

11.3.3 Lesson 12

Introduction

In this last lesson of the unit, students work in class to finalize their research-based argument papers (End-of-Unit Assessment) by editing, polishing, and rewriting as necessary. Students are evaluated on the final draft's alignment to the criteria of the 11.3.3 Rubric and Checklist. The final draft should present a precise claim that is supported by relevant and sufficient evidence and valid reasoning. The draft should be well organized and distinguish claims from alternate and opposing claims. It should use language that clearly links the major sections of the text and clarifies relationships among the claims, counterclaims, evidence, and reasoning. Finally, the draft should show control of the conventions of written language and maintain a formal style and objective tone.

For homework, students identify two to three potential audiences for their presentations as well as view two videos in order to prepare for the Module Performance Assessment.

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Standards

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Assessed Standard(s)	
W. 11-12.1.a-e	<p>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.</p> <p>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.</p> <p>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>
L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
Addressed Standard(s)	
W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

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W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
L.11-12.1.b	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i> , <i>Garner's Modern American Usage</i>) as needed.
L.11-12.2.a, b	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Observe hyphenation conventions. b. Spell correctly.
L.11-12.3.a	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Assessment

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Assessment(s)

End-of-Unit Assessment: Student learning in this lesson is assessed via the research-based argument paper.

- This assessment is evaluated using the 11.3.3 Rubric.

High Performance Response(s)

A High Performance Response should:

- Adhere to the criteria in the 11.3.3 Rubric and Checklist.
- See the attached model research-based argument paper.

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
Standards: <ul style="list-style-type: none"> Standards: W.11-12.1.a-e, L.11-12.1, L.11-12.2, L.11-12.3, W.11-12.4, W.11-12.8, W.11-12.9, SL.11-12.5, L.11-12.1.b, L.11-12.2.a, b, L.11-12.3.a, L.11-12.6 	
Learning Sequence: <ol style="list-style-type: none"> 1. Introduction of Lesson Agenda 2. Homework Accountability 3. End-of-Unit Assessment: Final Research-Based Argument Paper 4. Closing 	<ol style="list-style-type: none"> 1. 10% 2. 10% 3. 75% 4. 5%

Materials

- Student copies of the 11.3 Common Core Learning Standards Tool (refer to 11.3.1 Lesson 2)
- Student copies of the 11.3.3 Rubric and Checklist (refer to 11.3.3 Lesson 3)
- Research Portfolios (refer to 11.3.2 Lesson 1)
- Copies of the 11.3.3 End-of-Unit Assessment for each student
- Copies of the Speaking and Listening Rubric and Checklists for standards SL.11-12.3, SL.11-12.4, SL.11-12.5, and SL.11-12.6 for each student

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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.
	Bold text indicates questions for the teacher to ask students.
	<i>Italicized text indicates a vocabulary word.</i>
►	Indicates student action(s).
💬	Indicates possible student response(s) to teacher questions.
①	Indicates instructional notes for the teacher.

Activity 1: Introduction of Lesson Agenda

10%

Begin by introducing the lesson agenda and assessed standards in this lesson: W.11-12.1.a-e, L.11-12.1, L.11-12.2, L.11-12.3. In this lesson, students complete their final draft of their research-based argument papers to be evaluated for the 11.3.3 End-of-Unit Assessment. Students work independently and hand in the final products at the end of class.

- Students look at the agenda.

Instruct students to take out their copies of the 11.3 Common Core Learning Standards Tool. Inform students that in this lesson they begin to work with a new standard: SL.11-12.5. Instruct students to individually read this standard on their tools and assess their familiarity with and mastery of it.

- Students read and assess their familiarity with standard SL.11-12.5.

Instruct students to talk in pairs about what they think the standard and substandard means. Lead a brief discussion about these standards.

- Student responses should include:
 - Use different kinds of digital media in presentations.
 - Use media to make presentations clear and engaging.

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Activity 2: Homework Accountability

10%

Ask student volunteers to briefly share one or two edits they made for homework based on the peer review session and to explain their decisions by referencing the corresponding checklist(s) in their 11.3.3 Rubric and Checklist. (Implement revisions based on peer feedback. Additionally, read your drafts aloud (to yourself or someone else) to identify problems in syntax, grammar, or logic in order to prepare for the following lesson's End-of-Unit Assessment.)

