

# 11.3.3 Lesson 1

## Introduction

In this first lesson of the unit, students are introduced to the process of drafting a research-based argument paper. Students draft, revise, and edit this paper over the course of the unit. Students learn how to develop their research-based argument paper from the Evidence-Based Perspective they completed in the previous unit (11.3.2 Lesson 15). Students determine a central claim from their Research Frame and Evidence-Based Perspective and begin to construct an outline for the research-based argument paper. To complete the Outline Tool, students organize their supporting claims and evidence for each claim in a well-reasoned manner while analyzing the evidence that best supports each claim. Student learning in this lesson is assessed via the central claim and supporting claim portions of the Outline Tool.

For homework, students search for another source to gather stronger or more relevant evidence for a supporting claim on the Outline Tool and analyze how this evidence provides additional support to the supporting claim on the Additional Evidence Tool.

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## Standards

Assessed Standard(s)	
W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
Addressed Standard(s)	
W.11-12.1.a	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument. a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
SL.11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

## Assessment

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**Assessment(s)**

Student learning in this lesson is assessed via the central claim and supporting claim portions of the Outline Tool.

- This assessment will be evaluated using the Evidence-Based Claims Criteria Checklist.

**High Performance Response(s)**

A High Performance Response should:

- Include a central claim and four supporting claims (e.g., central claim: The international community must be unified in the fight against genocide and must ensure that they have the power and resources to prevent future genocides; supporting claim: In order to prevent genocide, a combat task force needs to be assembled and ready in order to stop genocide in its early stages).
- Provide evidence for each supporting claim (e.g., “In 1998, the NATO alliance—led, of course, by the United States—went to war against Serbia to stop ethnic cleansing and atrocities in Kosovo, preventing a potential genocide in close proximity to NATO territory” (Lindberg); the international community “need(s) to set up international contingency plans to deal with mass atrocities” (After Rwanda’s Genocide); “If we [the U.S.A.] are serious, we have to be willing to take upon ourselves the burden of providing the leadership, the arms, the troops, and the resources” (Lindberg)).
- Analyze the evidence for each supporting claim (e.g., Direct military intervention is necessary in situations that pose a threat of or early stage execution of genocide. If citizens are being segregated, starved or forced to live in ghettos, then it is only a matter of time before the killing begins.).
- See the Model Outline Tool at the end of this lesson.

## Vocabulary

**Vocabulary to provide directly (will not include extended instruction)**

- None.\*

**Vocabulary to teach (may include direct word work and/or questions)**

- None.\*

**Additional vocabulary to support English Language Learners (to provide directly)**

- None.\*

\* Students should use their vocabulary journals to incorporate domain-specific vocabulary from Unit 11.3.2 into their research paper, as well as to record process-oriented vocabulary defined in the lesson.

## Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<b>Standards:</b> <ul style="list-style-type: none"> <li>Standards: W.11-12.5, W.11-12.9, W.11-12.1.a, W.11-12.7, SL.11-12.4</li> </ul>	
<b>Learning Sequence:</b> <ol style="list-style-type: none"> <li>1. Introduction of Lesson Agenda</li> <li>2. Homework Accountability</li> <li>3. Introduction to the Writing Process</li> <li>4. Reasoning, Planning, and Organization</li> <li>5. Outline Tool and Assessment</li> <li>6. Closing</li> </ol>	<ol style="list-style-type: none"> <li>1. 10%</li> <li>2. 10%</li> <li>3. 15%</li> <li>4. 30%</li> <li>5. 30%</li> <li>6. 5%</li> </ol>

## Materials

- Student copies of Evidence-Based Perspectives (refer to 11.3.2 Lesson 15)
- Student Research Portfolios (refer to 11.3.2 Lesson 1)
- Copies of the Outline Tool for each student
- Copies of the Additional Evidence Tool for each student
- Student copies of the Evidence-Based Claims Criteria Checklist (refer to 11.3.2 Lesson 11)

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## Learning Sequence

How to Use the Learning Sequence	
Symbol	Type of Text & Interpretation of the Symbol
10%	Percentage indicates the percentage of lesson time each activity should take.
no symbol	Plain text indicates teacher action.
	<b>Bold text indicates questions for the teacher to ask students.</b>
	<i>Italicized text indicates a vocabulary word.</i>
►	Indicates student action(s).
☞	Indicates possible student response(s) to teacher questions.
ⓘ	Indicates instructional notes for the teacher.

