

# Northwest History Consortium

## What is Our Stance?

**Kelley Edwards**  
**11<sup>th</sup> Grade**

### National Standard

**Era 10: Contemporary United States (1968 to the present) / Standards 1 and 2**

*Standard 1: Recent developments in foreign and domestic politics*

*Standard 2: Economic, social and cultural developments in contemporary United States*

### Montana Standards

*Content Standard 5: Students make informed decisions based on an understanding of the economic principles of production, distribution, exchange, and consumption.*

*Benchmark 5: Students explain the operations, rules, and procedures of common financial instruments (e.g., stocks and bonds, retirement funds, IRAs) and financial institutions (credit companies, banks, insurance companies).*

*Benchmark 6: Students explain and evaluate the effects of new technology, global economic interdependence, and competition on the development of national policies (e.g., social security system, Medicare, other entitlement programs) and on the lives of the individuals and families in Montana, the United States and the world (e.g., international trade, space exploration, national defense).*

## BACKGROUND

Following the atrocities of the Holocaust, the United Nations held a conference in 1948 entitled The United Nations Convention on the Prevention and Punishment of the Crime of Genocide. It was the first time the term genocide had been defined. The Convention defined genocide as “. . . any of the following acts committed with the intent to destroy, in whole or part, a national, racial, ethnic or religious group; . . .” The United Nation’s main intent was to define what was considered genocide and make it punishable by law.

"Genocide" as defined in *Article 2 of the United Nations Convention on the Prevention and Punishment of the Crime of Genocide*. 1948. [TripAtlas.Com](http://tripatlas.com). 2004 - 2010. Toronto, Ontario, CA. 23 November 2010 <<http://tripatlas.com/Genocide>>.

The United States refused to ratify the Genocide Convention because they feared that the International Criminal Courts could be used unfairly against Americans. It wasn’t until 1988 that President Reagan signed legislation which amended the US criminal code to allow the United States to ratify the International Convention on the Prevention and Punishment of the Crime of Genocide.

## PROBLEM (FOR TEACHER'S USE ONLY)

Possible problems:

- Why has the United States gotten involved in some conflicts and not others?
- Should the United States get involved in all conflicts/genocides around the world?
- Should the UN re-define the definition of genocide so that it is clear-cut and not up to interpretation?

## Northwest History Consortium

### What is Our Stance?

#### SCENARIO

Due to mounting political pressure and the public outcry regarding the Darfur crisis, the President of the United States has asked the Secretary of State to clarify America's stance on genocide intervention throughout the world. The Secretary of State has decided to assemble a commission to examine America's involvement in previous genocides or conflicts since World War II.

#### TASK

After your investigation is complete your commission will present the Secretary of State with a recommendation concerning the position and action that America should take regarding America's genocide intervention policies.

#### RESOURCES

##### Book

Powers, Samantha. A Problem From Hell: America and the Age of Genocide. New York, NY: Harper Perennial, 2003.

##### Internet

"A Brief History of the Cambodian Genocide." Cambodian Genocide Group. 2010. Toronto, Ontario, CA. 23 November 2010 <<http://www.cambodiangenocide.org/genocide.htm>>.

"Facing History and Ourselves." 2010. Facing History. ©2010. Brookline, MA. 23 November 2010 <<http://www.facinghistory.org/>>.

"The Genocide Convention." 18 September 2006. CBC News. ©2010. Toronto, Ontario, CA. 23 November 2010 <<http://www.cbc.ca/news/background/sudan/genocide-convention.html>>.

"Genocide Intervention." Genocide Intervention Network. ©2005 - 2010. Washington, DC. 23 November 2010 <<http://www.genocideintervention.net/who-we-are>>.

"Preventing Genocide: Learn More and Take Action." United States Holocaust Memorial Museum. 1993 – 2010. Washington, DC. 23 November 2010 <[http://www.ushmm.org/genocide/take\\_action/genocide](http://www.ushmm.org/genocide/take_action/genocide)>.

Smith, Roger W. "American Self Interest and the Response to Genocide.." 30 July 2004. The Chronicle of Higher Education. ©2010. Washington, DC. 23 November 2010 <<http://chronicle.com/article/American-Self-Interestthe/25904>>.

