

**LESSON PLAN**

**The War on Bosnia and Prosecuting War Crimes**

MODULE ONE. FOUNDATION: *UNIT III. Human Rights in International Law*

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**LENGTH**

5 days

**NEBRASKA SOCIAL STUDIES STANDARDS**

World History: 12.2,6, 12.2.10  
US History: 12.1.9

**McREL NATIONAL STANDARDS**

World History: 44.5, 44.6, 45.3

**OBJECTIVES**

1. Students will research the collapse of the former Yugoslavia and the outbreak of war in the Balkans in the 1990s.
2. Students will analyze the war crimes committed during the conflict.
3. Students will investigate the creation of the International Criminal Tribunal and its role in prosecuting war criminals from the Bosnian war.
4. Students will evaluate the success rate in enforcing international laws for war crimes and crimes against humanity.

**TERMS**

Ethnic Cleansing  
International Criminal  
Tribunal  
Bosnia-Herzegovina  
Croatia  
Serbia  
Radovan Karadzic  
Slobodan Milosevic  
War Crimes

**MATERIALS**

- Poster boards (for some) and pens or markers
- Websites:
  - Frontline*: The World's Most Wanted Man  
<http://www.pbs.org/wgbh/pages/frontline/shows/karadzic/bosnia/eindex.html>
  - Washington Report on Middle East Affairs:  
Britain and Its Allies Stall U.N. Probe of Serb Atrocities  
<http://www.washington-report.org/backissues/0395/9503014.htm>

**Day One – Two:**

- I. Have students use the *Frontline* website above to investigate the general background of the Balkan conflict following the breakup of the former Yugoslavia.
- II. Have students create a detailed report or visual creation of the chronology of events and key terms, people involved in the conflict.
- III. Hold a class discussion of the information they have discovered. Include in the discussion what they believe the international response to the conflict should have been. Conclude with a discussion of what should be done with those accused of “crimes against humanity” and “war crimes”.
- IV. Explain to students the creation of the International Criminal Tribunal (see Unit VI page 6). Have students brainstorm a list of barriers the Tribunal may face in its work.

**Day Three:**

- V. Have students read the 1995 article from the *Washington Report* above and have them compare the information discussed with their class list of barriers.

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***Day Four – Five:***

- VI.** Have students research the trials of Slobodan Milosevic, Radovan Karadzic or other key figures in the Bosnian War. Have them write a report on their findings and include in the report their assessment of whether or not it is possible for the international community to successfully hold war criminals accountable for their actions.