

LESSON PLAN

Darfur: Sharing the Response to Genocide

Module Two: GENOCIDE AND CRIMES AGAINST HUMANITY Unit IV. Darfur

Created by: Jane Erdenberger, Omaha North High Magnet School

Grade Level

High School

Length

3 days

NEBRASKA SOCIAL STUDIES STANDARDS

World History 12.2.10 Students will analyze major 20th century historical events.

World Geography 12.4.1 Students will demonstrate geographical skills.

World Geography 12.4.3 Students will compare and contrast the distribution, growth rates, and characteristics of human population, e.g., settlement patterns and the location of natural and human resources.

World Geography 12.4.4 Students will analyze the patterns of urban development, such as site and situation; the function of towns and cities; and problems related to human mobility, social structure, and the environment.

World Geography 12.4.5 Students will analyze the regional development of Asia, Africa, the Middle East, Latin America, and the Caribbean, such as physical, economic, and cultural characteristics and historical evolution from 1000 A.D. to the present.

World Geography 12.4.6 Students will analyze the forces of conflict and cooperation.

World Geography 12.4.7 Students will apply geography to interpret the past, understand the present, and plan the future.

McREL NATIONAL STANDARDS

Historical Understanding

1.4.1-4: Understands and knows how to analyze chronological relationships and patterns.

Historical Understanding

2.4.1-14: Understands the historical perspective.

World History 44.4.1-15:

Understands the search for community, stability, and peace in an interdependent world.

World History 45.4.1-3:

Understands major global trends since World War II.

World History 46.4.1-2:

Understands long-term changes and recurring patterns in world history.

OBJECTIVES

- The students will learn the concepts of human rights and genocide.
- The students will apply map reading skills to predict and explain conflict.
- The students will understand the role of traditional ethnic and economic differences as a source of conflict and the importance of international systems for resolving conflict.
- The students will apply those concepts in the context of the events taking place in the western Darfur region of Sudan.

TERMS

(see Vocabulary Worksheet)

MATERIALS

DAY 1: Atlases for each student

Vocabulary Worksheet (attached)

Access to computers → *Global Human Rights*, Module II: Genocide and Crimes Against Humanity, Unit 4. Darfur

DAY 2: Universal Declaration of Human Rights (attached)

Large markers or dot stickers

DAY 3: **WHAT ORGANIZATIONS ARE INVOLVED?** Worksheet (attached)

Wall signs identifying each of the Worksheet organizations

Paper for identifying badges and coloring materials

DAY 1:

KEY CONCEPTS: ETHNIC GROUP, COUNTRY SHAPE, NATION, STATE

DAY 1 ANTICIPATORY SET

1. Each student needs to have an Atlas (or good political and good physical map of Africa). Ask them to make notes of what they see so they can answer these questions in a class discussion:
 - a. How many countries are there in Africa?
 - b. What countries are likely to have disputes with neighbors, either because of location or shared resources?
 - c. What are the three biggest countries?
 - d. What are the three smallest countries?
 - e. How many different kinds of environment are there?
 - f. Pick **three** of those different kinds of environments and speculate about life there (assuming they live in a small village and not a city) concerning:
 - i. What they eat
 - ii. What they grow or raise
 - iii. What kind of house they have
 - iv. How much water there is
 - v. What the temperature is likely to be, etc.
2. Conduct a short discussion of the answers to these questions. Discuss the importance of shared borders, water and other resources, recognizing that each border provides the potential for conflict. Lead the students to a realization that a large country has not only more borderline to protect but also the potential for a variety of different, and not always compatible, groups within its border. Confirm that the students appreciate the wide variety of locations in Africa and the profound effect environment might have on lifestyle and livelihood. For example, people on the tropical coast will live differently than people in the Kalahari Desert. Living in a mountainous region will be different from living along the River Niger.
3. Direct the students to find Sudan on both of the maps and answer these questions:
 - a. How does the size of Sudan compare to the size of other African countries?
 - b. How many countries border Sudan, and what are their names?
 - c. What are the different environments that can be found in Sudan?
 - d. What role do you think the existence of the Sahara Desert across Sudan plays in creating a unified Sudan?
 - e. What is the capital of Sudan, and where is it located?
 - f. How might the location of the capital of Sudan predict its relationship with people in other parts of the country?
4. Conduct a short discussion of the answers to these questions. Recognize that Sudan is large, has many borders, has a variety of environments and its government is located in a part of Sudan that is a great distance from its southern and western borders, is largely urban and, because of its proximity to Saudi Arabia relates to being Arabian.
5. Ask the students to compare and contrast the life and needs of someone who depends on *farming* to make a living and someone who depends on *herding* to make a living. Discuss.

