

Lesson Five

MAKING A DIFFERENCE

Approximate Time

60 minutes

Materials

- *Handout 5.1* (Unit Self-Assessment)

Overview

Students respond to a topic that will cause them to reflect upon individual and collective responsibility for preventing war crimes and crimes against humanity from occurring.

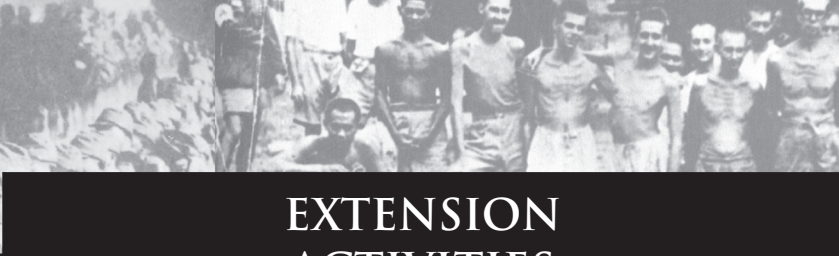
Teaching/Learning Strategies

1. Students express their personal views on individual and collective responsibility for preventing war crimes and crimes against humanity from occurring.
 - Prompt a class discussion using questions such as the following:
 - What should the international community do about crimes against humanity?
 - What actions should individuals, nations, or the international community take to compensate the victims and survivors of atrocities?
 - How can crimes against humanity be prevented in the future (e.g., do we need more laws, more education, more enforcement)?
2. Students write an essay to express their views on preventing war crimes and crimes against humanity.
 - Have students write an in-class essay or personal position paper on one of the following topics. Have students select appropriate handouts from other lessons to provide background for their essays. Possible topics include:
 - What should Canada as part of the international community do about crimes against humanity? How can crimes against humanity be prevented?
 - Tragically, crimes against humanity continued through to the end of the 20th century (e.g., Cambodia, Rwanda, and Yugoslavia). While each has its own historic conditions, what do they have in common? What should the international community do about crimes against humanity? How can crimes against humanity be prevented?

- Before they begin, work with students to develop criteria to evaluate their essays, for example:
 - clearly defines the issue
 - explains opposing points of view and supports them with examples
 - draws articulate, logical conclusions
 - develops and defends a plausible resolution
 - includes focused and relevant evidence, examples, and arguments

Unit Self-Assessment

Goals for the unit are stated in the introduction. The goals encourage critical thinking on issues related to the content of the unit, with the overall outcome of promoting understanding of the requirements of a socially responsible citizen. You might want to have the students complete a self-assessment such as the Handout 5.1 (Unit Self-Assessment) to identify the extent to which they see themselves as socially responsible citizens. Encourage them to use work produced during the unit to as part of the evidence to support their ratings.



EXTENSION ACTIVITIES

If time permits and the situation warrants, consider using or modifying one of the following extension activities, which are intended to enhance the student’s understanding of the key concepts of this unit, exploring issues, investigating evidence, and taking action to make a difference.

- 1.** Have students draft letters to the local media, Member of Parliament, MLA, or foreign government regarding a current issue they want to address. Assess their work for the extent to which the letter clearly identifies an issue, expresses a point of view, supports the view with logical argument, and recommends appropriate action.
- 2.** To illustrate how war crimes continue today, have students create a “Wall of War Crimes.” Students do a search of the web and news media to find reports of current war atrocities. They might also contact Amnesty International for information on current issues related to war crimes.

Making a Difference

I try to make a difference:	Evidence from self and others
I take action to help to improve our community	by _____ _____
I speak up against racism and intolerance	for example _____ _____ _____
I support human rights and am willing to take action to help	for example _____ _____
I have ideas about how to make the world a better place	for example _____ _____
I take action to influence politicians or other decision-makers to make changes our community/world needs	for example _____ _____

OVERALL RATING. Choose the overall description that best fits the evidence above.

Not yet within expectations	Meets expectations (minimal level)	Fully meets expectations	Exceeds expectations
Tends to focus on self and own needs; shows little interest in helping others; often apathetic or negative.	Shows some sense of community; may support positive actions organized by others, but without much commitment.	Takes responsibility to work for an improved community and world; increasingly willing to speak out and take action.	Shows a strong sense of community and optimism that own actions can make the world a better place; finds opportunities to take action.

The assessment rubric is based on the Provincial Standards for Social Responsibility.