- Students share one or two edits made for homework.
- Student responses will vary by individual research paper.

Activity 3: End-of-Unit Assessment: Final Research-Based Argument Paper

75%

Instruct students to spend the remaining portion of the class completing the final draft of their research-based argument papers. Inform students that they may use their Research Portfolios, all checklists and rubrics used in this unit, and previous versions of their research-based argument papers with peer comments to guide the creation of the final draft. Advise students they should use this time to edit, polish, and rewrite as they see fit, using all the skills they have learned over the course of this unit. Students should also finalize their Works Cited page and format their paper according to MLA citation. Remind students that the final draft will be assessed using the 11.3.3 Rubric. The draft will be evaluated on its alignment to the conventions of an argument text, including reference to citations as well as proof that students developed an evidence-based central claim from research and supported it with sufficient evidence.

- Students work independently to finalize their research-based argument papers.
- If necessary, consider reviewing the components of W.11-12.4, which include producing clear, coherent writing that employs organization and style appropriate to the task, purpose, and audience.
- Remind students to use textual evidence to support their analysis as explained in W.11-12.9.
- Remind students to consider the instruction on hyphenation conventions and spelling in 11.3.3 Lesson 10, varied syntax in 11.3.3 Lesson 5, and correct use of domain-specific vocabulary (L.11-12.2.a, b, L.11-12.3.a, L.11-12.6) when finalizing their drafts.
- Remind students to cite sources properly as detailed in W.11-12.8.

Activity 4: Closing

5%

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Display and distribute the homework assignment. For homework, instruct students to identify two to three potential audiences for their presentations in the Module Performance Assessment. Remind students the Module Performance Assessment is a video presentation, and their audience should be one that is familiar with their research issue.

Additionally, instruct students to watch the following videos to prepare for the Module Performance Assessment: “Instruction for Preparing an Ignite Presentation” (<http://youtu.be/Arqm7lvzCKs>) and Arthur Benjamin’s TED Talk “Teach Statistics Before Calculus!” (<http://youtu.be/BhMKmovNjvc>). The first video provides suggestions about delivering a short and engaging presentation, and the TED Talk serves as an exemplar for this Module Performance Assessment. The homework also introduces a Speaking and Listening Rubric that will be used to evaluate their video presentations.

Distribute the Speaking and Listening Rubric and Checklist for standards SL.11-12.3, SL.11-12.4, SL.11-12.5, and SL.11-12.6. Instruct students to use this rubric to guide their viewing of Arthur Benjamin’s TED Talk. Review the rubric with students.

- Students examine the Speaking and Listening Rubric and Checklist for standards SL.11-12.3, SL.11-12.4, SL.11-12.5, and SL.11-12.6 and ask any clarifying questions.
- Completion of this homework is necessary to ensure students are prepared for the Module Performance Assessment.
- Consider drawing students’ attention to their application of standard SL.11-12.5, which requires the strategic use of digital media in presentations.

Homework

Identify two to three possible audiences appropriate for the research issue you are discussing in your presentation for the Module Performance Assessment. Come to class prepared to share your findings.

Additionally, watch the following videos to prepare for the Module Performance Assessment: “Instruction for Preparing an Ignite Presentation” (<http://youtu.be/Arqm7lvzCKs>) and Arthur Benjamin’s TED Talk “Teach Statistics Before Calculus!” (<http://youtu.be/BhMKmovNjvc>). The first video provides suggestions about delivering a short and engaging presentation, and the TED Talk serves as an exemplar for this Module Performance Assessment.

Use the Speaking and Listening Rubric and Checklist for standards SL.11-12.3, SL.11-12.4, SL.11-12.5, and SL.11-12.6 to guide your viewing of the TED Talk. This rubric will also be used to evaluate your video presentation.