### Activity 1: Introduction of Lesson Agenda

10%

Begin by introducing the agenda and the assessed standards for this lesson: W.11-12.5 and W.11-12.9. In this lesson students are introduced to the writing process, the research-based argument paper, and the Outline Tool. Students determine a central claim from their Research Frame and Evidence-Based Perspective and begin constructing an outline for the research paper. Students organize their supporting claims and evidence for each claim based on their synthesis work completed in 11.3.2. Students also analyze the evidence that supports each claim to develop a chain of reasoning to complete their Outline Tool.

- Students look at the agenda.

Explain to students that they will work with standard W.11-12.5 throughout this unit. Display the language of the standard:

- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Explain that *revising* means “altering something already written or printed, in order to make corrections, improve, or update.”

- Consider asking students why they might need to revise a draft.

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- Students write the definition of *revising* in their vocabulary journals.

Explain that students are assessed on this new standard, W.11-12.5, throughout this unit as they plan, revise, edit, and rewrite to conform to the purpose of a research-based argument paper. Instruct students to write down what they think are the large ideas in the standard and discuss in pairs.

- This standard is about planning writing, and making sure there is editing and rewriting for intended purpose and audience.

Lead a brief share out of the standard's large ideas.

## Activity 2: Homework Accountability

**10%**

Instruct students to take out their responses to 11.3.2 Lesson 15's homework assignment. (Choose three to five words or phrases from the research (sources) that were important in deepening your understanding of the problem-based question. In your first paragraph, discuss how the three to five words helped you better understand the problem-based question. Next, choose three to five words or phrases from your vocabulary journal that assisted your understanding of the research process. In your second paragraph, describe how the three to five words enhanced your understanding of the research process as a whole.)

- Students take out the homework.

Instruct students to form pairs to discuss their homework assignment. Instruct student pairs to discuss both paragraphs, specifically how the selected research words supported understanding the problem-based question.

- Remind students that as they work on drafting their research-based argument paper they should incorporate domain-specific vocabulary from their vocabulary journals.
- Student responses vary based on their individual research:
  - In the book review, "Bodies Count; A definition of genocide that makes sense of history," Aaron Rothstein writes, "In 1933, Raphael Lemkin ... unsuccessfully attempted to convince the League of Nations that anyone who tries to exterminate a 'racial, religious, or social collectivity' is 'liable for the crime of barbarity'" (Rothstein). I did not know what the *League of Nations* was. I found out that it was "an international organization to promote world peace and cooperation that was created by the Treaty of Versailles (1919): dissolved April 1946." It was created after World War I, and is similar to (and eventually became) the United Nations. That helped me understand that, even before World War II, people were trying to figure out how to stop mass killings by forming international

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organizations. I also did not know what *infringement* or *barbarity* meant in this article, though I thought *barbarity* sounded like *barbarian*, like a caveman. When I looked up the definitions, I found that that infringement comes from the verb *infringe*, which means “to violate or break (a law, an agreement, etc.)” and *barbarity* means “brutal or inhuman conduct.” This helped deepen my understanding of this paragraph because it provided a more detailed explanation of what constitutes genocide.

- There are a number of words in my vocabulary journal that have helped me understand the research process but these were particularly helpful: *iterative*, *credible*, and *inquiry*. The word *iterative* helped me understand that the research process is ongoing and there are times when I have to go back and do more research or generate more inquiry questions. The word *credible* is another word that enhanced my understanding of the research process because it made me realize that I need to find sources that are respected and provide researched evidence to make a strong argument. Finally, the word *inquiry* was important to the entire research process because I understand that I need to be constantly questioning in order to develop strong and thorough research.

