

COLLABORATIVE LESSON PLAN from Matt & Lisa Laker, Social Studies & English Teachers :
Western Europe's World Court & Human Rights

Date: August 2009

Unit: Western Europe's World Court & Human Rights

Grade Level: Grade 6 Social Studies & Pre AP English 10 *Collaboration

(5) Lessons: (1) World Court, International Court of Justice, and Peace Palace Power Point; (2) human rights poetry; (3) novel reading, *An Ordinary Man* (*Pre AP English 10 only); (4) Socratic Seminar over human rights issues; (5) persuasive technical letter to leader

Goals/Aims/Objectives	Standards
<ul style="list-style-type: none"> • Teach students the purpose and functions of the United Nation's World Court, International Court of Justice, and Peace Palace which are located in Den Hague, Netherlands 	<p>Indiana State Social Studies Standard 6.2 (Civics and Government)</p> <p>Indiana State English Standard: 6.2 & 10.2 (Reading Comprehension of Informational Text)</p>
<ul style="list-style-type: none"> • Read and analyze human rights poetry and poetic concepts 	<p>Indiana State English Standards: 6.3 & 10.3/Literary Response & Analysis)</p>
<ul style="list-style-type: none"> • Read and analyze the non-fiction novel on the Rwandan genocide, <i>An Ordinary Man</i> by Paul Rusesabagina 	<p>Indiana State English Standard: 6.2 & 10.2 (Reading Comprehension of Non-Fiction)</p>
<ul style="list-style-type: none"> • Teach students how to conduct a Socratic Seminar, and tie in the ideas of the above (role of UN, World Court, ICJ, Peace Palace, poems, novel) in a multi-grade collaborative seminar between 6th graders and Pre AP English 10 students 	<p>Indiana State English Standard: 6.7 & 10.7 (Speaking & Listening); 10.2 (Reading Comprehension of Informational Text)</p>
<ul style="list-style-type: none"> • Write a persuasive, technical letter to one (6th grade) or two (Pre AP Eng 10) following: UN Secretary Ki Moon, President Obama, Senator Bayh, or Senator Lugar that urges human rights issues to receive attention and action. 	<p>Indiana State English Standard: 10.4 (Writing process; 10.5 (Writing Applications/persuasive)</p>

Body of Lesson # 1: Power Point of World Court, ICJ, & Peace Palace

Opening: Ask the students to tap into their prior knowledge and write down on one side of an index card the following: 1) responsibilities or actions of the United Nations; 2) countries involved in the United Nations; 3) interpret what the phrase, "Words, not weapons" may mean. Have a short share-out of possible responses.

Activities: Teach and present the Power Point on the following United Nations' functions: 1) the World Court; 2) the International Court of Justice; and 3) the Peace Palace. Photocopy thumbnail copies of Power Point slides leaving several with blank spots for students to copy in key words as notes to keep them on track with the lesson. Provide a copy of complete notes to students with an IEP that specifies "provides notes."

Closing: On the flip side of the index card, ask students to write in narrative (essay/sentence) form three new things they learned about the World Court, ICJ, or Peace Palace after the lesson on Power Point.

Body of Lesson # 2: Human Rights Poetry

Opening: Break students into four groups to define on a poster the following poetic terms: stanza (group 1), alliteration (group 2), similes & metaphors (group 3), and allusions (group 4); have a whole-group share out and review from the group definitions.

Activities: Read the human rights poetry on the Power Point; analyze the poetry and answer the questions on the Power Point for each poem in your groups on the poster.

Closing: Assign each group a poem studied above, and have that group draw a slogan or bumper sticker that depicts the message or theme of the human rights poem.

Body of Lesson #3: *An Ordinary Man* by Paul Rusesabagina novel reading (*Pre AP English 10 only)

- Opening: Read and study the website, "Lessons from Rwanda, The United Nations and the Prevention of Genocide" fact sheet—read the links, "Supporting Survivors" and "Discussion Guide" <http://www.un.org/preventgenocide/rwanda/support.shtml>. Write out three new things you learned about the genocide in Rwanda.
- present a Power Point on key concepts of the novel
- Activities: read the non-fiction novel and analyze study questions
- Closing: Break into four student groups and collaboratively work through the *The Center for Human Rights* <http://www.wcl.american.edu/humright/center/rwanda/lesson.cfm> : Hutus & Tutsis; Valentina's story; International Community's Response; Post-Genocide Rwanda
- Take a field trip to Bloomington, Indiana and meet with Dr. Osita Ofoaku and staff at Indiana University's West African Studies Center and engage and participate in a two-hour workshop on the Rwandan genocide and the role of the United Nations.

Body of Lesson #4: Socratic Seminar

Opening: On a Post-It note, post a "big idea" question about human rights such as: *do you have to war in order to have peace? Are we our brother's keeper?* Share out those questions posted on the wall.

Activities: Teach students via a Power Point slideshow how to conduct a Socratic Seminar based on the method of questioning as a means of learning by the Greek philosopher, Socrates.

In a co-collaboration between 6th grade social studies students and Pre AP English 10 students, read the article by the UN called, "What is Genocide?" and conduct a Socratic Seminar on human rights, the role of the World Court, and the Peace Palace mantra, "Words not war" with such human rights issues as genocide.

Closing: Post results of what students questioned and have them write a reflection on the ideas brought up in the seminar.

Body of Lesson #5: Persuasive, technical letter to leader

Opening: Teach students the format of a technical letter; have students copy down addresses of key leaders.

Activities: Take students to the computer lab, and have them draft a typed, professional letter to persuade and urge one of the following leaders to focus on human rights issues, concerns, and possible solutions: United Nations' secretary, ; President Obama; Indiana Senator Bayh, or Indiana Senator Lugar.

Closing: Proofread each others' letters; edit letters; mail the letters to the leaders and ask for a response.

How will the learning be assessed?

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| <ul style="list-style-type: none">-Objective quizzes or tests: (over World Court, ICJ, and Peace Palace notes; over poetry concepts; over the novel)-Writing: (essay analyzing novel; reflection essay over Socratic Seminar; technical letter to leader)-Collaborative participation: (human rights poetry lesson poster; Socratic Seminar) |
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Resources/Materials

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| <ul style="list-style-type: none">-Index cards-Poster or easel paper-Markers-Power Point: Western Europe's World Court & Human Rights by Matt & Lisa Laker-Novel: <i>An Ordinary Man</i> by Paul Rusesabagina-Study guide by Lisa Laker-Power Point: Socratic Seminars by Lisa Laker-United Nations & Center for Human Rights websites:
www.un.org "What is Genocide?" article
http://www.un.org/preventgenocide/rwanda/support.shtml
http://www.wcl.american.edu/humright/center/rwanda/lesson.cfm-legal size envelopes-official school letterhead (if possible)-stamps |
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