

LESSON PLAN

The Death Penalty and September 11

FOUNDATION: *UNIT V. International Human Rights in the Domestic US Context*

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LENGTH 2 days	NEBRASKA SOCIAL STUDIES STANDARDS US History: 12.1.14 World History: 12.2.10, 12.2.11	McREL NATIONAL STANDARDS US History: Era 9, 10 World History: Era 8 (42), Era 9 (44, 45), Across the Eras (46)
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OBJECTIVES <ol style="list-style-type: none">1. Students will read and interpret primary resources surrounding the case history of an American “person of interest” dealing with September 11.2. Students will develop and analyze whether or not this suspect received a fair trial based on American law.3. Students will justify their opinions through research and documented supporting facts.4. Students will present their findings in a mock trial and debate the case history as an assessment.	TERMS <p>International Court of Justice (ICJ) Person of Interest US Patriot Act</p>
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MATERIALS <p>Description of Debate Teams (attached) Websites: Profile of American Terror Suspect Zacarias Moussaoui http://www.msnbc.msn.com/id/3067363/site/newsweek/ http://en.wikipedia.org/wiki/Zacarias_Moussaoui US Patriot Act http://www.fincen.gov/statutes_regs/patriot/index.html http://www.epic.org/privacy/terrorism/hr3162.html International Criminal Court (ICJ) http://www.hrschool.org/doc/mainfile.php/lesson46/178/ http://www.un.org/icc/backinfo.htm http://www.icc-cpi.int/menus/icc Person of Interest http://en.wikipedia.org/wiki/Person_of_interest</p>

Day One:

- I. Introduce students to the topic by asking
 - What is the death penalty?
 - When is the use of the death penalty justified, if ever?
 - How has September 11, changed people’s view about the death penalty?
- II. Allow students time to read a suspect profile of the infamous Zacarias Moussaoui from the above websites (or others they find) to learn about his background and believed involvement in the terrorist acts of September 11.

LESSON PLAN

- III. Have student create a list of facts (PROS and CONS), placing 5 –10 supporting facts in each column.
- IV. Ask students to decide only from the information they have been presented to offer a possible guilty or not guilty plea.

Day Two

- V. Divide the class into two teams: prosecution and defense. Within each group, try to mix those who believe he was innocent and those who believe he was involved.
- VI. Define: International Court of Justice.
 - a. What is it?
 - b. What is its main job or function?
 - c. What role does the ICJ play in handling international cases of terrorism?
- VII. Teacher-led preparatory discussion between the prosecution and defense. Items that should be covered in the debate.
 - Is he guilty?
 - What proof did they find?
 - What should be done?
 - By law of the ICJ, how should the guilt or innocence of terror suspects be handled?

Day Three

- VIII. Assessment: Have students defend their findings in a mock trial, allowing each side to ask the other questions about guilt and innocence.
- IX. Have each student give his/her own opinion on a separate sheet of paper. Include three to five facts from the trial that help support the personal belief.

LESSON PLAN

Debate Teams

Team One: DEFENSE	Team Two: PROSECUTION
<p>Job: Using the information presented the previous day, decide whether or not any terror suspect is able to receive a fair trial within the United States.</p> <ul style="list-style-type: none">a. Use American rights such as the right to a speedy trial. Was he ever charged? How long was he held in jail before officials charged him?b. What crime(s) is he guilty of? What proof does the prosecution have?c. Will the right to a trial by his peers be possible with the influence of American media and sensation of the trial?	<p>Job: Prove the involvement and guilt of the terror suspect. What facts did you find in the reading that support his guilt and led to his arrest?</p> <ul style="list-style-type: none">a. What charges will you bring against the subject?b. Based on the laws of the ICJ, what should his sentence be?