### Activity 3: Introduction to the Writing Process

**15%**

Explain to students that the writing process is iterative, much like the research process in 11.3.2, which means that students frequently reassess their work or their thinking in order to improve it. In this unit, students compose a formal, research-based argument paper. Explain that writing is a process that takes many forms and students can accomplish it through a variety of methods. Though there are many different ways to approach the writing process, they all involve multiple drafts and revisions. Inform students that they will draft, revise, peer review, and edit throughout this unit to create a well-crafted research-based argument paper.

- **Differentiation Consideration:** Consider reviewing the meaning of *iterative*, which means “repeating” and was introduced in 11.3.2 Lesson 1.

Provide students with the following definition: *draft* means “a first or preliminary form of any writing, subject to revision.”

- Students write the definition of *draft* in their vocabulary journals.

Explain that the research paper students complete in this unit is a formal argument, a composition of precise claims about an issue, including relevant and sufficient evidence, and valid reasoning. Advise students to keep in mind that the purpose of writing a research-based argument paper is to support their claims in an analysis of their chosen issue to convince

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readers to accept their perspectives. Explain that students must also develop a central claim and support that claim using supporting claims and evidence.

- Students listen.
  - Consider reviewing the skills inherent in W.11-12.7 and how they apply to writing a research-based argument paper.
  - For clarity, it may be helpful to refer to the explanation of the difference between argument and informational writing in the CCSS Appendix A (p. 23): “Although information is provided in both arguments and explanations, the two types of writing have different aims. Arguments seek to make people believe that something is true or to persuade people to change their beliefs or behavior. Explanations, on the other hand, start with the assumption of truthfulness and answer questions about why or how. Their aim is to make the reader understand rather than to persuade him or her to accept a certain point of view. In short, arguments are used for persuasion and explanations for clarification.”
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Explain that the Evidence-Based Perspective students developed at the end of the last unit, 11.3.2, is the foundation for their research-based argument paper. Return to students their Evidence-Based Perspectives as well as their Research Portfolios. Explain that students should use their Evidence-Based Perspective to identify the claims and evidence they express in their paper. The research-based argument paper is a logical, well-reasoned, and coherent synthesis of students’ research and the argument they drew from their research.

Explain that a research-based argument paper has a formal structure: introduction, body paragraphs, conclusion, and works cited page. Inform students that they will focus on each of these parts in lessons throughout this unit to produce a final research-based argument paper for the End-of-Unit Assessment.

- Students listen.

## Activity 4: Reasoning, Planning, and Organization

**30%**

Explain to students that this part of the lesson focuses on organizing their evidence and claims. Proper organization gives students a clear structure to follow when they begin writing. Explain that their problem-based questions form the central claim of their research-based argument paper.

Instruct students to examine their Evidence-Based Perspective and their Research Frame, and briefly discuss in pairs the strongest or most interesting possible central claim that has

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emerged from their research. A central claim must be strong enough to support several supporting claims.

- Students form pairs to discuss possible central claims for their research-based argument papers.
- Remind students they were introduced to central claims in 11.2.1 Lesson 24. A central claim is an author or speaker's main point about an issue in an argument.

Distribute the Outline Tool. Instruct students to record their problem-based questions on the Outline Tool. Remind students that they have recorded multiple answers to their problem-based questions in the Evidence-Based Perspective. Now they must distill one of these answers on their Outline Tool into a single sentence: a central claim. In order to distill the answer into a central claim, students should consider which perspective they have surfaced through the research process has the strongest evidence as well as an overarching claim they are interested in pursuing over the course of writing their paper. For example, if their problem-based question is "How can genocide be prevented?" students should write an answer to this question based on the best-supported conclusions expressed in the Evidence-Based Perspective. In this example, this answer might be, "The international community needs to be unified in the fight against genocide and needs to ensure that they have the power and resources to prevent future genocides."

