

Teacher: Chavannes

Subject: US History or Area Studies

Grade Level: 10-12

Assignment Length: 3 class periods

When is humanitarian Intervention Justified?

Lesson Objective: By the end of the lesson, the class will be able to analyze different foreign policies to derive their own idea of what constitutes appropriate intervention by a government.

This lesson satisfies **Wisconsin State Standards:**

B.8.2 Employ cause-and-effect arguments to demonstrate how significant events have influenced the past and the present in United States and world history

B.8.4 Explain how and why events may be interpreted differently depending upon the perspectives of participants, witnesses, reporters, and historians

B.8.5 Use historical evidence to determine and support a position about important political values, such as freedom, democracy, equality, or justice, and express the position coherently

B.8.10 Analyze examples of conflict, cooperation, and interdependence among groups, societies, or nations

B.12.2 Analyze primary and secondary sources related to a historical question to evaluate their relevance, make comparisons, integrate new information with prior knowledge, and come to a reasoned conclusion

B.12.15 Identify a historical or contemporary event in which a person was forced to take an ethical position, such as a decision to go to war, the impeachment of a president, or a presidential pardon, and explain the issues involved

B.12.16 Describe the purpose and effects of treaties, alliances, and international organizations that characterize today's interconnected world

B.12.17 Identify historical and current instances when national interests and global interests have seemed to be opposed and analyze the issues involved

C.12.1 Identify the sources, evaluate the justification, and analyze the implications of certain rights and responsibilities of citizens

C.12.2 Describe how different political systems define and protect individual human rights

C.12.5 Analyze different theories of how governmental powers might be used to help promote or hinder liberty, equality, and justice, and develop a reasoned conclusion

C.12.11 Evaluate the ways in which public opinion can be used to influence and shape public policy

C.12.12 Explain the United States' relationship to other nations and its role in international organizations, such as the United Nations, North Atlantic Treaty Organization, World Bank, International Monetary Fund, and North American Free Trade Agreement

Assessment: The students will be required to turn in a detailed proposal for their own Declaration of Human Rights and based on their own policy, when it would be appropriate to intervene, map work and a quiz at the end of the unit.

Day (1)

Objective: Create a basic outline of when humanitarian intervention is justified.

Materials Needed: LCD Projector, PPT, UN Declaration of Human Rights, OH of question, write the question on the board behind the screen, When should a government become involved in the affairs of another country?

Presentation: When the class walks into the room, a PowerPoint will be showing various pictures of people in different situations. These situations will show war torn cities, refugees, death, children, pain and anguish is seen on the faces of those in the pictures. Put the presentation on a continuous loop, each picture lasting for just over one (1) second. (2 minutes after start of class)

Let the show continue for a minute after class has started. Stop the show, pull up the screen and let the class read the question: "When should a government become involved in the affairs of another country?" (2 minutes)

Discuss the question with the class and write their responses on the board. (10 minutes)

Make three columns on the board: Diplomatic, Economic, and Military. Ask the class how they would define each. (5 minutes)

Next to ask the class to place each of their responses under each category. Make sure they answer the question "why would you get involved" and "how would you be involved." (10 minutes)

The class needs to pull information from previous lessons to come up with examples such as boycotts, embargoes, tariffs, and other means of intervention.

In groups, have the class come up with their own foreign policy for a country regarding Humanitarian Intervention. Have each group write their policies down on an OH and present it to the class. Select the highlights from each policy to create one class policy. (15 minutes)

Next put up highlights of the UN Doctrine on Human Rights. Compare the class' policy to the UN doctrine. (Do at the beginning of Day 3 if you run out of time)

Day 2

Objective: Have the students determine if their Humanitarian Intervention policy created the day before would have involved them in different countries.

Materials: Library/Computer Room reserved, a copy of each classes Humanitarian Intervention Policy created on the previous day, extra copies of list of countries for research

Presentation: Have each student select a country from the list to research and determine if based on the class' policy of intervention, should they intervene in the affairs of that country. They must support their argument with facts from their research. (45 minutes)

Assignment is due at the end of the hour and will be graded based upon the directions of the assignment.

