<table>
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<th>Lesson Number and Name: 1- Geography and Pre-colonial history</th>
<th>Time Frame: 45 minutes</th>
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### Standards:
CCLS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12
7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

### Unit Goal:
How did decisions made by colonial powers influence decisions made by post-colonial leaders?

### Essential Question:
How does Rwandan geography relate to its pre-colonial history?

### Anticipated Student Pre-conceptions/misconceptions:

### Materials/resources:
Maps, colored pencils, assignment page

### Overview of the Lesson:
Students will begin with examining the geography of Rwanda in order to understand later how this played a role in the genocide.

### Lesson Opening- Bellwork:
How can the geography of a place impact what happens there? Give examples.

### Tips/Strategies/Suggestions:
Give prompts such as weather, crops, jobs etc.

### Teaching Input:
Short summary of what geography is and the different types of environments/symbols used on the map.

### Tips/Strategies/Suggestions:
If students already know definition of geography this slide may be omitted.

### Student Activity:
Students label key locations on Rwanda map, including types of environments.

### Tips/Strategies/Suggestions:
It would be best to have the maps printed in color, or access to the image online. Make sure to have colored pencils.

### Closing:
How does where a person lives in Rwanda impact their life? Give specific examples.

### Tips/Strategies/Suggestions:
Students should identify how small Rwanda is, the capital in the center, the mountains, swamps and grasslands.

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