- Explain to students that the "Counterclaims" portion of the Outline Tool will be addressed in the following lesson.
  - Students write down their problem-based question and central claim on the Outline Tool.
  - Student responses vary depending on the research.
- **Differentiation Consideration:** There may be some students at different stages of the research process at this point in the module. Some students may need more time or practice in developing a central claim that is supported by research and is interesting to write about. Consider modeling the Organizing Evidence-Based Claims Tools from 11.3.2 Lesson 11 to model how to craft a central claim that is supported by evidence and interesting to write about.

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Direct students' attention back to the Outline Tool. Explain that claims and evidence should be ordered within their paper in a logical manner that clearly supports their central claim and demonstrates valid *reasoning*. Reasoning connects evidence to claims by explaining how the evidence supports the claim.

Provide students with the following definition: *reasoning* means “the logical relationships among ideas, including relationships among claims and relationships across evidence.”

- Students write the definition of *reasoning* in their vocabulary journals.

Display the following claims for students:

- Central Claim: The international community must be unified in the fight against genocide and needs to ensure that they have the power and resources to prevent future genocides.
- Claim: International tribunals must be empowered to respond to and prevent genocide in its early stages, as well as to punish groups and leaders who commit genocide.
- Claim: Direct military intervention is necessary in situations that pose a threat of or early stage execution of genocide.
- Claim: The most influential nation in the world in punishing genocide is the United States, followed closely by the United Kingdom.

Explain to students that the claims need to be ordered in a way that effectively supports the central claim. Remind students that although some claims may be related to the central claim, they may not reinforce a logical relationship to the central claim and may not work effectively to persuade the reader that the central claim being presented is correct. Ask students:

**Which claim in this sequence does not support the central claim?**

- “The most influential nation in the world in punishing genocide is the United States, followed closely by the United Kingdom” does not directly support the central claim because it does not provide evidence to support the idea that tribunals should be international and not dominated by one or two influencers.
- **Differentiation Consideration:** This is a brief exercise in ordering claims in a logical, well-reasoned manner. Consider providing further instruction of logical conclusions from the information on the Purdue University Online Writing Lab (OWL): <http://owl.english.purdue.edu> (search terms: logical conclusions).

Explain to students that they need to establish the significance of each supporting claim in connecting to the central claim. Direct students’ attention to the Significance of Supporting Claim section on the Outline Tool.

- Students follow along.

Inform students that for this section, they should articulate how the supporting claim is *significant*, or important to the central claim. The significance of the supporting claim helps hold the paper together for the reader, and helps explain how each section builds to the central claim.

- Students listen and follow along.
  - Consider discussing W.11-12.1.a for further exploration of the concept of claims.
- 

Instruct students to retrieve all of the Organizing Evidence-Based Claims Tools they have in their Research Portfolios that align with their central claim. Display some potential questions for students to guide their organization of the tools from their Research Portfolios:

- Are my Evidence-Based Claims in a logical order?
- Can I explain the significance of each supporting claim to the central claim?
- How do I link my claims from the Organizing Evidence-Based Claims Tools to best support the central claims?
- How can I transition from one claim to another to show effectively the reasoning and how it best supports the central claim?
  - Students follow along and read the guiding questions.

Instruct students to arrange their Organizing Evidence-Based Claims Tools physically on their workspace in an order that reflects where each claim would appear in the research paper.

- **Differentiation Consideration:** The organizational structure in this lesson is not meant to be prescriptive, but rather model one way to organize a research-based argument paper. If students require more explicit modeling or instruction around organization of argument papers, consider providing additional resources and tools to help students organize and structure their supporting claims and evidence.
- All Organizing Evidence-Based Claims Tools were completed in 11.3.2 Lesson 11.
  - Students organize their Organizing Evidence-Based Claims Tools on their workspace.

