

Title: Genocide – The Case of Karadzic

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Grade Level: 10-12

Summary of Lesson: In small groups students will examine the issue of genocide and then make a speech making a recommendation on what action the United Nations should take against Radovan Karadzic.

Focus Question: What should be the sentence of Radovan Karadzic? What should be the role of the international community in instances of genocide?

Databases(s): *Student Resources In Context & Opposing Viewpoints In Context*

Procedures:

Steps / Activities by Teacher

- Provide students with access to ***Student Resources In Context & Opposing Viewpoints In Context***
- Assign students to groups of 3 – 4 people, or allow them to choose
- Instruct students in note-taking if needed
- Allow in-class time for research and speech writing
- Allow class time for group presentations
- Organize class voting

Steps/Activities by student(s):

- Access the article below in ***Student Resources In Context*** and read it individually:
 - "Karadzic, Radovan" from the Encyclopedia of World Biography
 - Tip: The teacher can also choose to locate the article in advance and create a bookmark link to the article for easier student access/retrieval.
- Instruct Students to locate the following articles in the ***Opposing Viewpoints In Context*** (or the teacher can choose to locate the articles in advance as suggested above). Divide the articles among group members to be read. Students should take notes in the format specified by the teacher.
 - Rieff, David. "Defining Genocide."
 - Mennecke, Martin. "Genocide Did Not Occur in Kosovo."
 - Ronayne, Peter. "Genocide Did Occur in Kosovo."
 - Power, Samantha. "The Persistence of Genocide."
- Share notes with group members and discuss the answer to the focus question.
- Compose a group "closing argument" to present to United Nations with accurate research and support.
- Read statement to the class.
- Vote on presentations.

Outcome: Students will develop a well informed opinion on the Radovan Karadzic case.

Related Activities:

- Using ***Opposing Viewpoints In Context***, students can investigate other potential instances of genocide and then create a table showing similarities and differences between each instance. In each instance, students can also state their own conclusions on genocide/not genocide. Students may also develop position statements aimed at the United Nations.