DAY 1 INSTRUCTION

1. Go to (or set up) the computer lab.
2. Ask the students how many of them have heard references to Sudan, Darfur, Lost Boys, and Janjaweed Militias. (Probably few, but solicit as much information from the students as possible. Many communities in America have welcomed southeastern Sudanese refugees from camps in Kenya and Ethiopia into their communities, and this may solicit additional, personal information from the students.)
3. Tell the students that they will be learning about the conflicts in Sudan, particularly the one in the western Darfur region of Sudan, and the role of the international community in responding to former Secretary of State Colin Powell’s statement that genocide has occurred, and is likely still occurring, there.
4. Direct each student to go to the *UNL Global Human Rights, Genocide and Crimes Against Humanity, Unit 4. Darfur* website. They should read through the website carefully and **take notes** as they will use those notes in the next two days, and will not have access to the website in class again. **Specifically, they will need good notes about these organizations:**
 - African Union
 - Rebel Groups
 - Janjaweed Militia
 - Sudanese Government
 - International Criminal Court
 - UN Mission in Sudan
 - UN Security Council
 - International Committee of the Red Cross
 - International Federation of Red Cross and Red Crescent Societies
 - National Red Cross and Red Crescent Societies
5. When they are done reading the website, draw this chart on the board. Ask the students to do the same on their own paper, and fill it in:

	REBEL GROUPS	JANJAWEED MILITIA	KHARTOUM GOVERNMENT
LOCATION			
RELIGION			
ETHNIC GROUP			
LIFESTYLE			
CURRENT STATUS			

6. Ask each student to:
 - a. Identify in writing what they found most disturbing, and most promising, about the material they read.
 - b. Identify in writing how the information they read confirmed, or was in conflict with, the predictions they made about conflict in Sudan.
7. Conduct a short, sharing discussion of this information to make sure the students have read, and understood, the material they read.
8. Hand out the Vocabulary and Term Worksheets. Ask students to complete them, using the information on the website. In the interest of time, they can work in small groups, provided each person completes his/her own Vocabulary and Term Worksheets.

DAY 1 SUMMARY

Put the words: **Target** **Perpetrator** **Ally**
on the board. Go around the room, asking each student to designate in which column each word from the Vocabulary Worksheet belongs. In each case, ask the student to put the term in the context of the reading. This will be an opportunity to make sure they understand the meaning, and the import, of what they have read.

DAY 2: HUMAN RIGHTS AND THEIR AVAILABILITY

DAY 2 ANTICIPATORY SET

1. Remind the students that they will be learning about the conflicts in Sudan, particularly the one in the western Darfur region of Sudan, and the role of the international community in responding to former Secretary of State Colin Powell's statement that genocide has occurred, and is likely still occurring, there.
2. Have each student write a short answer to these questions about living in the western Darfur region of Sudan to discuss as a class:
 - a. Would you choose to move to a refugee camp? Give three reasons why or why not.
 - b. Depending on the choice to the above question, describe staying put or living in a refugee camp:
 - i. Where would you sleep?
 - ii. What would you eat and where would you get it?
 - iii. What would you do for fuel and water?
 - iv. What is there "fun" to do?
 - v. Would school be a part of your life?
 - c. Who do you think is most at risk from the Janjaweed Militia (age and gender) and why?
3. Lead a class discussion of the students' answers to these questions with pros and cons and categories of answers on the board.

