International Cooperation in the 21st Century  
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Center for European Studies  
Center for Russia, East Europe, and Central Asia  
Global Studies Program  
University of Wisconsin – Madison  
Mary Schacht  
Washington Island School  
Washington Island, WI 54246  

Special Education Resource Room Teacher / Learning Disability Remedial High School Government Grades 11-12

I have a government text that is at a lower reading level that I will be using. It is written at my students independent reading level. I plan on using the book and its resources on Mondays, Tuesdays, and Wednesdays. On Thursdays and Fridays I will be using this curriculum unit. In the regular education classroom my LD students don’t get involved in discussions a lot. In this environment I will have them involved in discussions. I usually have discussions, and then have them do journaling activities. I will be pulling from the material in this unit the following:  
Vocabulary words  
Reading Words  
Spelling Words  
Articles for them to read and summarize  

These articles I will scan on to the computers in my classroom, and my students will use assistive technology and follow along on the computer as the text is read to them. This text would be above their reading level and my main concern is on the comprehension.

On Thursdays and Fridays my students will come to class with laptops that have wireless internet hookups. They will use the laptops to take notes on when I lecture and so that we can all go on the internet together and read from the sites as a group.

This unit will start up with 1st getting a general understanding on the UN, NATO, EC, and the Responsibility to Protect Document and the U.S. Role in the World. After they have the basics and a general understanding of these prerequisites, I will do some specific lessons which will give my students an understanding of the concept of humanitarian intervention in our society. We will look at a the history of humanitarian activities and its growth since the horrors of WW II were made public. My lessons will trace the creation of a global humanitarian system to the present day when humanitarian groups can be as influential as modern nation states in international political conflicts. Together
we will investigate the Rwanda issue. After learning about Rwanda, I will assign other recent humanitarian issues for the students to research and do a paper on. Examples for these topics will be: Kosovo, Timer, Somalia, Congo, etc. I also plan on having a bulletin board in my room to post current articles from newspapers that have these particular issues. We will discuss them as they happen currently.

**** As the Gifted and Talented Coordinator for our district I plan on using some of the great info I got from the lectures, books I bought based upon their recommendations and information I have found while doing this curriculum limit as I do GT activities in the regular classroom. This year our advanced 11/12th graders are taking World History. Our history teacher and I have team taught in the past and work well together. I have to divide my GT time throughout K-12. I will probably go into that classroom on Fridays for one of the quarters.

This unit will include:


The students will read:
The United Nations: Fifty Years of Keeping the Peace
  1. The Security Council
  2. Cold War Limits
  3. The New Third World Majority
  4. Peacekeeping After the Cold War

The students will discuss the given questions and write responses in their journal.

The students will in pairs spend time reading information from the following websites: The United Nations Home Page and United Nations System of Organizations. The students will each write up 10 questions with answers.

The students will read:
The Future of NATO
  1. The Beginning of the Cold War
  2. U.S. Involvement in NATO
  3. NATO’s Future
  4. NATO in Bosnia and Kosovo

The students will discussion and write responses in their journal for the discussion questions that follow the reading.

The students will spend time reading information from the NATO web
site. The students will each write up 10 questions with answers.

The students will read:
Do We Need a Permanent International Criminal Court?
   1. The Nuremberg and Tokyo Trials
   2. The Record Since 1945

The students will discuss the questions and write in their journals. The students will go the ICTY web site, read and summary recent indictments, trials and cases.

The students will read European Union in Brief from http://www.eurunion.org/profile/brief.htm.

We will read it together once on hard copy and discuss. Then we will go to the web sight using the lap tops and click on the various options and read a bit more. The students will make a bulletin board using the Chronology Time Line given.

Each student will use the EU pamphlets from the International Cooperation in the 21st Century class and present an oral presentation to the class.

The Responsibility to Protect

The students will read and discuss a summary of the article put together by the teacher.

U.S Role in the World: Four Futures

Activity, with modifications from The U.S. Role in the World published by The Choices Program.

Overview
The U.S. Role in a Changing World helps students reflect on global changes, assess national priorities, and decide for themselves the role the United States should play in the world today.

