

<b>Lesson Number and Name:</b> 1- Geography and Pre-colonial history	<b>Time Frame:</b> 45 minutes
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<b>Standards:</b> <b>CCLS: Literacy in History/Social Studies, Science, &amp; Technical Subjects 6-12</b> 7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
<b>Unit Goal:</b> How did decisions made by colonial powers influence decisions made by post-colonial leaders?
<b>Essential Question:</b> How does Rwandan geography relate to its pre-colonial history?

<b>Anticipated Student Pre-conceptions/misconceptions:</b>
<b>Materials/resources:</b> Maps, colored pencils, assignment page
<b>Overview of the Lesson:</b> Students will begin with examining the geography of Rwanda in order to understand later how this played a role in the genocide.

<b>Lesson Opening- Bellwork:</b> How can the geography of a place impact what happens there? Give examples.	<b>Tips/Strategies/Suggestions:</b> Give prompts such as weather, crops, jobs etc.
<b>Teaching Input:</b> Short summary of what geography is and the different types of environments/symbols used on the map	<b>Tips/Strategies/Suggestions:</b> If students already know definition of geography this slide may be omitted.
<b>Student Activity:</b> Students label key locations on Rwanda map, including types of environments.	<b>Tips/Strategies/Suggestions:</b> It would be best to have the maps printed in color, or access to the image online. Make sure to have colored pencils.
<b>Closing-</b> How does where a person lives in Rwanda impact their life? Give specific examples.	<b>Tips/Strategies/Suggestions:</b> Students should identify how small Rwanda is, the capital in the center, the mountains, swamps and grasslands.

<b>Resources for Lesson Extension</b> Students may also benefit from learning geography of surrounding countries, especially Congo, Uganda and Burundi.
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