Instruct students to Turn-and-Talk briefly in pairs. Instruct students to discuss their answers to this question:

**How does this order effectively support your central claim?**

- Students Turn-and-Talk in pairs.
- **Differentiation Consideration:** Students can also work with their pre-established 11.3.2 research teams for this activity.
  - Student responses vary based on the individual research questions/problems and research conducted.

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- Student responses should identify how the order of their claims supports the central claim and how this order demonstrates strong *reasoning*.

Lead a brief share out of pair discussions. Ask students:

**Has anyone changed their plan based on their classmate's suggestions?**

- Students briefly share out any changes.
  - Student responses vary based on the individual research conducted.
- 

Instruct students to independently copy the order of their evidence-based claims from their Organizing Evidence-Based Claims Tools onto the Supporting Claims portion of the Outline Tool. Remind students that the purpose of this outline is to have a clear plan for their research-based argument paper and to consolidate all of their information. Instruct students to select the strongest evidence to support their claims.

- Students work independently on the Supporting Claims portion of the Outline Tool.
- See the Model Outline Tool for potential student responses.

Explain that the portion of the outline they have completed is the frame for the paper's introduction (which introduces the central claim), the body (which presents the claims and evidence that support the central claim), and a brief restatement of their central claim (which is a starting point for their conclusions).

- Students listen.

Display one supporting claim of the Model Outline Tool for students. Explain that students need to use the evidence from their research to support each claim in the body of their paper (much like each claim in the paper supports the central claim), and copy the evidence onto the Evidence portion of the Outline Tool. Explain that students should write a brief explanation of how this evidence supports each claim in the Reasoning portion of the Outline Tool. Model the following evidence and analysis for students:

- The supporting claim: In order to prevent genocide effectively, the scope of the definition needs to be comprehensive and adopted by all countries.
- The evidence that best supports the claim: "Certain aspects of the drafting history of the Convention have figured in subsequent interpretation of some of its provisions. For example, the definition of genocide set out in article II is a much-reduced version of the text prepared by the Secretariat experts, who had divided genocide into three categories, physical, biological, and cultural genocide. The Sixth Committee voted to exclude cultural

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genocide from the scope of the Convention, although it subsequently agreed to an exception to this general rule, allowing ‘forcible transfer of children from one group to another’ as a punishable act. The drafters also voted down, by a very substantial margin, an amendment that sought to add a sixth punishable act to article II. It would have enabled prosecution for imposing ‘measures intended to oblige members of a group to abandon their homes in order to escape the threat of subsequent ill-treatment’. References to these debates have bolstered judicial decisions that essentially exclude ‘ethnic cleansing’ from the scope of the definition” (Schabas, “Drafting of the Genocide Convention,” paragraph 2).

- The reasoning (connecting the evidence to the claim): This evidence shows that there were difficulties with achieving consensus on defining the term *genocide* in its early years. Lack of a common definition makes it difficult for the international community to agree on when to intervene in and prevent genocide.
  - Students follow along with the modeling.

Inform students that this analysis is the starting point for each body paragraph and the foundation of the reasoning among the evidence in the research-based argument paper.

- Remind students that they have evidence recorded on their Organizing Evidence-Based Claims Tools. They should focus on expressing how that evidence best supports each of their supporting claims.

Instruct students to form pairs to discuss their ideas about which evidence on their Organizing Evidence-Based Claims Tools best supports the first claim on their Outline Tool. Instruct students to complete the first Evidence and Reasoning portions of the Outline Tool. Remind students that the Reasoning is where students explain how the evidence supports the claim.

- Students discuss their ideas in pairs and fill in the first Evidence and Reasoning portions on the Outline Tool.
- See the Model Outline Tool for examples of evidence analysis and how it supports the claim.
- Encourage students to keep in mind the Module Performance Assessment as they practice the skills of SL.11-12.4, organizing their evidence, claims and articulating a perspective. Remind students that they will present their research orally at the end of the module and that this activity provides an opportunity to begin preparing for the assessment presentation.