11.3.3 End-of-Unit Assessment

Final Research-Based Argument Paper

Your Task: Rely on the evidence you have gathered to write the final draft of your research-based argument paper. In crafting your paper, include a precise central claim that is derived from your research and supported by relevant and sufficient evidence and valid reasoning. Be sure to use evidence from at least five of your identified sources, distinguishing claims from alternate and opposing claims. Use specific and objective language that clearly links the major sections of the text and clarifies relationships among the claims, counterclaims, evidence, and reasoning. Use your Research Portfolios, checklists and rubrics, and previous versions of your research-based argument paper with peer comments to guide the creation of your final draft.

Guidelines

Be sure to:

- Review your writing for alignment with all components of W.11-12.1.a-e.
- Establish your precise central claim about the problem-based question.
- Distinguish your central claim from alternate or opposing claims.
- Establish and organize the central claim, supporting claims, counterclaims, reasoning, and evidence.
- Develop supporting claims and counterclaims equally while explaining the strengths and limitations of both as well as anticipating the audience's knowledge level, concerns, values, and possible biases.
- Use relevant and sufficient evidence and valid reasoning from at least five of the sources to develop your argument without overreliance on one source.
- Identify the sources that you reference in MLA format.
- Organize your ideas in a cohesive and coherent manner that clarifies the relationships between supporting claims and reasoning, between reasoning and evidence, between supporting claims and counterclaims, and uses varied syntax to create cohesion.
- Maintain a formal and objective style of writing while attending to the norms and conventions of argument writing.
- Follow the conventions of standard written English.
- Accurately use general academic and domain-specific words and phrases appropriate to the subject of the research-based argument paper.

CCRS: W.11-12.1.a-e, L.11-12.1, L.11-12.2, L.11-12.3

Commentary on the Task:

This task measures W.11-12.1.a-e because it demands that students:

- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level concerns, values, and possible biases.
- Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from and supports the argument presented.

This task measures L.11-12.1 and L.11-12.2 because it demands that students:

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

This task measures L.11-12.3 because it demands that students:

- Understand how language functions in context and make effective choices for meaning and style.

Model Final Research-Based Argument Paper

How Can Genocide Be Prevented?

Throughout history, genocide has raged on every continent, ravaging peoples by the thousands, hundreds of thousands, millions. While the international response to preventing genocide has grown stronger over the years, there is still much work to be done to stop genocide before it starts. The United Nations has played a major role both in introducing the concept of genocide to the world, and in helping to set up criminal tribunals to punish those who commit acts of genocide. However, the role of the U.N. is a complex one, and the international governing body has at times shown itself incapable of intervening and responding to mass acts of killing. Recent history has shown that what is most needed is a task force independent of the U.N. charged with preventing genocide, one equipped with the means to effectively intervene before mass catastrophes develop. 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.

The term genocide was coined by Raphael Lemkin and was approved by the United Nations on the 9th of December 1948 in the Convention on the Prevention and Punishment of the Crime of Genocide (Schabas). Article II of the Convention defines genocide as the following:

- ... Genocide means any of the following acts committed with intent to destroy, in whole or in part, a national, ethnical, racial or religious group, as such:
- (a) Killing members of the group;
 - (b) Causing serious bodily or mental harm to members of the group;
 - (c) Deliberately inflicting on the group conditions of life calculated to bring about its physical destruction in whole or in part;
 - (d) Imposing measures intended to prevent births within the group;
 - (e) Forcibly transferring children of the group to another group.

Despite this broad definition, many critics consider it inadequate. In order to effectively prevent genocide, the scope of the definition must be comprehensive and adopted by all countries. Schabas notes, “The definition of genocide set out in article II is a much-reduced version” of the definition proposed in earlier drafts. For example, the terms “ethnic cleansing” and “cultural genocide” were both excluded from the final wording of the Convention. Some believe the exclusion of the latter term, which includes political and social groups, was made in an effort to satisfy Joseph Stalin, then the leader of the Soviet Union. As Rothstein explains, the authors of the Convention “did not want to upset Stalin who, despite brutally exterminating political groups in the Soviet Union, was vital to the Allied war effort against Hitler.” The Soviets continued to be opposed to a broader definition of genocide after the war, and they continue to oppose a permanent U.N. tribunal (Rothstein). Even though it was a chief architect of the Convention, The United States Senate failed to ratify the Convention for the next 40 years. Historians attribute this delay to several different reasons, among them threats to U.S. sovereignty, fear of accusations of genocide from civil rights lawmakers (specifically in relation to lynching and Ku Klux Klan activity), and retroactive accusations of Native American genocide. Even though the Convention makes clear that prosecution of genocide cannot be retroactively enforced, American lawmakers continued to fear adoption for decades after its drafting (unhumanrights.org).