DAY 2 INSTRUCTION

1. The Universal Declaration of Human Rights was adopted and proclaimed by the General Assembly of the United Nations in Resolution 217 A (III) on 10 December 1948 (attached at the end of this lesson plan).
 - a. Print out a large print version of the Universal Declaration of Human Rights, and post the pages across the board.
 - b. Make a copy of the Universal Declaration of Human Rights, and hand a copy out to each student.
2. Ask the students to read through the entire Universal Declaration of Human Rights list. Pair the students and equitably assign # 1 through #30 of the rights identified to each pair of students. (“Equitable” means some are harder to understand than others so parse them out accordingly.)
3. Each pair of students should rewrite their assigned Human Rights *in their own words* and explain “why” they think each particular right was included in the list, noting whether they think there was any particular historical context that made its inclusion essential.
4. Go around the room, #1 through #30, and ask the students to share their description of the Human Right they rewrote, and the reason it was included. The other students should make notes of the meaning and reason of each note and be planning for the next step.
5. Recognizing that all of these Human Rights are essential and non-negotiable, which three does each pair of students think they absolutely must have? Each student should write a paragraph supporting his/her choice.
6. Go around the room and ask a member of each pair of students to come to the board and put a mark/sticker next to the three Human Rights that their pair decided were most essential.
7. When that is done, read out the five Human Rights that most of the students considered essential. Every student should identify those five on their own handout. Lead a discussion:
 - a. Is there general agreement on those five, or are there Human Rights that are notably missing from that list?
 - b. Which Human Rights were the hardest to not include in the top three?
 - c. Where there any Human Rights that were not marked at all? Why?
 - d. How are these Human Rights satisfied in their own lives?
 - e. Are there any Human Rights that they think they do not have, or are at risk of losing?

DAY 2 SUMMARY

Think about the existence of the people living in the western Darfur region of Sudan, whether they are in refugee camps or not. Of the five Human Rights that the class identified, how are they being met – or violated – for those people? Are there rights that were not in the list of five that the students identified that students in living in the western Darfur region of Sudan might select? Each student should write a short paragraph (in class, or as homework) responding to those questions.

**DAY 3:
PROTECTING HUMAN RIGHTS**

DAY 3 ANTICIPATORY SET

1. Remind the students that they are learning about the conflicts in Sudan, particularly the one in the western Darfur region of Sudan, and the role of the international community in responding to former Secretary of State Colin Powell's statement that genocide has occurred, and is likely still occurring, there. In the last class, the Universal Declaration of Human Rights was discussed and how it was, or was not, being assured to the people living in the western Darfur region of Sudan.
2. Draw a football field on the board. Ask the students to help identify the many people who are responsible for making sure the rules are being followed. (The answers should include the several referees, the chain gang, the instant replay team, the coaches, the players themselves, and even the crowd. Discuss why all of them are necessary – and why some of them cannot be the only enforcers.)
3. Write these key terms on the board:
 - African Union
 - Rebel Groups
 - Janjaweed Militia
 - Khartoum
 - Harun & Kushayb
 - International Criminal Court
 - UN Mission in Sudan
 - UN Security Council
 - Genocide
 - NGO
 - International Committee of the Red Cross
 - International Federation of Red Cross and Red Crescent Societies
 - National Red Cross and Red Crescent Societies
4. Lead a refresher discussion to make sure that the students remember enough about what they have worked on to be able to deeply consider the implications of that information. (All of these terms were on the Vocabulary Worksheet, and should also appear in the notes you directed them to take on the **UNL Global Human Rights, Genocide and Crimes Against Humanity, Unit 4. Darfur** website during the Day 1 instruction.)

DAY 3 INSTRUCTION

1. **Discuss this with the students:**

It is possible that the subject of the conflicts among the Janjaweed Militia, the Sudanese government, and the rebel forces are about preserving some of the very human rights that were discussed earlier in the lesson. But, notwithstanding the fact that the Janjaweed Militia, the Sudanese government, and the rebel forces may have legitimate complaints and concerns, presumably there is agreement among the students that the forum for addressing those concerns ought not to involve violation of human rights and genocide of the people living in the western Darfur region of Sudan.

2. Hand out the **WHAT ORGANIZATIONS ARE INVOLVED?** Worksheet to the students. They can work alone, or in pairs, to complete it. On the back of the worksheet, each student should answer these questions:
 - a. Why are there so many different organizations involved in this conflict?
 - b. What is the difference between “peacekeeping” and “enforcement”?
3. Place a sign designating each organization on the **WHAT ORGANIZATIONS ARE INVOLVED?** Worksheet (*other than* the Rebel Forces, the Khartoum government, and the Janjaweed Militias) at various locations around the room. Divide the students into equal groups, and assign them to each of those locations. They should take their notes and Worksheets with them.
4. Members of each group should write a **Mission Statement** outlining
 - a. The role of their organization in the Darfur crisis
 - b. Whether that role is primarily “peacekeeping” or “enforcement”
 - c. How that role is designed to protect human rights
 - d. What their authority is to address that mission
 - e. Who supports their mission and will help them enforce it
 - f. What they are doing in the crisis and whether they are successful in achieving their Mission Statement goals
5. Each member of each group should be designated to negotiate with at least one of the other groups.
6. A spokesperson for each group will present to the class what they see as the role of that group in the Darfur crisis. (While s/he is talking, the corresponding “designated negotiator” in each of the other groups should be taking notes to identify what s/he wishes the presenting group was doing differently. That person should also be prepared to meet with the corresponding group to make suggestions and demands to that effect.)
7. The teacher should direct a specific pattern of discussions, and timeframe, so that each group receives and sends one emissary at a time. The “receiving group” should take notes and negotiate the suggestions that are made to it in the context of its authority to act.
8. Instruct the students that you will be making certain statements and they will “vote with their feet” by moving to the corner of the room that best reflects their positions.
9. When every group has addressed every other group, each group should revisit their own Mission Statement and make changes as necessary.
10. Lead a class discussion about what the respective Mission Statements are and the realistic roles and goals of each of these organizations.

DAY 3 SUMMARY AND ASSESSMENT

After the foregoing Mission Statement exercise, the students will be directed to answer this question:

As between the governments of countries around the world and so-called NGOs, non-governmental organizations (like the Red Cross), which is most responsible for addressing the violations of human rights in Darfur **and how** and which is more likely to bring it to a close? Support your answer with facts from our lessons.

ASSESSMENT RUBRIC

A proficiently written essay will:

- Follow the standard essay requirements of an introductory paragraph, topic sentence, supporting paragraphs and concluding paragraph.
- Use complete sentences throughout.
- Show a working awareness of the various interests involved in the crisis in Darfur and the human rights being violated.
- Include a reference to at least one peacekeeping organization, one enforcement organization, and one government.
- Use at least 5 vocabulary (such as humanitarian, genocide, Khartoum, Janjaweed, International Criminal Court, Red Crescent and United Nations).

VOCABULARY WORKSHEET

1. Find these terms in the website discussion and copy the sentence clause in which they appear on a separate sheet of paper. Underline the word in the clause and leave **two lines** between each sentence:

Atrocities
 Complicity
 Deprivation

Deterrent
 Factions
 Genocide

Humanitarian Law
 Hybrid
 Mandated

2. These are short definitions for the terms above. On your paper, write the definition that matches each term in the lines following the sentence in which that term appears:

Participation; being an accomplice; failure to intervene	Crossbred; composed of unlikely parts; containing several different elements	Something that discourages or prevents an action
Body of international law developed from the laws and customs of war that provides protections to the victims of armed conflict (civilians, POWs, noncombatants).	Acts committed with intent to destroy, in whole or in part, a national, ethnic, racial, or religious group	The state of having lost something or having had it taken away
Ordered or required, usually by law	Groups, cliques, or parties that are political, military, or economic	Savagely brutal acts

3. Also on a separate sheet of paper, write a short answer description of each of these terms (in some cases, a reference to the Glossary on the **Global Human Rights** website may be necessary):

- African Union
- Darfur
- Harun
- International Committee of the Red Cross (ICRC)
- International Criminal Court
- International Federation of Red Cross and Red Crescent Societies
- Janjaweed Militias
- Khartoum
- Kushayb
- National Red Cross and Red Crescent Societies
- UN Mission in Sudan (UNMIS)
- UN Security Council

VOCABULARY WORKSHEET
ANSWER KEY

Terms on website: 1. Find phrase with term. 2. Match to definition.