Homework: Locate each of the above countries on the world map

Day (3)

Objective: To create a class idea of what an International Organization should do

Materials: Chalkboard to write responses, UN Declaration of Human Rights

Presentation:

Follow up from the assignment the day before. Ask the class what they discovered and if anyone decided not to intervene where the UN did, or did anyone intervene where the UN did not? (10 minutes)

Put up the UN Declaration of Human Rights. As the class goes over each country, ask the students what rights were violated. (5 minutes)

Ask the class – “What’s important to you in the world today?”

“Why is it important?”

Write their responses on the board (10 minutes)

As the responses come in, begin to categorize each response into:

Realism, Liberalism, Marxism, and Feminism

Loosely define each theory (10 minutes)

Looking at the class responses and category, begin to look at who and what makes up an International Organization. Give some examples and define the purpose of an IO. Use the class examples to help create their own IO incorporating the principles they created in regards to Humanitarian Intervention (10 minutes)

At the end of the house, pass out the take home quiz:

– Define International Organizations, its purpose and what reasons justify intervention in the affairs of another country?

B.8.2 Employ cause-and-effect arguments to demonstrate how significant events have influenced the past and the present in United States and world history

B.8.4 Explain how and why events may be interpreted differently depending upon the perspectives of participants, witnesses, reporters, and historians

B.8.5 Use historical evidence to determine and support a position about important political values, such as freedom, democracy, equality, or justice, and express the position coherently

B.8.10 Analyze examples of conflict, cooperation, and interdependence among groups, societies, or nations

B.12.2 Analyze primary and secondary sources related to a historical question to evaluate their relevance, make comparisons, integrate new information with prior knowledge, and come to a reasoned conclusion

B.12.4 Assess the validity of different interpretations of significant historical events

B.12.5 Gather various types of historical evidence, including visual and quantitative data, to analyze issues of freedom and equality, liberty and order, region and nation, individual and community, law and conscience, diversity and civic duty; form a reasoned conclusion in the light of other possible conclusions; and develop a coherent argument in the light of other possible arguments

B.12.11 Compare examples and analyze why governments of various countries have sometimes sought peaceful resolution to conflicts and sometimes gone to war

B.12.15 Identify a historical or contemporary event in which a person was forced to take an ethical position, such as a decision to go to war, the impeachment of a president, or a presidential pardon, and explain the issues involved

B.12.16 Describe the purpose and effects of treaties, alliances, and international organizations that characterize today's interconnected world

B.12.17 Identify historical and current instances when national interests and global interests have seemed to be opposed and analyze the issues involved

C.12.1 Identify the sources, evaluate the justification, and analyze the implications of certain rights and responsibilities of citizens

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C.12.11 Evaluate the ways in which public opinion can be used to influence and shape public policy

C.12.12 Explain the United States' relationship to other nations and its role in international organizations, such as the United Nations, North Atlantic Treaty Organization, World Bank, International Monetary Fund, and North American Free Trade Agreement

C.12.15 Describe and analyze the origins and consequences of slavery, genocide, and other forms of persecution, including the Holocaust

Humanitarian Intervention?

On a separate sheet of paper, your assignment is to:

- 1) Using the map provided, locate each of the countries listed below
- 2) Research at least three of the following countries and decide whether or not humanitarian intervention would have occurred based upon the class document we created yesterday. The more you research, the better your grade. Support your answers with:
 - a. Detail as to why you would or would not intervene under your doctrine
 - b. Provide examples of different types of intervention that could be used, i.e., economic, military, or political
 - c. Did any International Organization intervene in the country? Why?

Countries to research:

- | | |
|-----------------|----------------|
| a) Sierra Leone | f) Congo |
| b) Bosnia | g) Sudan |
| c) Kosovo | h) Somalia |
| d) Rwanda | i) Cambodia |
| e) East Timor | j) Afghanistan |



Name: _____

Date: _____

Quiz: Humanitarian Intervention and the Use of International Organizations

Answer the question below. Use examples from your notes and activities done in class.

Define International Organizations, its purpose and what reasons justify intervention in the affairs of another country?