For many, the attacks of September 11th, 2001 brought home the importance of international issues. While questions about terrorism and security are high on the list of concerns, other issues also clamor for attention. A changing global economy, the threat of climate change, and the spread of HIV/AIDS are on policymakers’ radar screens.

Suggested Five-Day Lesson Plan
The Teacher Resource Book accompanying The U.S. Role in a Changing World contains a day-by-day lesson plan and student activities.

Day One: International Relations Terminology—A definitions exercise to help students preview the reading

Day Three: Role-Playing the Four Futures—Organization and Preparation

Day Four: Role-Playing the Four Futures—Presentation and Discussion

Day Five: The Futures and Beyond: Ballot and Discussion—Students complete the online ballot and frame their own “Future Five” articulating their own policy recommendations grounded in their own values and beliefs.

Related Materials in Teaching with the News
Global Environment: Considering U.S. Policy
Iraq After War: The Challenge of Securing the Peace
North Korea and Nuclear Weapons
Responding to Terrorism

This is a set of four distinct alternatives that frame the current debate on the role of the United States in the world. The four Futures provided are not intended as a menu of choices. Rather, they are framed in stark terms to highlight very different policy approaches. Each alternative includes a set of policies on specific issues, an overview of the beliefs that underlie it, some arguments in support of the position, and some criticisms of it. Each of the four futures addresses what the U.S. has to do in regard to security, terrorism, Iraq, economic policy, environment and immigration.

The following are the Four Futures:

1. **Lead the World to Democracy**
2. **Protect United Stated Global Interests**
3. **Build a More Cooperative World**
4. **Protect the U.S. Homeland**
Students should think about the world that they want to see in the 21st century. The following are some questions that they can reflect on in their journal writing.

What do you think our long-term goals should be?
How do others view us?
How would you like us to be viewed?
What values are important to you?
What are the pros and cons of the future you are proposing?
What do you consider the most important international challenges facing the United States in the next ten years and beyond?
What are your hopes? What challenges do you see before us? What kind of world do you want? And what are you willing to work for?

Online Ballot Activity
An online ballot activity provides an opportunity for students to express their views after considering a range of alternatives. A report on student views will be disseminated to the White House, Members of Congress, and the press in January 2005.

The following is some of the information from the ballot activity the students will do on the internet.

Rank the statements below from 1 to 4, assigning 1 to the statement with which you most agree and 4 to the statement with which you least agree. [You may prefer to rank the Futures after you complete Parts II-IV. Then "submit" at the bottom of the page.]

The students will be asked: What do you consider the most important international challenges facing the United States over the next ten years? Please check only three.

What beliefs drive your thinking?
Rate each of the statements below according to your personal beliefs

Students can find contact information for the White House at http://www.whitehouse.gov/contact/ and Members of Congress at http://thomas.loc.gov/.
Contact information for candidates for public office is available from http://www.vote-smart.org/.
Following this lesson I will be summarizing using Power Point from the book *The Humanitarian Conscience. (Caring for Others in the Age of Terror)* by W.R.Smyser.

I will also add information to each of this topics from the notes on the lectures.

**Introduction: the Class of Principles**

Humanitarian Conscience – origins ideals of Greek, Roman, and Medieval philosophers and the world religions.

Absolute Sovereignty – nationalist doctrines - kings of England, France, and Spain

Reconciliation of the two principles

**Clash of principles on 911**

End of Cold War – humanitarian action turned away

Humanitarian conscience – fundamental goal, not an afterthought

**Humanitarians At Work**

The Risks and Purpose

UN relief workers who lost their lives during the decade of the 90’s

Soldiers supporting humanitarian operations in peacekeeping roles.

**From Natural Rights to National Rights**

Aristotle to Aquinas

Greek fell (Plato and Aristotle)

Roman standards

The Sovereigns: Henry VIII and Louis XIV

European Political Philosophers: Machiavelli, Hobbes, Locke, Bodin

**Thirty Years’ War**

1648

Peace of Westphalia – authority of a sovereign ruler and later of a sovereign government
Napoleon
Henry Dunant and the Red Cross

1864 – Geneva Convention
Humanitarian Ideas in Practice

Humanitarian Frustration in Two World Wars

Sarajevo – June 28, 1914
The Killing Trenches
After the Armistice – Repatriation and Relief
The “Big Four” of Versailles
The Clouds Gather – Stalin, Mussolini, depression, Hitler