<i>Web Phrase:</i>	“government-backed militias carry out atrocities against citizens in the western Darfur region, killing thousands and forcing millions into refugee camps.”
<i>Definition:</i>	Savagely brutal acts

<i>Web Phrase:</i>	“Some hoped that ICC action would work as a deterrent for other officials in Sudan to stop their complicity in the genocide.”
<i>Definition:</i>	Participation; being an accomplice; failure to intervene

<i>Web Phrase:</i>	“and unlawful imprisonment and severe deprivation of liberty among others.”
<i>Definition:</i>	The state of having lost something or having had it taken away

<i>Web Phrase:</i>	“Some hoped that ICC action would work as a deterrent for other officials in Sudan to stop their complicity in the genocide.”
<i>Definition:</i>	Something that discourages or prevents an action

<i>Web Phrase:</i>	“However, as of 2007, the rebel factions in particular had subdivided into even more groups.”
<i>Definition:</i>	Groups, cliques, or parties that are political, military, or economic

<i>Web Phrase:</i>	“The US government has repeatedly asserted that genocide is occurring in Darfur.”
<i>Definition:</i>	Acts committed with intent to destroy, in whole or in part, a national, ethnical, racial, or religious group

<i>Web Phrase:</i>	“More precisely, it is mandated by international humanitarian law (the laws of war) to offer its services or undertake certain responsibilities during international and internal war, such as visiting prisoners and providing relief.”
<i>Definition:</i>	Body of international law developed from the laws and customs of war that provides protections to the victims of armed conflict (civilians, POWs, noncombatants).

<i>Web Phrase:</i>	“In 2006, the Security Council passed another resolution authorizing closer operation between the UN forces and the AU forces, creating a hybrid support operation.”
<i>Definition:</i>	Crossbred; composed of unlikely parts; containing several different elements

<i>Web Phrase:</i>	“More precisely, it is mandated by international humanitarian law (the laws of war) to offer its services...”
<i>Definition:</i>	Ordered or required, usually by law

VOCABULARY WORKSHEET
ANSWER KEY (continued)

3. Also on that separate sheet of paper, write a short answer description of each of these terms:

African Union	International organization founded as the Organization of African Unity to promote cooperation among the independent nations of Africa, currently responsible for peacekeeping forces in the western Darfur region of Sudan.
Darfur	Western region of Sudan along the border of Sudan and the southeastern corner of Libya, all of Chad and a portion of the border with Central African Republic.
Harun	Ahmad Muhammed Harun, former Minister of State for the Interior of the Government of Sudan, and as of 2007 charged with 51 counts of alleged crimes against humanity and war crimes by the International Criminal Court, along with Ali Kushayb, leader of the Janjaweed.
International Committee of the Red Cross (ICRC)	Founding agency of the Red Cross Movement, founded as a private Swiss agency in 1863, headquartered in Geneva and directed by a Swiss governing board. It is mandated by international humanitarian law to offer its services or undertake certain responsibilities during international and internal war. It is the lead organization of the Red Cross Movement when people in armed conflicts are in need of humanitarian protection.
International Criminal Court	Under the jurisdiction of the ICC, individuals can be tried for various crimes (war crimes, crimes against humanity and genocide). In 2005, the UN Security Council referred the Darfur situation to the prosecutor of the ICC who launched an investigation (see: Harun and Kushayb).
International Federation of Red Cross and Red Crescent Societies	Helps to facilitate the transnational humanitarian activities carried out by the National Red Cross and Red Crescent Societies, which means coordinating international assistance to victims of natural and industrial disasters, to refugees in peaceful countries, and to those in health emergencies. One of the reasons the ICRC is able to operate outside the refugee camps is because of its strict neutrality, as well as its defined role as the promoter and custodian of international humanitarian law.
Janjaweed Militias	Sudanese government-supported militias responding to rebel forces that kill and force civilians living in the western Darfur region of Sudan to move to refugee camps.
Khartoum	Capital of Sudan, city in which the government of Sudan is located.
Kushayb	Ali Kushayb, leader of the Janjaweed, as of 2007 charged with 51 counts of alleged crimes against humanity and war crimes by the International Criminal Court, along with Ahmad Muhammed Harun, former Minister of State for the Interior of the Government of Sudan.

