**Lesson Plan**

Author’s Name: Payton Siebenaler

Lesson Title: Injustice Across Borders

Grade Level: 9-12

Compelling Question: How is injustice fought on an international level?

**Lesson Foundations**

|  |  |  |  |
| --- | --- | --- | --- |
| Content Standards | **AG.3.** Issues can be analyzed through the critical use of credible sources  **MWH.15.** Oppression and discrimination resulted in the Armenian Genocide during World War I and the Holocaust during World War II  **MWH.18.** Treaties and agreements at the end of World War II changed national boundaries and created multinational organizations  **CWI.1.** Trade, alliances, treaties and international organizations contribute to the increasing interconnectedness of nations and peoples in the 21st century  **CWI.8.** Beliefs about civil and human rights vary among social and governmental systems  **CWI.9.** Nations and international organizations pursue their own interests on issues related to civil and human rights, resulting in both conflict and cooperation particularly as it relates to injustices against minority groups  **CWI.10**. Modern instances of genocide and ethnic cleansing present individual, organizational and national issues related to the responsibilities of participants and non-participants  **CWI.17**. Economic, political and social differences between global entities can lead to conflict unless mitigated through diplomacy or cooperative efforts  **CWI.18.** Individuals and organizations work within, or outside of, established systems of power, authority, and governance to influence their own security and the security of others. | | |
| Learning Objective(s) | **LO1**: SWBAT explain the concept of “international law” and how it is represented through the Nuremberg Trials.  **LO2**: SWBAT assess several case studies on instances of international law violation including political, economic, or social conflict involving minority populations | Assessment(s)  Include LO being addressed | **A1**: Bell Ringer and whole class discussion  **A2**: Case Study Stations  **A3**: Exit Ticket |
| Materials & Resources | [The Nuremberg Judgment](https://origins.osu.edu/milestones/nuremberg-judgment)  [What Happened at the Nuremberg Trials video](https://youtu.be/RsA6AdCRI-k)  [Rwanda Genocide and Justice](https://origins.osu.edu/milestones/september-2018-genocide-and-rwanda)  [Investigation into the Situation in Bangladesh/Myanmar](https://www.icc-cpi.int/Pages/item.aspx?name=pr1495)  [Myanmar UN video](https://youtu.be/s8AAuDC_JcA)  *Please consider this additional resource from Origins: https://origins.osu.edu/milestones/september-2018-genocide-and-rwanda*  Stations Worksheet  Stations Sources | | |

**Instructional Procedures/Steps**

|  |  |
| --- | --- |
| Opening  \_\_\_\_\_\_10\_\_\_\_ Minutes | **Whole Class Discussion (A1)**  **Bell ringer**: Ask students to write down their answer to the following: What is international law? Can you think of an example? |
| Instruction  \_\_\_\_\_70\_\_\_\_\_ Minutes | Share with students the definition of international law. Share with students different examples:  Nuremberg Trials  Think-Pair-Share: give students 2-3 minutes to think about their answers to the questions below. Then give students 2-4 minutes to pair with someone near them and discuss their answers. Have pairs share with the class what they discussed.   1. Who makes the rules of international law? 2. Who makes sure these rules are followed? 3. What happens if they are broken?   Use the definition and student answers from the think-pair-share to start a dialogue on different instances of international law and its role in our world.  **Case Study** [**Stations**](https://www.facinghistory.org/resource-library/teaching-strategies/stations-interacting-multiple-texts) **(A2)**  Arrange students in equal groups to the number of stations. Pass out the station's packet to each student.  Give students 15 minutes at each station. Students will explore the provided resource(s) at the station and answer the questions with their group. Students will complete each station activity - reading, exploring, and/or watching videos.  Station 1: Documents A & B  Station 2: Document C  Station 3: Document D & E |
| Closure  \_\_\_\_10\_\_\_\_\_\_ Minutes | After Stations are complete. Bring class together for a debrief. Synthesize the intro discussion on the function of international law with connections to examples outlined in each station. Ask students:   1. Which case study stuck out to you most from your discussions at each station? How does this relate to the global fight against injustice?   Students answer the compelling question, at the bottom of their stations worksheet, before leaving class.  **Exit Ticket (A3)**  What kinds of injustices are prosecuted in international courts? How? |
| Accommodations/ Enrichment | Differentiated stations handout |