

11.3

Performance Assessment

Introduction

In this four-lesson Module Performance Assessment, students use technology to present their research in the format of a video presentation. This assessment requires students to present their research succinctly and choose a specific audience such as a panel of experts or a professional organization related to their topic. Students reconsider their argument for this new context and, if necessary, adapt their evidence and claims concisely and knowledgeably to their new audience. Each student considers the most impactful and relevant evidence to present in a three- to five-minute video presentation. Each video will be recorded and posted on the Internet to enable peer and teacher review. Following the recording of their presentations, each student will review three other student presentations. Students are held accountable for their reviews through the feedback they provide on their peers' presentations. For homework, students read "On the Rainy River" from *The Things They Carried* by Tim O'Brien and write down their initial reactions and questions.

Each of the four lessons in this Performance Assessment is likely to last one class period. However, timing may vary depending on individual class schedules and student needs.

This Performance Assessment is evaluated using the Speaking and Listening Rubric for standards SL.11-12.3, SL.11-12.4, SL.11-12.5, and SL.11-12.6.

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Standards

| Assessed Standard(s) | |
|-----------------------|---|
| SL.11-12.3 | Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. |
| SL.11-12.4 | Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. |
| SL.11-12.5 | Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. |
| SL.11-12.6 | Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. |
| Addressed Standard(s) | |
| L.11-12.3.a | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. |
| L.11-12.6 | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

Prompt

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Over the course of this module, you have analyzed an issue in response to your problem-based question. You have developed your understanding of the issue through research and arrived at your own perspective. You have presented your central claim, supporting claims, counterclaims, reasoning, and evidence in a formal research-based argument paper.

Build on the analysis you did for your research-based argument paper by producing a three- to five-minute video presentation. Distill and reorganize your research for a specific audience and offer essential points of the research in an engaging video presentation that demonstrates command of content and uses formal spoken English. Your presentation should make strategic use of the video format to enhance and add interest to your research findings. The presentation should also include your central claim, two supporting claims with relevant and sufficient evidence, and one counterclaim with corresponding limitations. Further, your video should present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow your line of reasoning.

After publishing your video, you will review a minimum of three video presentations using the Speaking and Listening Rubric and Checklist as a guide to offer feedback and questions via online comments.

- This Performance Assessment uses video presentation technology, such as iMovie, Windows Movie Maker, or CamStudio, to create a video presentation.
- The areas of focus for this Performance Assessment are the distillation and prioritization of information for a digital format, and formal oral presentation techniques. If students use a specific presentation format such as Ignite presentation format or a TED talk, students will also create a series of slides or images to enhance their product. The format of Ignite presentations is as follows: 20 slides that auto-advance every 15 seconds for a total of 5 minutes. Additional time or homework assignments may be required to support the use of the Ignite presentation format or other formats that require visual or additional media.
- This Performance Assessment requires students to complete homework in order to provide adequate time for presentation recording and viewing.
- Though this Performance Assessment assumes video recording technology, other forms of self-publication may be equally effective. Depending on the resources available, consider having students create a multimedia document using Microsoft Word or PowerPoint, a multimedia PDF, or a multimedia document in Google Drive.

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High Performance Response

High Performance Response(s)

A High Performance Response should:

- Clearly articulate the central claim, two supporting claims with evidence, and one counterclaim with corresponding limitations (rebuttals).
- Reconceptualize the research-based argument paper to modify the written document into an oral presentation.
- Consider new audience knowledge level and demands based on the specific audience chosen for the presentation.
- Make strategic use of the video format to articulate their evidence, claims, and reasoning in a succinct and engaging manner.

Standard-Specific Demands of the Performance Assessment

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This Module Performance Assessment requires students to meet numerous demands required by the ELA/Literacy Standards for grades 11-12.

Through deep engagement with texts and the research process, students have practiced delineating, evaluating, and making specific claims and arguments. Additionally, students have edited, revised, and refined their writing through the preparation and completion of a research-based argument paper. The learning throughout this module provided a solid foundation, enabling students to work independently and efficiently to craft a response to the Performance Assessment prompt.

This Performance Assessment requires students to reconceptualize their research-based argument papers and modify their written documents into oral presentations. The Performance Assessment demands that students present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning; they must also address alternate or opposing perspectives, and ensure that the organization, development, substance, and style are appropriate to purpose, audience, and task of a video presentation (SL.11-12.4). The Performance Assessment further asks students to make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest (SL.11-12.5). Additionally, this assessment requires students to adapt speech to align with the task and the context of a video presentation, while demonstrating command of formal English (SL.11-12.6). Finally, this assessment requires that students evaluate their peers' presentations for use of evidence, reasoning, word choice, and tone (SL.11-12.3).

Process

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The Module Performance Assessment requires students to reorganize essential information from their research-based argument papers according to time specifications, content requirements, and audience knowledge considerations. Additionally, students take into account any teacher feedback they may have received during the preparation of their research-based argument papers, such that the organization, development, substance, and style of the end product is appropriate for the purpose and task. Students prepare the content for the presentations, familiarize themselves with the video recording technology to be used, and record and upload their presentations to a website. The video presentations should not be simply an oral version of students' research papers, but should instead enhance analysis and add interest, leveraging the flexibility of digital media to create a dynamic lens through which the audience sees the research. Students' reconceptualization also gives them a chance to deepen their understanding of their topic by applying considerations for a new audience, and modifying the content to maximize engagement. Finally, students engage in feedback-based peer review through the use of online comments.

- See the 11.3 Introduction to Research Module for ELA/Literacy for suggestions on how to prepare students for this assessment over the course of the module.

Lesson 1

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Students begin to prepare their presentations based on the Module Performance Assessment prompt. Instruct students to review and annotate their research-based argument papers to determine which information to include in their presentations. Display and distribute the 11.3 Video Presentation Outline Tool. Instruct students to use this tool as a resource to organize their reconceptualization of their research paper for their new audience by recording information from their annotated research-based argument papers.

Instruct students to produce a three- to five-minute video presentation (a maximum of 500 words) that clearly articulates the central claim, two supporting claims with evidence, and one counterclaim with corresponding limitations (rebuttals). Remind students that this assessment requires them to reconceptualize their research-based argument paper from a written document to an oral presentation. Explain to students these presentations cannot simply be a reading of their papers, but should use the video format to strategically present the most compelling and relevant aspects of their evidence, claims, and reasoning for a new audience. Explain that the video medium allows students to build upon, refine, and distill their research-based arguments while using their oral presentation skills to present their arguments in dynamic and convincing ways.

- Remind students of the 11.3.3 Lesson 12 homework: Identify two or three possible audiences based on your research issue and come to class prepared to share your findings. Additionally, watch the following videos to prepare for the Module Performance Assessment: “Instruction for Preparing an Ignite Presentation” (<http://youtu.be/Arqm7lvzCKs>) and “Teach statistics before calculus!” (<http://youtu.be/BhMKmovNjvc>). Use the Speaking and Listening Rubric to guide your viewing of the TED Talk for standards SL.11-12.3, SL.11-12.4, SL.11-12.5, and SL.11-12.6. The first video provides suggestions about delivering a short and engaging presentation and the TED Talk serves as an exemplar for the Module Performance Assessment. The homework also introduces a Speaking and Listening Rubric that will be used to evaluate students’ video presentations.
- As a means of support, suggest that students use a highlighter or appropriate word processing software to review their papers and identify elements of their research papers they want to present (their central claim and top two supporting claims, as well as two or three sentences from their conclusion). Additionally, students may be able to use elements of their introductions and conclusions from their writing, as well as their engaging introductory statements and concluding statements from their earlier presentations in 11.3.2 Lesson 13 and Lesson 14. Refer to the Model 11.3 Video Presentation Outline Tool and Annotated Model Research-Based Argument Paper to support student work during this activity.
- Remind students of their work with rhetoric in Modules 11.1 and 11.2 and Unit 11.3.1,

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Lesson 2

Students complete the 11.3 Video Outline Tool and prepare for their presentations. Students spend any remaining time familiarizing themselves with video recording software.

- Consider reminding students that they can prepare for their presentations by using a variety of methods (e.g., writing a script or recording key talking points on notecards).

Display and distribute the homework assignment. For homework, instruct students to practice and finalize their presentations in preparation for recording in the following lesson.

Lesson 3

Students come to class prepared to record their video presentations. Students record and upload their video presentations on an appropriate video hosting website, using the Speaking and Listening Rubric and Checklist to guide their work.

- Student video presentations can be uploaded using video hosting websites such as YouTube or Vimeo. Students will need to set up accounts with these video hosting websites in order to post their videos. These sites offer options for privacy and password protection so the presentations can only be viewed by select audiences. If posting student videos online is against regulations, consider allowing students to record their videos via smart phone or digital camera and share them via cloud storage such as Dropbox or Google Drive.

Lesson 4

Students view and peer review (via online comments) a minimum of three peer video presentations. Students use the SL.11-12.3 portion of the Speaking and Listening Rubric and Checklist to guide their feedback on the video hosting website.

Homework

Read “On the Rainy River” from *The Things They Carried* by Tim O’Brien and write down your initial reactions and questions.

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11.3 Module Performance Assessment

Text-Based Response

Your Task: Build on the analysis you did for your research-based argument paper by producing a three- to five-minute video presentation. Distill and reorganize your research for a specific audience and offer essential points of the research in an engaging video presentation that demonstrates command of formal spoken English. Your video presentation should state your central claim, two supporting claims with relevant and sufficient evidence, and one counterclaim with corresponding limitations. Your video should also present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow your line of reasoning.

Once published, you will view a minimum of three video presentations using the Speaking and Listening Rubric and Checklist as a guide to offer feedback and questions via online comments.

Your response will be assessed using the Speaking and Listening Rubric for standards SL.11-12.4, SL.11-12.5, and SL.11-12.6. Your peer feedback will be assessed using the Speaking and Listening Rubric for standard SL.11-12.3.

Guidelines

Be sure to:

- Closely read the prompt.
- Organize your claims, evidence, and counterclaim.
- Demonstrate consideration of a new audience's knowledge level and demands.
- Prepare a presentation outline that responds to all parts of the prompt.
- Demonstrate command of formal English when recording your video presentation.

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CCSS: SL.11-12.3, SL.11-12.4, SL.11-12.5, SL.11-12.6

Commentary on the Task:

This task measures SL.11-12.3, because it demands that students:

- Evaluate peer video presentations for point of view, use of evidence, rhetoric, clarity, and links among ideas and tone or word choice.

This task measures SL.11-12.4 because it demands that students:

- Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning. Present their own perspective and alternative or opposing perspective and ensure the organization, development, substance, and style are appropriate to purpose, specific audience, and task.

This task measures SL.11-12.5 because it demands that students:

- Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

This task measures SL.11-12.6 because it demands that students:

- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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11.3 Video Presentation Outline Tool

| | | | | | |
|--------------|--|---------------|--|--------------|--|
| Name: | | Class: | | Date: | |
|--------------|--|---------------|--|--------------|--|

Directions: Use this tool to collect your thoughts and information from your research-based argument paper to prepare for your video presentation. Then organize the information in a way that maximizes the effectiveness of your presentation.

Audience:

Knowledge level:

Concerns and values:

Potential Biases:

Engaging Introductory Statement:

Supporting Claim:

What is significant about this claim for my audience?

Supporting Claim:

What is significant about this claim for my audience?



Counterclaim:

What is significant about this counterclaim for my audience?

Rebuttal:

Closing Statement:

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11.3 Model Video Presentation Outline Tool

| | | | | | |
|--------------|--|---------------|--|--------------|--|
| Name: | | Class: | | Date: | |
|--------------|--|---------------|--|--------------|--|

Directions: Use this tool to collect your thoughts and information from your research-based argument paper to prepare for your video presentation. Then organize the information in a way that maximizes the effectiveness of your presentation.

Audience: United States Senate Committee on Foreign Relations
Knowledge level: High—they will know the main considerations, history and language regarding genocide prevention as well as key individuals and organizations in the international community.
Concerns and values: They dedicate their time to allocating government resources in responsible and meaningful ways so this information is in line with their concerns and values.
Potential Biases: They may be biased toward the solutions already in place or protective of US resources, so I will have to construct my argument in such a way so they see a reason to change course.

Engaging Introductory Statement:
 If our methods for preventing genocide are sufficient, how do we explain the recent mass killings in Syria? How do we explain the exterminations of people in Sudan, the Democratic Republic of Congo, and Afghanistan—all countries placed on a Genocide Watch list for 2012?
 The United States needs to contribute more resources to the U.N. in order to ensure that they have the power and resources to prevent future genocides.

Supporting Claim:
 “In order to prevent genocide, a combat task force needs to be assembled and ready in order to stop genocide in its early stages. While legal action via the ICC should still remain in place, direct military intervention is also necessary in situations that pose a threat of or early stage execution of genocide.”
What is significant about this claim for my audience?
 This claim is the perfect place to start for my audience because they already know what genocide is so they don’t need background knowledge regarding the history of genocide and the current state of the U.N. and the ICC. Using this claim immediately strikes at the heart of the issue of preventing genocide: providing the appropriate resources for an independent task force. This audience is well positioned to potentially provide those resources.



Supporting Claim:

“R2P should outweigh individual countries’ interests; the document is founded on the belief that the international community is responsible for the well-being and safety of mankind: ‘the principle of noninterference gives way in circumstances of mass atrocities’”(Lindberg).

What is significant about this claim for my audience?

My audience has probably heard of R2P so I don’t need to introduce the term here. This claim demonstrates to my audience that I am knowledgeable about this topic through the use of specific subject-area terminology like “R2P” and “noninterference.” This claim also addresses a concern that this audience may have which will also be addressed in the rebuttal to the counterclaim. My goal in using this claim is to show my audience how R2P is the ideal framework to guide an independent task force based out of the U.N.

Counterclaim:

“The argument is that if a framework like R2P were adopted and backed with military resources to prevent genocide, the United States would be subject to the desires of the international community about when and where to use military intervention (Lindberg). In other words, the U.S. might be compelled to engage in international conflicts in which it does not want to get involved, which infringes on our right to act as a sovereign nation.”

What is significant about this counterclaim for my audience?

This counterclaim may reflect the concerns of this particular audience. There may be some members of this committee who want to protect U.S. sovereignty at all costs and may reject change or allocation of resources to the U.N.

Rebuttal:

“However, this hypothesis and its implications should not outweigh our (and the world’s) responsibility to ensure the global safety of mankind. As a global leader, it is the responsibility of the U.S. to set the example for prevention and early intervention of genocide, whether or not genocide is occurring in countries where we do not have economic or political interests.”

Closing Statement:

There is no time like now to stop future genocides.

“The international community must take immediate action by empowering the U.N. and intervening in places such as Syria and the Sudan to prevent mass atrocities” (“After Rwanda’s Genocide”).

It is up to us to provide the U.N. the resources it needs to establish an independent task force guided by the Responsibility to Protect to put an end to genocide.

Annotated Model Research-Based Argument Paper

How Can Genocide Be Prevented?

Throughout history, genocide has raged on every continent, ravaging peoples by the thousands, hundreds of thousands, millions. While the international response to preventing genocide has grown stronger over the years, there is still much work to be done to stop genocide before it starts. The United Nations has played a major role both in introducing the concept of genocide to the world, and in helping to set up criminal tribunals to punish those who commit acts of genocide. However, the role of the U.N. is a complex one, and the international governing body has at times shown itself incapable of intervening and responding to mass acts of killing. Recent history has shown that what is most needed is a task force independent of the U.N. charged with preventing genocide—one equipped with the means to effectively intervene before mass catastrophes develop. The international community needs to be unified in the fight against genocide and needs to ensure that they have the power and resources to prevent future genocides.

The term *genocide* was coined by Raphael Lemkin and was approved by the United Nations on the 9th of December 1948 in the Convention on the Prevention and Punishment of the Crime of Genocide” (Schabas). Article II of the Convention defines genocide as the following:

...Genocide means any of the following acts committed with intent to destroy, in whole or in part, a national, ethnical, racial or religious group, as such:

- (a) Killing members of the group;
- (b) Causing serious bodily or mental harm to members of the group;
- (c) Deliberately inflicting on the group conditions of life calculated to bring about its physical destruction in whole or in part;
- (d) Imposing measures intended to prevent births within the group;
- (e) Forcibly transferring children of the group to another group.

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Despite this broad definition, many critics consider it inadequate. In order to effectively prevent genocide, the scope of the definition needs to be comprehensive and adopted by all countries. Schabas notes, “The definition of genocide set out in article II is a much-reduced version” of the definition proposed in earlier drafts. For example, the terms “ethnic cleansing” and “cultural genocide” were both excluded from the final wording of the Convention. Some believe the exclusion of the latter term, which includes political and social groups, was made in an effort to satisfy Joseph Stalin, then the leader of the Soviet Union. As Rothstein explains, the authors of the Convention “did not want to upset Stalin who, despite brutally exterminating political groups in the Soviet Union, was vital to the Allied war effort against Hitler.” The Soviets continued to be opposed to a broader definition of genocide after the war, and they continue to oppose a permanent U.N. tribunal (Rothstein). Even though it was a chief architect of the Convention, The United States Senate failed to ratify the Convention for the next 40 years. Historians attribute this delay to several different reasons, among them threats to U.S. sovereignty, fear of accusations of genocide from civil rights lawmakers (specifically in relation to lynching and Ku Klux Klan activity), and retroactive accusations of Native American genocide. Even though the Convention makes clear that prosecution of genocide cannot be retroactively enforced, American lawmakers continued to fear adoption for decades after its drafting (unhumanrights.org).

As troubled as the Convention was, the role of the international tribunals has been just as problematic. International tribunals are a type of international court of law created through treaties between nations; the primary responsibility of the international tribunals is to prosecute perpetrators of genocide, war crimes and crimes against humanity. In recent years, tribunals have played an increasingly important role in prosecuting genocide. However,

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prosecution is not enough. Not only does the international community need to come to a broad consensus of what it means to commit genocide, it also needs to reinforce the power of institutions like the U.N.-founded International Criminal Court (ICC) and other international tribunals. To be fully unified in the fight against genocide means giving these tribunals the resources to administer justice appropriately independent of the U.N. and the international community.

International tribunals must be empowered to respond to and prevent genocide in its early stages, as well as to punish groups and leaders who commit genocide. The ICC and the World Court are two important international tribunals dedicated to pursuing global justice. The ICC, the most well known, has had some success prosecuting leaders of genocide. In addition to sentencing Jean Kambanda to life in prison “for genocide and related crimes committed while he was prime minister of Rwanda in 1994,” the ICC also prosecuted over 70 cases of genocide-related crimes in addition to the tens of thousands prosecuted by the Rwandan government (Edwards; “After Rwanda’s Genocide”). However, the ICC is in desperate need of additional support. Because its job is to legally prosecute genocide, the ICC is not capable of preventing genocide—the very thing the world needs it to do most. Some critics of the ICC believe the idea of stopping genocide by putting perpetrators on trial is problematic. As Lindberg explains, “If ... there is a legal finding of genocide, then it is too late for prevention.... If ‘genocide’ is the trigger for action, then the bar is rather high.” In other words, once crimes reach the ICC, irreversible damage and killing has already been done. Stanton explains that in the Darfur region of Sudan, President Omar al-Bashir’s reaction to being referred to the ICC for crimes against humanity and genocide has been to “just laugh[]” (Stanton, “Why Do We Look the Other Way?”). Slobodan Milosevic, the former

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president of Serbia, who was also charged with crimes against humanity and genocide, died before his four-year ICC trial was completed because of drawn-out delays (Edwards). These examples illustrate the futility of prosecuting genocidal leaders—how can bringing several men to justice make up for the thousands of murders and atrocities they already committed? While prosecuting genocidal leaders is important, it is not nearly as important as saving tens if not hundreds of thousands of lives by preventing genocide from occurring in the first place.

In order to prevent genocide, a combat task force needs to be assembled and ready in order to stop genocide in its early stages. While legal action via the ICC should still remain in place, direct military intervention is also necessary in situations that pose a threat of or early stage execution of genocide. In order to quickly stop genocide before it gets to the late bloody stages of “persecution and extermination,” it is necessary to use military force (Stanton, “The Ten Stages of Genocide”). If citizens are being segregated, starved or forced to live in ghettos, then it is only a matter of time before the killing begins (Stanton, “The Ten Stages...”). Murderers who commit genocide are not ragtag bunches of individuals but organized groups who carry out planned violence against those they oppress. In Rwanda, the Hutus who were in power were able to hunt down and murder over 800,000 men, women, and children over the course of just 100 days (“After Rwanda’s Genocide”). U.N. Peacekeepers stood by unable to help because countries would not approve a force robust enough to engage in combat: “Belgian peacekeepers ... watched as the carnage unfolded” (Zakaria). However, if the U.N. had an active military force on the ground, those lives could have been saved, as was the case in Kosovo: “In 1998, the NATO alliance—led, of course, by the United States—went to war against Serbia to stop ethnic cleansing and atrocities in Kosovo, preventing a potential genocide in close proximity to NATO territory” (Lindberg). Given the regularity of

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recent genocides, it is clear that the international community “need(s) to set up international contingency plans to deal with mass atrocities” (“After Rwanda’s Genocide”). This means giving an international body like the U.N. more resources to fight genocide. Access to weapons and troops will require the participation of major global players like the United States: “If we [the USA] are serious, we have to be willing to take upon ourselves the burden of providing the leadership, the arms, the troops, and the resources” (Lindberg). However, there are still some who believe that if the U.N. has troops, they may be used improperly and ignore a country’s right to govern their own affairs. In order to address these concerns, a principle called the Responsibility to Protect was developed in 2001 by the International Commission on Intervention and State Sovereignty, a Canadian government initiative (Edwards). The purpose of this framework is to clarify the international community’s responsibility to intervene in possible cases of genocide.

The Responsibility to Protect (R2P) is a principle that helps to make clear when to intervene in the affairs of sovereign nations. The UN and the international community must make sure this principle is embraced and supported. R2P is a way for the international community to identify negligence, outright aggression, or failure of government to protect one’s population. R2P defines the circumstances that give the international community cause to assume responsibility for the safety of a population:

- A. Large-scale loss of life, actual or apprehended, with genocidal intent or not, which is the product either of deliberate state action, or state neglect or inability to act, or a failed state situation; or
- B. Large-scale “ethnic cleansing,” actual or apprehended, whether carried out by killing, forced expulsion, acts of terror or rape. (Edwards)

R2P provides a framework, but in order for the framework to successfully prevent genocide, an international force is necessary. Dr. Gregory Stanton states that military intervention must

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occur during “persecution,” a critical late stage of genocide immediately before the “extermination” stage. “Dr. Gregory Stanton states, “If the political will of the great powers, regional alliances, or the U.N. Security Council can be mobilized, armed international intervention should be prepared” (“The Ten Stages...”). R2P should outweigh individual countries’ interests; the document is founded on the belief that the international community is responsible for the well-being and safety of mankind: “the principle of noninterference gives way in circumstances of mass atrocities” (Lindberg). Adhering to R2P and enforcing it with an international military force would also help avoid potential U.N. Security Council deadlocks. If R2P were the guiding mandate of the U.N., response to potential genocide would be automatic and not subject to potential vetoes (Stanton, “The Ten Stages...”). In the case of Kosovo, where ethnic cleansing had begun, Russia decided to veto involvement (due to political reasons) but NATO still went ahead with the operation because they recognized the threat of genocide to hundreds of thousands of Kosovars (Lindberg). The UN needs a force like NATO along with guiding humanitarian goals, like R2P, in order to prevent genocide.

In contrast, some critics believe boosting the power and resources of the international community, including bolstering R2P, would endanger the sovereignty of the United States and its allies. The argument is that if a framework like R2P were adopted and backed with military resources to prevent genocide, the United States would be subject to the desires of the international community about when and where to use military intervention (Lindberg). In other words, the U.S. might be compelled to engage in international conflicts in which it does not want to get involved, which infringes on its right to act as a sovereign nation. However, this hypothesis and its implications should not outweigh the responsibility of the United States (and the world) to ensure the global safety of mankind. Unfortunately, politics often gets in

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the way of moral responsibility: “halting or failing to halt a genocide has come down to whether the political will exists within the United States to act” (Lindberg). As a global leader, it is the responsibility of the U.S. to set the example for early genocide intervention and prevention, whether or not genocide is occurring in countries where the United States does not have economic or political interest.

Critics of R2P also believe the framework could create conflict for the U.S. and its allies or be used as an excuse for military action by its enemies. Libya and Iran have also brought charges of genocide against Israel for their actions in the Gaza Strip (Rothstein) and an international mandate of R2P could, “simply be used against Israel” (Lindberg). Because the U.S. and Israel are such close allies, this presents a potentially challenging situation for both countries. Adopting R2P might force the U.S. to act against an ally like Israel because of potential Israeli human rights violations like the annexation of Palestinian land. However, these concerns are not sufficient to abandon R2P. The U.S. and its allies must be held to the same standards as the rest of the international community. Increasing international scrutiny on countries like the U.S. and Israel may even be a good thing; it may help to enforce a more rigorous standard for all countries of the world to follow.

What the global community needs is an international body that has the resources and strength necessary to effectively intervene in countries that are at risk, before power is abused or lives are lost (Stanton, “Why Do We...”). As a global leader, the U.S. must start this charge and set an example for the world by making genocide prevention a global priority (Lindberg). It is also important that all nations are subject to review by an international organization to ensure atrocities large and small are avoided wherever possible and prosecuted when necessary.

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The U.N. definition of genocide, born out of the atrocities of the Holocaust, was designed both to prevent future genocide and to hold accountable those nations and groups that commit genocide (Schabas). While prosecution has improved in recent years, prevention has not. It is of vital importance that the international community provides resources and support to the U.N., the ICC, and other international coalitions focused on preventing genocide. Certainly the task of providing an international body with these resources is not without its challenges, but it is essential that the global community makes genocide prevention an urgent priority. The international community must take immediate action by empowering the U.N. and intervening places such as Syria and the Sudan to prevent mass atrocities (“After Rwanda’s Genocide”). The opportunity for peace and safety must extend to all peoples of the world and the U.N. is the institution that can write the final chapter in the history of genocide.

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11.3 Speaking and Listening Rubric

Assessed Standards: SL.11-12.3, SL.11-12.4, SL.11-12.5, SL.11-12.6

Presentation of Knowledge and Ideas

| | 2-Point Participation | 1-Point Participation | 0-Point Participation |
|--|--|--|--|
| Listening SL.11-12.3 | Identifies and accurately and respectfully critiques the speaker’s point of view, reasoning, and use of evidence and rhetoric, including assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. | Identifies and comments on the speaker’s point of view, reasoning, and use of evidence and rhetoric, including describing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. | Inaccurately or disrespectfully critiques the speaker’s main premise, reasoning, and use of evidence and rhetoric, including naming some links among ideas, word choice, points of emphasis, and tone used. |
| Clarity SL.11-12.4 | Presents information with a clear and distinct perspective, such that listeners can follow the line of reasoning and alternative or opposing perspectives are addressed. The organization, development, substance, and style of the presentation are effective and appropriate to the purpose, audience, and task. | Presents information clearly and logically such that listeners can follow the line of reasoning. The organization, development, substance, and style of the presentation are appropriate to the purpose, audience, and task. | Presents information unclearly or illogically, making it difficult for listeners to follow the line of reasoning. The organization, development, substance, and style of the presentation are inappropriate for the purpose, audience, and task. |
| Media Utilization SL.11-12.5 | Skillfully and strategically uses digital media in presentations to add interest and to enhance understanding of findings, reasoning, and evidence. | Makes effective use of digital media in presentations to add some interest and to enhance some understanding of findings, reasoning, and evidence. | Makes little or ineffective use of digital media in presentations to add interest or to enhance understanding of findings, reasoning, and evidence. |
| Speech SL.11-12.6 | Effectively demonstrates a strong command of formal English and the ability to adapt speech to the task and context of the presentation. Includes subject-area terminology, and specific word choice to add interest. | Demonstrates a command of formal English and the ability to adapt speech to the task and context of the presentation. Includes some subject-area terminology, rhetoric, and specific word choice to add interest. | Demonstrates some command of formal English and some ability to adapt speech to the task and context of the presentation. Includes little to no subject-area terminology, rhetoric, and specific word choice to add interest. |

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11.3 Speaking and Listening Checklist

Assessed Standards: SL.11-12.4, SL.11-12.5, SL.11-12.6

Presentation of Knowledge and Ideas

| | Did I... | ✓ |
|--|---|--------------------------|
| Clarity (SL.11-12.4) | Prepare my video in a manner that ensures it conveys a clear and distinct perspective such that my audience will be able to follow my line of reasoning? | <input type="checkbox"/> |
| | Ensure that my video presentation’s organization, development, substance, and style are appropriate for my purpose, audience, and task? | <input type="checkbox"/> |
| Media Utilization (SL.11-12.5) | Make strategic use of digital media, including images or animations, to add interest to my video? | <input type="checkbox"/> |
| | Use the technology to enhance my findings, reasoning, and evidence? | <input type="checkbox"/> |
| Speech (SL.11-12.6) | Demonstrate a command of formal English? | <input type="checkbox"/> |
| | Adapt my speech accordingly to the task and the context of using video technology? | <input type="checkbox"/> |
| | Include specific and powerful word choice, language, rhetoric, and specific subject-area terminology to convey information clearly and keep the audience engaged? | <input type="checkbox"/> |

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11.3 Peer Feedback Speaking and Listening Checklist

Assessed Standards: SL.11-12.3

Comprehension and Collaboration

| Feedback | Did I... | ✓ |
|----------|---|---|
| | Provide feedback related to my peer’s point of view or stance? | |
| | Provide feedback related to my peer’s use of evidence and points of emphasis? | |
| | Provide feedback related to my peer’s use of rhetoric? | |
| | Provide feedback related to my peer’s clarity and links among ideas? | |
| | Provide feedback related to my peer’s tone or word choice? | |

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