VOCABULARY WORKSHEET
ANSWER KEY (continued)

National Red Cross and Red Crescent Societies	The National Societies, like the American Red Cross or the Iraqi Red Crescent, operate in more than 180 countries around the world. They are officially charged by their national governments to provide various services, including humanitarian relief, in tandem with public authorities.
UN Mission in Sudan (UNMIS)	In March 2005, the UN Security Council created the UNMIS, consisting of 10,000 troops meant to support the African Union peacekeepers already in Darfur.
UN Security Council	The United Nations Security Council (UNSC) is the organ of the United Nations charged with the maintenance of international peace and security. Its powers, outlined in the United Nations Charter, include the establishment of peacekeeping operations, the establishment of international sanctions regimes, and the authorization for military action. Its powers are exercised through United Nations Security Council Resolutions.

LESSON PLAN – Darfur: Sharing the Response to Genocide

Universal Declaration of Human Rights

<http://www.unhchr.ch/udhr/lang/eng.htm>

Preamble

Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

Whereas disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people,

Whereas it is essential, if man is not to be compelled to have recourse, as a last resort, to rebellion against tyranny and oppression, that human rights should be protected by the rule of law,

Whereas it is essential to promote the development of friendly relations between nations,

Whereas the peoples of the United Nations have in the Charter reaffirmed their faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women and have determined to promote social progress and better standards of life in larger freedom,

Whereas Member States have pledged themselves to achieve, in cooperation with the United Nations, the promotion of universal respect for and observance of human rights and fundamental freedoms,

Whereas a common understanding of these rights and freedoms is of the greatest importance for the full realization of this pledge,

Now, therefore,

The General Assembly,

Proclaims this Universal Declaration of Human Rights as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.

Universal Declaration of Human Rights (continued)

Article 1

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

Article 2

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

Article 3

Everyone has the right to life, liberty and security of person.

Universal Declaration of Human Rights (continued)

Article 4

No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

Article 5

No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

Article 6

Everyone has the right to recognition everywhere as a person before the law.

Article 7

All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.

Article 8

Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

Universal Declaration of Human Rights (continued)

Article 9

No one shall be subjected to arbitrary arrest, detention or exile.

Article 10

Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

Article 11

1. Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defence.
2. No one shall be held guilty of any penal offence on account of any act or omission which did not constitute a penal offence, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offence was committed.

Universal Declaration of Human Rights (continued)

Article 12

No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks.

Article 13

1. Everyone has the right to freedom of movement and residence within the borders of each State.
2. Everyone has the right to leave any country, including his own, and to return to his country.

Article 14

1. Everyone has the right to seek and to enjoy in other countries asylum from persecution.
2. This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

Universal Declaration of Human Rights (continued)

Article 15

1. Everyone has the right to a nationality.
2. No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

Article 16

1. Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.
2. Marriage shall be entered into only with the free and full consent of the intending spouses.
3. The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

Article 17

1. Everyone has the right to own property alone as well as in association with others.
2. No one shall be arbitrarily deprived of his property.

Universal Declaration of Human Rights (continued)

Article 18

Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

Article 19

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

Article 20

1. Everyone has the right to freedom of peaceful assembly and association.
2. No one may be compelled to belong to an association.

Universal Declaration of Human Rights (continued)

Article 21

1. Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.
2. Everyone has the right to equal access to public service in his country.
3. The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

Article 22

Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international co-operation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

Universal Declaration of Human Rights (continued)

Article 23

1. Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.
2. Everyone, without any discrimination, has the right to equal pay for equal work.
3. Everyone who works has the right to just and favourable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.
4. Everyone has the right to form and to join trade unions for the protection of his interests.

Article 24

Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

Universal Declaration of Human Rights (continued)

Article 25

1. Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing, and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.
2. Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

Universal Declaration of Human Rights (continued)

Article 26

1. Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.
2. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.
3. Parents have a prior right to choose the kind of education that shall be given to their children.

Universal Declaration of Human Rights (continued)

Article 27

1. Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.
2. Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

Article 28

Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.

Universal Declaration of Human Rights (continued)

Article 29

1. Everyone has duties to the community in which alone the free and full development of his personality is possible.
2. In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.
3. These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

Article 30

Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.

WHAT ORGANIZATIONS ARE INVOLVED?

	Biased/Neutral (explain)	Objective (explain)	Authority (explain)	Success (explain)
African Union				
International Criminal Court				
International Committee of the Red Cross				
International Federation of Red Cross and Red Crescent Societies				
Janjaweed Militia				
National Red Cross and Red Crescent Societies				
Rebel Groups				
Sudanese Government				
UN Mission in Sudan				
UN Security Council				