## Northwest History Consortium

### What is Our Stance?

Weber, Mark. Review from *The Journal of Historical Review* 6.3 (Fall 1985): 369-73 of "The Abandonment of the Jews and the Holocaust" by David S. Wyman. New York, NY: Pantheon Books, 1984. The Institute for Historical Review. ©2010. Newport Beach, CA. 23 November 2010 <[http://www.ihr.org/jhr/v06/v06p369\\_Weber.html](http://www.ihr.org/jhr/v06/v06p369_Weber.html)>.

#### ASSESSMENT

##### Prior to PBL Research

To begin the lesson, students will complete a pre-write and answer the following questions:

1. What does oppression look like?
2. What is the role of the bystander?
3. What does reconciliation look like?

After being placed in groups, the students should follow these steps:

1. Read and analyze scenario.
2. List what you know.
3. List your hypothesis.
4. List the unknown. Prepare a list of questions.
5. Plan the investigation.
6. Gather information.
7. Present information.

##### During the PBL Research

Continuous assessment is used to assure groups are on-task.

##### After PBL Research

Students present their findings through a PowerPoint or other multi-media of their choice. (10-20 minutes explaining their findings and their final recommendations.)

Students turn in formal written recommendation. (At least 2 pages, 12 pt. double-spaced)

Students are given the post-write and answer the following questions:

1. What does oppression look like?
2. What is the role of the bystander?
2. What does reconciliation look like?

Rubric used to assess presentation.

## Northwest History Consortium

### What is Our Stance?

#### What is Our Stance? PBL Rubric

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Central Question or Problem</b>	Identifies a relevant issue or sub-problem in the scenario	States a central question or problem in the scenario	States a clear and accurate central question or problem with reasons for its importance	Gives other possible questions or problems and tells why this is the central question or problem
<b>Position or Decision</b>	Focuses on the central issue in the scenario	Answers the question or addresses the problem	Explains why this decision is better than other possible choices	Describes the process of making the decision
<b>Supporting Argument</b>	Explains the decision with reasons	Provides two or more logical reasons	Provides two or more reasons that, taken together, logically lead to the position	Provides at least one counter-reason to the position
<b>Evidence Sources</b>	Gives sources to explain the decision	Gives two or more reliable (good) sources	Gives sources to support the main parts of the argument	Gives sources that do not support the decision and tells why they were not accepted
<b>Argument</b>	Uses vocabulary that can be understood by the audience	Gives the question, decision, argument and evidence with sources	Explains why the ideas should be important to this audience	Uses a story, or other "hook" to get the audience interested
<b>Reflection</b>	Gives timeline of problem solving activities	Describes problems or challenges the group had	Identifies important "ah-has" for the group and explains how they happened	Describes what could have been better and lessons learned

## Northwest History Consortium

### What is Our Stance?

#### REFERENCES/CITATIONS

Edwards, Kelley. "What is Our Stance?" NWESD Organization. 2009. Anacortes, WA. 23 November 2010 <[http://www.nwesd.org/1510101216191755740/lib/1510101216191755740/10.1-2\\_ForeignPolicy.Genocide.Edwards.11.pdf](http://www.nwesd.org/1510101216191755740/lib/1510101216191755740/10.1-2_ForeignPolicy.Genocide.Edwards.11.pdf)>.

"Genocide" as defined in *Article 2* of the *United Nations Convention on the Prevention and Punishment of the Crime of Genocide*. 1948. TripAtlas.Com. 2004 - 2010. Toronto, Ontario, CA. 23 November 2010 <<http://tripatlas.com/Genocide>>.

"History Standards for Grades 5-12 United States." UCLA National Center for History in the Schools. 2005. Los Angeles, CA. 21 May 2010 <<http://nchs.ucla.edu/standards/us-standards5-12.html>>.

OPI. "Montana Standards for Social Studies." Montana Office of Public Instruction. 2010. Helena, MT. 23 November 2010 <<http://www.opi.mt.gov/pdf/Standards/ContStds-SocSt.pdf>>.

"PBL Rubric." NWESD Organization. 2008. Anacortes, WA. 23 November 2010 <[http://www.nwesd.org/1510101216191755740/lib/1510101216191755740/10.1-2\\_ForeignPolicy.Genocide.Edwards.11.pdf](http://www.nwesd.org/1510101216191755740/lib/1510101216191755740/10.1-2_ForeignPolicy.Genocide.Edwards.11.pdf)>.

Adapted by Kelley Edwards from the Northwest History Consortium.