

Lesson Number and Name: 10- Justice and international involvement in ICTR, The Hague, and gacaca courts	Time Frame: 45 minutes
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<p>Standards: CCLS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12</p> <p>Key Ideas and Details</p> <p>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p>
Unit Goal: How did decisions made by colonial powers influence decisions made by post-colonial leaders?
Essential Question: What impact did the different forms of justice have on Rwanda post-genocide?

Anticipated Student Pre-conceptions/misconceptions: Western styles of justice are “right” and any other is “wrong”.
Materials/resources: Justice systems slides, readings, jigsaw notes/assignment
Overview of the Lesson: Students will jigsaw read about the ICTR, The Hague, and <i>gacaca</i> courts. They will compare and contrast the different forms of justice and determine which one was “best” for reconciling the actions committed during the genocide.

Lesson Opening: Bellwork- What do you think “justice” is? What is it achieved?	Tips/Strategies/Suggestions: You may suggest they think about opposites too, what <i>isn't</i> justice?
Teaching Input: Brief introduction of ICTR, The Hague, and <i>gacaca</i> courts	Tips/Strategies/Suggestions: Video clips could also be added to support this information.
Student Activity: Jigsaw readings on courts	Tips/Strategies/Suggestions: Differentiate groups for different reading levels.
Closing: End Bellwork: Which of the three groups you read about delivers the best “justice”? Explain your answer.	Tips/Strategies/Suggestions: This prompt could be extended to a formally written essay.

Resources for Lesson Extension: Students could further research these topics and create a full analytical essay on their similarities and differences and which best fulfilled the reconciliation process.