## Activity 5: Outline Tool and Assessment

**30%**

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Inform students that they are to submit their Outline Tool for this lesson's assessment. Students are assessed on the central claim, four evidence-based claims with one piece of evidence for each claim, and a brief analysis of that evidence. Instruct students to record all claims on the Supporting Claim" portion of the Outline Tool; all evidence on the Evidence portion of the Outline Tool; and all analysis on the Reasoning portion of the Outline Tool.

Instruct students to refer to their Evidence-Based Claims Criteria Checklists while completing the instructed portion of the Outline Tool, as this checklist guides the evaluation of this assessment. Instruct students to identify one claim on the Outline Tool that could use additional or stronger evidence, as they need this information for homework.

- Consider reminding students of their previous work with the Evidence-Based Claims Criteria Checklist in 11.3.2 Lessons 11 and 12.
  - Students complete the Supporting Claims, Evidence, and Reasoning portions of their Outline Tools.

Distribute the Additional Evidence Tool and instruct students to record one supporting claim on the Additional Evidence Tool that could use additional or stronger evidence.

- Students turn in their Outline Tools after recording a supporting claim on their Additional Evidence Tools.

## Activity 6: Closing

**5%**

Display and distribute the homework assignment. For homework, instruct students to search for another source to gather stronger or more relevant evidence for a supporting claim on their outline, and analyze how this evidence provides additional supports for their claim. Instruct students to then record their evidence and analysis on the Additional Evidence Tools.

- Consider posting the Model Additional Evidence Tool as an exemplar along with the prompt.
  - Students follow along.

## Homework

For homework, search for another source to gather stronger or more relevant evidence for a supporting claim on your outline, and analyze how this evidence provides additional support for your claim. Record the evidence and analysis on the Additional Evidence Tool. Be sure to use your Organizing Evidence-Based Claims Tool from your Research Portfolio to support the analysis.

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## Outline Tool

<b>Name</b> :		<b>Class</b> :		<b>Date:</b>	
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**Directions:** Organize your claims on the Outline Tool below. State the significance of each claim, and then provide compelling and relevant evidence and reasoning to support each claim. Finally, provide a strong counterclaim that challenges your central claim. Include supporting claims, evidence, and limitations of the counterclaim.

[Introduction]

**Problem-Based Question:**

**Central Claim:**

[Body] **Supporting Claim:**

**Significance of Supporting Claim:**

**Evidence:**

**Reasoning:** *How does the evidence support your claim?*

**Supporting Claim:**

**Significance of Supporting Claim:**



<b>Evidence:</b>	<b>Reasoning:</b> <i>How does the evidence support your claim?</i>
<b>Supporting Claim:</b>	
<b>Significance of Supporting Claim:</b>	
<b>Evidence:</b>	<b>Reasoning:</b> <i>How does the evidence support your claim?</i>
<b>Supporting Claim:</b>	
<b>Significance of Supporting Claim:</b>	
<b>Evidence:</b>	<b>Reasoning:</b> <i>How does the evidence support your claim?</i>

<b><u>Counterclaim</u></b> (to the central claim):	
<b><u>Supporting Claim</u></b> (for the counterclaim):	
<b><u>Evidence:</u></b>	<b>Reasoning:</b> <i>How does this evidence support the counterclaim?</i>  <b>Limitation(s):</b>
<b><u>Supporting Claim</u></b> (for the counterclaim):	
<b><u>Evidence:</u></b>	<b>Reasoning:</b> <i>How does this evidence support the counterclaim?</i>  <b>Limitation(s):</b>
<b>[Conclusion]</b>  <b>Restate Central Claim:</b>	

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## Model Outline Tool

<b>Name</b> :		<b>Class</b> :		<b>Date</b> :	
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**Directions:** Organize your claims on the Outline Tool below. State the significance of each claim, and then provide compelling and relevant evidence and reasoning to support each claim. Finally, provide a strong counterclaim that challenges your central claim. Include supporting claims, evidence, and limitations of the counterclaim.

[Introduction]

**Problem-Based Question:** How can genocide be prevented?

**Central Claim:** The international community must be unified in the fight against genocide and needs to ensure that they have the power and resources to prevent future genocides.

[Body] **Supporting Claim:** In order to prevent genocide effectively, the scope of the definition must be comprehensive and adopted by all countries.

**Significance of Supporting Claim:**

If the international community is to be involved in preventing genocide, all countries must agree on what constitutes genocide, or the international community may rush in too soon. A strong, common definition will help with early detection and prevention.

**Evidence:**

“Certain aspects of the drafting history of the Convention have figured in subsequent interpretation of some of its provisions. For example, the definition of genocide set out in article II is a much-reduced version of the text [from the first version]. The Sixth Committee voted to exclude cultural genocide from the scope of the Convention, although it subsequently agreed to an exception to this general rule, allowing ‘forcible transfer of children from one group to another’ as a punishable act ... References to these debates have bolstered judicial decisions that essentially exclude ‘ethnic cleansing’ from the scope of the definition.” (Schabas)

**Reasoning:** *How does the evidence support your claim?*

This evidence shows that there were difficulties with achieving consensus on defining the term genocide in its early years. Lack of a common definition would make it difficult for the international community to agree on when to intervene in and prevent genocides.

**Supporting Claim:** International tribunals need to be empowered to respond to and prevent genocide in its early stages, as well as to punish groups and leaders who commit genocide.

**Significance of Supporting Claim:**

It is important to make the case that international courts have been effective in punishing those who commit genocide because that is the current mandate of the United Nations Security Council and the International Criminal Court. This supporting claim shows the need for preventative action through military intervention in cases of genocide, which leads into the following claim.

**Evidence:**

“That such legal actions can prove effective is demonstrated not only by the media publicity generated worldwide but by a recent track record of prosecutorial success. For example, Jean Kambanda was sentenced to life imprisonment for genocide and related crimes committed while he was prime minister of Rwanda in 1994.” (“After Rwanda’s Genocide”)

**Reasoning:** *How does the evidence support your claim?*

The trial of Kambanda shows that international tribunals can be effective at prosecuting genocide. The ICC was responsible for this prosecution, as well as over 70 cases of genocide-related crimes.

**Supporting Claim:** In order to prevent genocide, a combat task force must be assembled and ready in order to stop genocide in its early stages.

**Significance of Supporting Claim:** This claim is important to the central claim because it shows one way in which international agencies can come together - through a combat task force - to prevent and punish genocide.

**Evidence:**

“[Stage] 8. PERSECUTION: Victims are identified and separated out because of their ethnic or religious identity. Death lists are drawn up. In state sponsored genocide, members of victim groups may be forced to wear identifying symbols. Their property is often expropriated. Sometimes they are even segregated into ghettos, deported into concentration camps, or confined to a famine-struck region and starved. Genocidal massacres begin. They are acts of genocide because they intentionally destroy part of a group. At this stage, a Genocide Emergency must be declared. If the political will of the great powers, regional alliances, or the U.N. Security Council can be mobilized, armed international intervention should be prepared, or heavy assistance provided to the victim group to prepare for its self-defense. Humanitarian assistance should be organized by the U.N. and private relief groups for the inevitable tide of refugees to come.” (Stanton)

**Reasoning:** *How does the evidence support your claim?*

In this excerpt, Stanton points out clear signs that genocide is underway and indicates what should be done at that point to stop it. If the international community becomes aware of some of these actions occurring, it is time to ready their military response.

**Supporting Claim:** The Responsibility to Protect should outweigh individual countries' interests.

**Significance of Supporting Claim:**

The Responsibility to Protect (R2P) is a principle founded on the belief that the international community is responsible for the wellbeing and safety of mankind. R2P makes clear when to intervene in the affairs of sovereign nations. Any international force that might intervene in prosecuting or preventing genocide should use this as a guiding principle.