War Drums Across the World
Humanitarian NGOs Appear

World War II – Red Cross, genocide

Strengthening Humanitarian Protection

Horrors after WW II
Creating the UN
Punishing War Crimes

Eleanor Roosevelt and Human Rights
A Convention for Civilians
Peacekeeping Begins
The Search for Reconciliation
Humanitarian Care Goes Global

Truman and the Korean War

Eisenhower and the Hungarian Uprising

The Decade of the Refugee

Brave New World

George Bush, the Gulf War and the new World Order

Yugoslavia Explodes

Genocide

My students will gain an understanding of the various genocides that have taken place in the 20th century

Materials:


“8 Stages of Genocide” by Dr. Gregory H. Stanton, article from Genocide Watch website: http://genocidewatch.org/8stages.htm

Activities

1. What is genocide?
2. Have the students list situations that might be categorized as genocides
3. Handout to the students the actual list of genocides that have occurred in the 20th century from 1904 – 1980. Inform the students that this is only a sampling of cases.
   a. What are some of the causes of genocide?
   b. Can genocide be prevented?
4. Handout the article entitled “8 Stages of Genocide” and allow students some time to read through it.
5. Going around the room have the students take turns selecting a genocide they wish to search on web.
6. With their laptops give the students time to search and bookmark articles.
7. As a class, we will go to the web sites and read together.
8. Together as a class using the projector to put the articles on the big screen we will write 1 page summaries on 4 of the genocides that traces its history. Together we will break down this history into the 8 stages of genocide (as the article lists)
Ghosts of Rwanda - PBS Frontline

Previewing Lesson Plan
   Learning about Rwanda
   Student Worksheets 1 and 2
   Extension: Genocide in WW II and its aftermath
   Worksheet 3

Viewing the Video
   Student viewing guide
   Worksheet 4

Post Viewing Lesson Plan
   The Big Picture
   The aftermath
   Reconciliation and Reparations

Internet – Frontline Search:
   Press Reaction
   National Security Archive / Unclassified reports

Research Projects - Students will pick from a list and write a 3-5 page research paper, and present to the class. Choices: Somalia, Timor, Serbia, Bosnia, etc. Teacher will have additional information to share. Teacher will pair each student with an adult mentor from the community.

Afganistan and Iraq
GENOCIDE IN THE 20th CENTURY

1. 1904 - German government massacred over 81% of the population of the Hereros in southern Africa (65,000 out of a total population of 80,000).

2. 1915 - Ottomans killed over one million Armenians attempting to completely eradicate (kill) all of the Armenians living in Turkey.

3. 1919 - Ukrainians executed up to 250,000 Jews.

4. early 1930s - Stalin of the Soviet Union purposely starved to death up to ten million Ukrainian people.

5. late 1930s - Soviet Union shot and killed up to 500,000 people for political reasons (there is proof that in 1937-1938, sometimes up to 1000 persons were shot per day in Moscow alone).

6. early 1940s - Nazi Holocaust killed nearly six million Jews by firing squad, burning alive, and poison gas.

7. early 1940s - Germans executed up to 500,000 gypsies in an attempt to destroy them.

8. 1950s - China attempted to destroy Buddhism in Tibet and killed thousands.

9. 1965 - Indonesia killed 600,000 people accused of being "communist."

10. late 1960s - Tutsi killed up to 300,000 Hutus in African nation of Burundi.

11. since 1965 - over 100,000 Indians killed in Guatemala by military.

12. late 1960s - thousands of Ibos in Nigeria were massacred or starved to death by the government.

13. 1971 - up to three million Bengalis killed by the Pakistan government.

14. 1972-1973 - Thousands of Ache Indians were tortured, enslaved, or killed by the Paraguayan government.

15. late 1970s - up to three million Kampuchean killed by the Kmer Rouge.

16. 1975 to present - up to 100,000 out of a total population of 600,000 East Timorans killed by Indonesian troops.

17. 1980s - Thousands of Bahai have been tortured and killed in Iran and Middle East.

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2 Resource obtained from a lesson plan developed by Michael H. Reggio entitled "Genocide, Torture, Human Rights: Where Are We Headed?" This lesson can be viewed at: