization, war crimes tribunals, International Monetary Fund, Interpol)
• Explain the purpose of international jurisdictional and boundary treaties
• Evaluate the effectiveness of international treaties for the protection of human rights (e.g., Universal Declaration of Human Rights, Convention on the Rights of the Child);
• Explain the role of the International Court of Justice in Hague in resolving issues between nations.
• Explain how and why the use of force to resolve conflicts is limited in international law;
• Compare (e.g., with respect to the processes involved, relative effectiveness) methods of resolving conflicts by peaceful means
• Identify domestic laws, past and present, in various countries (e.g., Nuremberg Laws, laws on apartheid, U.S. Patriot Act) that conflict with the principles of international law and explain how they violate those principles.
• Describe the difficulties and evaluate the effectiveness of international intervention in conflicts between nations;
• evaluate Canada’s role as a member of NATO, NORAD, and the United Nations and its role in international peacekeeping.
• formulate questions that lead to a deeper understanding of a legal issue;
• conduct research on legal topics, using traditional and non-traditional sources of information (e.g., law-related websites, primary and secondary source documents, legal professionals);
• evaluate the credibility of sources and information by checking for logical errors, accuracy, and underlying assumptions, including prejudices, biases, stereotyping, or a lack of substantiation for statements, arguments, and opinions;
• classify and clarify information using organizers, graphs, charts, and diagrams;
• compile summary notes in a variety of forms and for a variety of purposes (e.g., research and preparation for debates, oral presentations, mock trials, tests, Examinations);
• distinguish among opinions, facts, and arguments in sources;
• draw conclusions based on analysis of information gathered through research and awareness of diverse legal interpretations (e.g., case studies);
• apply an analytical/inquiry method to legal issues (e.g., choose a subject, formulate a question, develop a research plan, gather information, distinguish between opinions and facts, decide on an interpretation, write and present their analysis).
• express opinions, ideas, arguments, and conclusions, as appropriate for different audiences and purposes, using a variety of styles and forms (e.g., mock trials, case studies, interviews, debates, reports, papers, seminars), as well as visual supports (e.g., graphs, charts, organizers, illustrations).
• use correct legal terminology to communicate legal concepts, opinions, and arguments.

Rational

The debate surrounds the question of whether the events in the Sudan and the former Yugoslavia should be classified as genocide. It is the culminating activity for this unit in addition to the basis of the unit design. Through the debate students are able to take all that they have learned both in class and in their own research and apply it to a real world experience. In addition to the use of acquired knowledge, students will be able to develop critical skills in research, information recall, questioning, persuasion, and oral communication.

Organization:

Students will be involved in a debate simulation whereby they will attempt to conclude whether to label the occurrences in the Sudan, and the former Yugoslavia as genocide. Students will draw on the information that they have attained through their course readings, class notes, personal research, and various case studies in order to decide if they should apply the term genocide in these two cases. The class will be split into two groups. The first group will present the arguments for and against defining the former Yugoslavia as genocide. The second group will present arguments for and against defining events in
the Sudan as genocide. Each student will participate in each debate. While one group presents the other group members will represent the International Court of Justice in Hague, while other students will role play survivors/victims of their respective conflicts, and the perpetrators. This ensures that each student will remain to be equally involved and knowledgeable on each case study.

Each group will debate for approximately thirty minutes. The debate will consist of three sections; opening remarks, rebuttal, and concluding remarks. Students will be assessed on the extent of their preparation for each section, the extent of their teamwork during the debate, and the persuasiveness of their overall argument. During the debate, students are expected to present a combination of historical and current evidence to support their point of view.

**Resources/Required Materials**
- summary notes
- Lecture notes

**Assessment/Evaluation**
- Self assessment
- Observational Checklist
- Debate Rubric

**Simulation Participation Formative Self-Assessment**
Circle the sentence which best describes your level of participation.

Name:

<table>
<thead>
<tr>
<th>Level</th>
<th>Description of Actions in Simulation</th>
</tr>
</thead>
</table>
| 1     | I rarely stayed in role in the simulation.  
        I rarely showed interest in the simulation.  
        I took little active part on behalf of my nation or in discussion.  
        I was rarely focused on the events of the simulation. |
| 2     | I sometimes stayed in role in the simulation.  
        I sometimes showed interest in the simulation.  
        I took some active part on behalf of my nation or in discussion.  
        I was sometimes focused on the events of the simulation. |
| 3     | I usually stayed in role in the simulation.  
        I usually showed interest in the simulation.  
        I took considerable active part on behalf of my nation or in discussion.  
        I was usually focused on the events of the simulation. |
| 4     | I consistently stayed in role in the simulation.  
        I consistently showed interest in the simulation.  
        I took an active part on behalf of my nation or in discussion.  
        I was consistently focused on the events of the simulation. |

**Student Comment:**
## Observational Checklist for Assessing Group Discussions

<table>
<thead>
<tr>
<th>Date:</th>
<th>Time:</th>
<th>Names:</th>
<th>Listens to others’ views without interrupting</th>
<th>Contributes information or ideas when called upon</th>
<th>Shows respect for ideas of others</th>
<th>Stays focused on the task at hand</th>
<th>Accepts an equal share of the workload</th>
<th>Completes the work assigned by the group</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

Should the events that occurred in the Sudan and the former Yugoslavia be classified as genocide?

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clarity</td>
<td></td>
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<tr>
<td>• clear, consistent viewpoint in the introduction, body and conclusion</td>
<td>viewpoints are unclear in many parts</td>
<td>viewpoints are clear in some parts but not others</td>
<td>viewpoints are mostly clear</td>
<td>viewpoints are completely clear</td>
</tr>
<tr>
<td>Use of arguments</td>
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<td></td>
<td></td>
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<tr>
<td>• relevant to topic</td>
<td>few relevant arguments made</td>
<td>some relevant arguments made</td>
<td>many relevant arguments made</td>
<td>all arguments made are relevant</td>
</tr>
<tr>
<td>Use of examples/ facts</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Current and Historic relevant, supporting</td>
<td>few supporting examples/facts given; limited relevance</td>
<td>some supporting examples/facts given; somewhat relevant</td>
<td>many supporting examples/facts given; mostly relevant</td>
<td>numerous supporting examples/facts given; highly relevant</td>
</tr>
<tr>
<td>Use of rebuttal</td>
<td></td>
<td></td>
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<tr>
<td>• effectiveness of counter-arguments</td>
<td>few effective counter-arguments</td>
<td>some effective counter-arguments</td>
<td>good counter-arguments; usually effective</td>
<td>excellent counter-arguments; always effective</td>
</tr>
<tr>
<td>Presentation of Debate</td>
<td></td>
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<tr>
<td>• enthusiasm</td>
<td>limited enthusiasm, poise and connection to the audience</td>
<td>some enthusiasm, poise and connection to the audience</td>
<td>good enthusiasm, poise and connection to the audience</td>
<td>high level of enthusiasm, poise and connection to the audience</td>
</tr>
<tr>
<td>• poise</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• connection to audience</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Organization of Debate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• logically developed set of arguments</td>
<td>confused set of arguments</td>
<td>some organization of arguments</td>
<td>most arguments presented in an organized manner</td>
<td>all arguments presented in a highly organized manner</td>
</tr>
</tbody>
</table>

Comments and Suggestions for Improvement:

Adapted from: Scarborough Board of Education. (1996). Designing Student Outcomes.
RESOURCES


**Websites**

http://www.globalization101.org/teachers/all.asp (International Law & Organizations Issue Brief sections on “What is International Law” and “The Issue of Sovereignty”)


http://www.mtsu.edu/~baustin/nurmlaw2.html (The Nuremberg Laws on Citizenship and Race)

http://www.us-israel.org/jsource/Holocaust/nurmlaw2.html (Law for the Protection of German Blood and German Honor)

http://www.ushmm.org/outreach/wannsee.htm (The Wannsee Conference (1942) and the
"Final Solution")

http://www.facts.com/icof/nurem.htm The Nuremberg Trials (began 1945)

http://www.un.org/av/photo/subjects/apartheid.html (History of Apartheid in South Africa)

http://globetrotter.berkeley.edu/violations/apartheid.html (History of Apartheid in South Africa)

http://www-cs-students.stanford.edu/~cale/cs201/apartheid.hist.html (History of Apartheid in South Africa)

http://www.pbs.org/newshour/bb/terrorism/homeland/patriotact.html (Online NewsHour transcript, "The USA PATRIOT Act")

http://www.pbs.org/newshour/extra/features/july-dec03/patriotact_9-17.html (NewsHour Extra story, "USA Patriot Act Sparks Controversy")

http://www.aclu.org/SafeandFree/SafeandFree.cfm?ID=13249&c=206 (News article, "ACLU Files First-Ever Challenge to USA PATRIOT Act, Citing Radical Expansion of FBI Powers")

http://www.curriculum.org/csc/library/profiles/12/html/CLN4UP4.htm (Ontario Ministry of Education, “Course Profile Canadian and International Law (CLN4U), Grade 12, University Preparation, Public")

http://www.preventgenocide.org/genocide/officialtext.htm (Overview of Genocide)

http://www.preventgenocide.org/genocide/elements.htm (Criteria of Genocide)


http://www.yadvashem.org (Memorial and Information about the Holocaust)

http://www.mtv.com/thinkmtv/discrimination/im_still_here/bios (Companion website to the MTV video I’m Still Here)

http://www.operationsudan.org/theconflict.html (conflict in Sudan)

http://www.globalization101.org/issue/intlaw/ (International Law Issue Brief)

http://www.ictr.org (International Criminal Tribunal for Rwanda)

http://www.pbs.org/wnet/wideangle/classroom/index.html
http://www.pbs.org/frontlineworld/fellows/rwanda1103/context.html#gacaca

http://www.pbs.org/frontlineworld/fellows/rwanda1103/portrait-1.html

http://www.pbs.org/frontlineworld/fellows/rwanda1103/portrait-2.html

http://www.pbs.org/frontlineworld/fellows/rwanda1103/portrait-3.html

**Video**

*In the Shadow of the Reich: Nazi Medicine*, 1997, Movies Unlimited, 54 minutes

*The Wave*, 1981, Films Incorporated, 46 minutes

*Ghosts of Rwanda*, 2005, PBS, 120 minutes.
Statement of Design

The unit Regulation and Dispute Resolution within the course CLN4U Grade 12 Canadian and International Law was designed using the design down method. The design down method is essentially the practice of designing a unit backwards. After looking at the specific expectations outlined by the Ontario Ministry of Education, the educator chooses his or her approach to teaching the unit based on a chosen culminating activity.

Designing this unit was a pleasant experience. All of the group members worked very well together. Each of the members within this group has agreed that designing this unit was an immense learning experience. As each group member teaches at the elementary schools level, some of us began this unit with a bit of anxiety. Not only was the design down method new, but as a group we also had to adjust our mindset to designing a unit for the secondary curriculum. In addition to this, we had to learn about the subject matter that we were planning to teach. Utilizing the design down technique made it much easier to plan the lessons needed to be taught and gave us greater clarity as to the lesson order. Once the culminating task had been decided the remaining aspects of the unit seemed to fit into place.

The design down method is a method that each member within the group would like to implement within in our own classrooms.

Despite all of the things that we needed to learn about this, planning this unit was possibly one of the least stressful experiences in group work that we have had. While this is in part due to using the design down method, a larger part can be attributed to how well the group members were able to work together.
A CHANCE TO LIVE.