As troubled as the Convention was, the role of the international tribunals has been just as problematic. International tribunals are a type of international court of law created through treaties between nations; the primary responsibility of the international tribunals is to prosecute perpetrators of genocide, war crimes, and crimes against humanity. In recent years, tribunals have played an increasingly important role in prosecuting genocide. However,

prosecution is not enough. Not only does the international community need to come to a broad consensus of what it means to commit genocide, it also must reinforce the power of institutions like the U.N.-founded International Criminal Court (ICC) and other international tribunals. To be fully unified in the fight against genocide means giving these tribunals the resources to administer justice appropriately independent of the U.N. and the international community.

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. The ICC and the World Court are two important international tribunals dedicated to pursuing global justice. The ICC, the most well-known, has had some success prosecuting leaders of genocide. In addition to sentencing Jean Kambanda to life in prison “for genocide and related crimes committed while he was prime minister of Rwanda in 1994,” the ICC also prosecuted over 70 cases of genocide-related crimes in addition to the tens of thousands prosecuted by the Rwandan government (Edwards; “After Rwanda’s Genocide”). However, the ICC is in desperate need of additional support. Because its job is to legally prosecute genocide, the ICC is not capable of preventing genocide—the very thing the world needs it to do most. Some critics of the ICC believe the idea of stopping genocide by putting perpetrators on trial is problematic. As Lindberg explains, “If ... there is a legal finding of genocide, then it is too late for prevention. ... If ‘genocide’ is the trigger for action, then the bar is rather high.” In other words, once crimes reach the ICC, irreversible damage and killing has already been done. Stanton explains that in the Darfur region of Sudan, President Omar al-Bashir’s reaction to being referred to the ICC for crimes against humanity and genocide has been to “just laugh[]” (Stanton, “Why Do We Look the Other Way?”). Slobodan Milosevic, the former president of

Serbia, who was also charged with crimes against humanity and genocide, died before his four-year ICC trial was completed because of drawn-out delays (Edwards). These examples illustrate the futility of prosecuting genocidal leaders; how can bringing several men to justice make up for the thousands of murders and atrocities they already committed? While prosecuting genocidal leaders is important, it is not nearly as important as saving tens if not hundreds of thousands of lives by preventing genocide from occurring in the first place.

In order to prevent genocide, a combat task force must be assembled and ready in order to stop genocide in its early stages. While legal action via the ICC should still remain in place, direct military intervention is also necessary in situations that pose a threat of or early stage execution of genocide. In order to quickly stop genocide before it gets to the late bloody stages of persecution and extermination, it is necessary to use military force (Stanton, “The Ten Stages 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 (Stanton, “The Ten Stages”). Murderers who commit genocide are not ragtag bunches of individuals but organized groups who carry out planned violence against those they oppress. In Rwanda, the Hutus who were in power were able to hunt down and murder over 800,000 men, women, and children over the course of just 100 days (“After Rwanda’s Genocide”). U.N. peacekeepers stood by unable to help because countries would not approve a force robust enough to engage in combat: “Belgian peacekeepers ... watched as the carnage unfolded” (Zakaria). However, if the U.N. had an active military force on the ground, those lives could have been saved, as was the case in Kosovo: “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). Given the regularity of recent

genocides, it is clear that the international community “need(s) to set up international contingency plans to deal with mass atrocities” (“After Rwanda’s Genocide”). This means giving an international body like the U.N. more resources to fight genocide. Access to weapons and troops will require the participation of major global players like the United States: “If we [the USA] 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). However, there are still some who believe that if the U.N. has troops, they may be used improperly and ignore a country’s right to govern their own affairs. In order to address these concerns, a principle called the Responsibility to Protect was developed in 2001 by the International Commission on Intervention and State Sovereignty, a Canadian government initiative (Edwards). The purpose of this framework is to clarify the international community’s responsibility to intervene in possible cases of genocide.

The Responsibility to Protect (R2P) is a principle that helps to make clear when to intervene in the affairs of sovereign nations. The U.N. and the international community must make sure this principle is embraced and supported. R2P is a way for the international community to identify negligence, outright aggression, or failure of government to protect one’s population. R2P defines the circumstances that give the international community cause to assume responsibility for the safety of a population:

- 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
- B. Large-scale “ethnic cleansing,” actual or apprehended, whether carried out by killing, forced expulsion, acts of terror or rape. (Edwards)

R2P provides a framework, but in order for the framework to successfully prevent genocide, an international force is necessary. Dr. Gregory Stanton states that military intervention must

occur during “persecution,” a critical late stage of genocide immediately before the “extermination” stage. Dr. Gregory Stanton states, “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” (“The Ten Stages”). R2P should outweigh individual countries’ interests; the document is founded on the belief that the international community is responsible for the well-being and safety of mankind: “the principle of noninterference gives way in circumstances of mass atrocities” (Lindberg). Adhering to R2P and enforcing it with an international military force would also help avoid potential U.N. Security Council deadlocks. If R2P were the guiding mandate of the U.N., response to potential genocide would be automatic and not subject to potential vetoes (Stanton, “The Ten Stages”). In the case of Kosovo, where ethnic cleansing had begun, Russia decided to veto involvement (due to political reasons) but NATO still went ahead with the operation because they recognized the threat of genocide to hundreds of thousands of Kosovars (Lindberg). The U.N. needs a force like NATO along with guiding humanitarian goals, like R2P, in order to prevent genocide.

In contrast, some critics believe boosting the power and resources of the international community—including bolstering R2P—would endanger the sovereignty of the United States and its allies. The argument is that if a framework like R2P were adopted and backed with military resources to prevent genocide, the United States would be subject to the desires of the international community about when and where to use military intervention (Lindberg). In other words, the U.S. might be compelled to engage in international conflicts in which it does not want to get involved, which infringes on its right to act as a sovereign nation. However, this hypothesis and its implications should not outweigh the responsibility of the United States (and the world) to ensure the global safety of mankind. Unfortunately, politics often gets in the way of moral responsibility: “halting or failing to halt a genocide has come down to

whether the political will exists within the United States to act” (Lindberg). As a global leader, it is the responsibility of the U.S. to set the example for early genocide intervention and prevention, whether or not genocide is occurring in countries where the United States does not have economic or political interest.

Critics of R2P also believe the framework could create conflict for the U.S. and its allies or be used as an excuse for military action by its enemies. Libya and Iran have also brought charges of genocide against Israel for their actions in the Gaza Strip (Rothstein) and an international mandate of R2P could “simply be used against Israel” (Lindberg). Because the U.S. and Israel are such close allies, this presents a potentially challenging situation for both countries. Adopting R2P might force the U.S. to act against an ally like Israel because of potential Israeli human rights violations like the annexation of Palestinian land. However, these concerns are not sufficient to abandon R2P. The U.S. and its allies must be held to the same standards as the rest of the international community. Increasing international scrutiny on countries like the U.S. and Israel may even be a good thing; it may help to enforce a more rigorous standard for all countries of the world to follow.

What the global community needs is an international body that has the resources and strength necessary to effectively intervene in countries that are at risk, before power is abused or lives are lost (Stanton, “Why Do We”). As a global leader, the U.S. must start this charge and set an example for the world by making genocide prevention a global priority (Lindberg). It is also important that all nations are subject to review by an international organization to ensure atrocities large and small are avoided wherever possible and prosecuted when necessary.