<p><b>Evidence:</b></p> <p>“But in 2001, Canada's International Commission on Intervention and State Sovereignty issued a report entitled The Responsibility to Protect. It takes the position that, when two criteria are met, there isn't merely a right to intervene but a responsibility to do so. The criteria offered are:</p> <p>A. Large-scale loss of life, actual or apprehended, with genocidal intent or not, which is the product either of deliberate state action, or state neglect or inability to act, or a failed state situation; or</p> <p>B. Large-scale "ethnic cleansing," actual or apprehended, whether carried out by killing, forced expulsion, acts of terror or rape.” (Edwards)</p>	<p><b>Reasoning:</b> <i>How does the evidence support your claim?</i></p> <p>R2P is a way for the international community to identify negligence, outright aggression, or failure of the government to protect one's population without worrying about interfering in the sovereign rights of the nation.</p>
<p><b><u>Counterclaim</u></b> (to the central claim):</p> <ul style="list-style-type: none"> <li>The counterclaim portion of the Outline Tool will be modeled in Lesson 2.</li> </ul>	
<p><b><u>Supporting Claim</u></b> (for the counterclaim):</p>	
<p><b><u>Evidence:</u></b></p>	<p><b>Reasoning:</b> <u>How does this evidence support the counterclaim?</u></p> <p><b>Limitation(s):</b></p>
<p><b><u>Supporting Claim</u></b> (for the counterclaim):</p>	

<p><b><u>Evidence:</u></b></p>	<p><b><u>Reasoning:</u></b> <i>How does this evidence support the counterclaim?</i></p> <p><b><u>Limitation(s):</u></b></p>
<p><b>[Conclusion]</b></p> <p><b>Restate Central Claim:</b> The international community must be unified in the fight against genocide and must ensure that they have the power and resources to prevent future genocides.</p>	

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## Additional Evidence Tool

<b>Name</b> :		<b>Class</b> :		<b>Date:</b>	
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**Directions:** Choose one supporting claim from your Outline Tool that requires stronger or more relevant evidence. Record the source, the new evidence, and why the evidence provides additional support for your claim.

**Claim:**

**Source:**

File: 11.3.3 Lesson 1 Date: 9/12/14 Classroom Use: Starting 9/2014

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<b>Evidence:</b>	<b>Reasoning:</b> <i>How does the evidence provide additional support for your claim?</i>
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## Model Additional Evidence Tool

<b>Name</b> :		<b>Class</b> :		<b>Date:</b>	
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**Directions:** Choose one supporting claim from your Outline Tool that requires stronger or more relevant evidence. Record the source, the new evidence, and why the evidence provides additional support for your claim.

**Claim:** The Responsibility to Protect should outweigh individual countries' interests.

**Source:** "The Only Way to Prevent Genocide" Tod Lindberg, *Commentary*

<p><b>Evidence:</b></p> <p>“A further attempt to ‘internationalize’ the Declaration’s ‘right to life’ came in 2005, when the World Summit at the United Nations embraced in its ‘Outcome Document’ the principle of the ‘responsibility to protect.’ The doctrine of ‘responsibility to protect,’ known colloquially as ‘R2P,’ holds that a state has an obligation to protect those living on its territory from atrocities (specified in the Outcome Document as ‘genocide, war crimes, ethnic cleansing, and crimes against humanity’). If a state is unable or unwilling to fulfill this requirement, the protection function falls to the international community, which can take measures up to and including the use of force in order to protect populations. With sovereign right comes sovereign responsibility. The principle of noninterference gives way in circumstances of mass atrocities.” (Lindberg)</p>	<p><b>Reasoning:</b> <i>How does the evidence provide additional support for your claim?</i></p> <p>This evidence defines the circumstances in which the international community may intervene in the affairs of a given country to protect the citizens known as the Responsibility to Protect (R2P). R2P is only a framework, though, and needs the support of the international community to make it happen.</p>
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