

**LESSON PLAN**

**The United States and the International Criminal Court**

FOUNDATION: *UNIT VI. I International Implementation, Monitoring, and Enforcement*

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**LENGTH**

4 days

**NEBRASKA SOCIAL STUDIES STANDARDS**

World History: 12.2.10

US History: 12.1.9

**McREL NATIONAL STANDARDS**

US History: 8.25

World History: 9.44, 9.45

**OBJECTIVES**

1. Students will investigate the creation of the International Criminal Court (ICC).
2. Students will analyze US objections to the (ICC).
3. Students will compare and contrast the US position on the Nuremberg Trials and the Tokyo Tribunal with its current position on the ICC.
4. Students will compare the US position on the ICC with one other world power.

**TERMS**

International Criminal Court  
Nuremberg Trials  
Tokyo Tribunal

**MATERIALS**

Websites:

Robert H: Jackson Report to President about Nuremberg Trials

<http://avalon.law.yale.edu/imt/jack08.asp>

Tokyo War Crimes Trials

<http://cnd.org/mirror/nanjing/NMTT.html>

Japan War Crime Trials

<http://www.worldwar2database.com/html/warcrimes.htm>

American Forces Press Service: US Withdraws from International Criminal Court Treaty

<http://www.usasurvival.org/no-icc.shtml>

Washington College of Law: Human Rights Brief -- A Global Court?

<http://www.wcl.american.edu/hrbrief/08/1icc.cfm>

**Day One:**

- I. Using the Nuremberg site above or other information on the history of the Nuremberg Trials, have students read to gather information and prepare a visual summation of the following:
  - a. the purpose of the trials
  - b. key participants in the trials
  - c. the U.S. position on the trials
  - d. the overall legacy of the trials

**Day Two:**

- II. Using the two Japan War Crimes sites above or other information on the Tokyo Tribunals, have students read to gather information and prepare a visual summation of the following:
  - a. the purpose of the trials
  - b. key participants in the trials
  - c. the U.S. in the trials
  - d. the overall legacy of the trials

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***Day Three:***

- III. Using the above two websites on the International Criminal Court, have students explain the stated US position on the ICC and then compare that with the legal interpretation offered by the Washington College of Law at American University.

***Day Four:***

- IV. Have students select one other world power besides the United States and research that country's position on the ICC. Then, looking back at 20<sup>th</sup> century world history, analyze how the history of their selected country, as compared to that of the US, may play into their position on the ICC. Students may write about their results in an essay or make a visual depicting the basic pieces of information they discover.