

**LESSON PLAN**

**The Death Penalty and September 11**

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

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<b>LENGTH</b> 2 days	<b>NEBRASKA SOCIAL STUDIES STANDARDS</b> US History: 12.1.14 World History: 12.2.10, 12.2.11	<b>McREL NATIONAL STANDARDS</b> US History: Era 9, 10 World History: Era 8 (42), Era 9 (44, 45), Across the Eras (46)
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<b>OBJECTIVES</b> <ol style="list-style-type: none"><li>1. Students will read and interpret primary resources surrounding the case history of an American “person of interest” dealing with September 11.</li><li>2. Students will develop and analyze whether or not this suspect received a fair trial based on American law.</li><li>3. Students will justify their opinions through research and documented supporting facts.</li><li>4. Students will present their findings in a mock trial and debate the case history as an assessment.</li></ol>	<b>TERMS</b> <p>International Court of Justice (ICJ) Person of Interest US Patriot Act</p>
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<b>MATERIALS</b> <p>Description of Debate Teams (attached) Websites: Profile of American Terror Suspect Zacarias Moussaoui <a href="http://www.msnbc.msn.com/id/3067363/site/newsweek/">http://www.msnbc.msn.com/id/3067363/site/newsweek/</a> <a href="http://en.wikipedia.org/wiki/Zacarias_Moussaoui">http://en.wikipedia.org/wiki/Zacarias_Moussaoui</a> US Patriot Act <a href="http://www.fincen.gov/statutes_regs/patriot/index.html">http://www.fincen.gov/statutes_regs/patriot/index.html</a> <a href="http://www.epic.org/privacy/terrorism/hr3162.html">http://www.epic.org/privacy/terrorism/hr3162.html</a> International Criminal Court (ICJ) <a href="http://www.hrschool.org/doc/mainfile.php/lesson46/178/">http://www.hrschool.org/doc/mainfile.php/lesson46/178/</a> <a href="http://www.un.org/icc/backinfo.htm">http://www.un.org/icc/backinfo.htm</a> <a href="http://www.icc-cpi.int/menus/icc">http://www.icc-cpi.int/menus/icc</a> Person of Interest <a href="http://en.wikipedia.org/wiki/Person_of_interest">http://en.wikipedia.org/wiki/Person_of_interest</a></p>
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**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.

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- 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.

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**Debate Teams**

<b>Team One: DEFENSE</b>	<b>Team Two: PROSECUTION</b>
<p><b>Job:</b> 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"><li>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?</li><li>b. What crime(s) is he guilty of? What proof does the prosecution have?</li><li>c. Will the right to a trial by his peers be possible with the influence of American media and sensation of the trial?</li></ul>	<p><b>Job:</b> 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"><li>a. What charges will you bring against the subject?</li><li>b. Based on the laws of the ICJ, what should his sentence be?</li></ul>