The U.N. definition of genocide, born out of the atrocities of the Holocaust, was designed both to prevent future genocide and to hold accountable those nations and groups that commit genocide (Schabas). While prosecution has improved in recent years, prevention has not. It is of vital importance that the international community provides resources and support to the U.N., the ICC, and other international coalitions focused on preventing genocide. Certainly the task of providing an international body with these resources is not without its challenges, but it is essential that the global community makes genocide prevention an urgent priority. The international community must take immediate action by empowering the U.N. and intervening in places such as Syria and the Sudan to prevent mass atrocities (“After Rwanda’s Genocide”). The opportunity for peace and safety must extend to all peoples of the world and the U.N. is the institution that can write the final chapter in the history of genocide.

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11.3 Speaking and Listening Rubric

Assessed Standards: SL.11-12.3, SL.11-12.4, SL.11-12.5, SL.11-12.6

Presentation of Knowledge and Ideas

	2-Point Participation	1-Point Participation	0-Point Participation
Listening SL. 11-12. 3	Identifies and accurately and respectfully critiques the speaker's point of view, reasoning, and use of evidence and rhetoric, including assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	Identifies and comments on the speaker's point of view, reasoning, and use of evidence and rhetoric, including describing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	Inaccurately or disrespectfully critiques the speaker's main premise, reasoning, and use of evidence and rhetoric, including naming some links among ideas, word choice, points of emphasis, and tone used.
Clarity SL. 11-12. 4	Presents information with a clear and distinct perspective, such that listeners can follow the line of reasoning and alternative or opposing perspectives are addressed. The organization, development, substance, and style of the presentation are effective and appropriate to the purpose, audience, and task.	Presents information clearly and logically such that listeners can follow the line of reasoning. The organization, development, substance, and style of the presentation are appropriate to the purpose, audience, and task.	Presents information unclearly or illogically, making it difficult for listeners to follow the line of reasoning. The organization, development, substance, and style of the presentation are inappropriate for the purpose, audience, and task.
Media Utilization SL. 11-12. 5	Skillfully and strategically uses digital media in presentations to add interest and to enhance understanding of findings, reasoning, and evidence.	Makes effective use of digital media in presentations to add some interest and to enhance some understanding of findings, reasoning, and evidence.	Makes little or ineffective use of digital media in presentations to add interest or to enhance understanding of findings, reasoning, and evidence.
Speech SL. 11-12. 6	Effectively demonstrates a strong command of formal English and the ability to adapt speech to the task and context of the presentation. Includes subject-area terminology, and specific word choice to add interest.	Demonstrates a command of formal English and the ability to adapt speech to the task and context of the presentation. Includes some subject-area terminology, rhetoric, and specific word choice to add interest.	Demonstrates some command of formal English and some ability to adapt speech to the task and context of the presentation. Includes little to no subject-area terminology, rhetoric, and specific word choice to add interest.

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11.3 Speaking and Listening Checklist

Assessed Standards: SL.11-12.4, SL.11-12.5, SL.11-12.6

Presentation of Knowledge and Ideas

	Did I...	✓
Clarity (SL.11-12.4)	Prepare my video in a manner that ensures it conveys a clear and distinct perspective such that my audience will be able to follow my line of reasoning?	<input type="checkbox"/>
	Ensure that my video presentation's organization, development, substance, and style are appropriate for my purpose, audience, and task?	<input type="checkbox"/>
Media Utilization (SL.11-12.5)	Make strategic use of digital media, including images or animations, to add interest to my video?	<input type="checkbox"/>
	Use the technology to enhance my findings, reasoning, and evidence?	<input type="checkbox"/>
Speech (SL.11-12.6)	Demonstrate a command of formal English?	<input type="checkbox"/>
	Adapt my speech accordingly to the task and the context of using video technology?	<input type="checkbox"/>
	Include specific and powerful word choice, language, rhetoric, and specific subject-area terminology to convey information clearly and keep the audience engaged?	<input type="checkbox"/>

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11.3 Peer Feedback Speaking and Listening Checklist

Assessed Standards: SL.11-12.3

Comprehension and Collaboration

Feedback	Did I...	✓
	Provide feedback related to my peer's point of view or stance?	
	Provide feedback related to my peer's use of evidence and points of emphasis?	
	Provide feedback related to my peer's use of rhetoric?	
	Provide feedback related to my peer's clarity and links among ideas?	
	Provide feedback related to my peer's tone or word choice?	

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