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<th><strong>Lesson Number and Name:</strong> 6- UNAMIR and rumblings of Genocide</th>
<th><strong>Time Frame:</strong> 45 minutes</th>
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**Standards:** CCLS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

**Essential Question:** What motivated peoples’ actions during the genocide?

**Anticipated Student Pre-conceptions/misconceptions:** Students may not be familiar with the United Nations. A mini lesson or introduction of this group may be necessary before the lesson.

**Materials/resources:** Video, video guide

**Overview of the Lesson:** Students will analyze video of US response to the genocide, and address the language used and decisions made.

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<th><strong>Lesson Opening:</strong> Bellwork- What do you think it means to be a peacekeeper? What could be challenging about this role?</th>
<th><strong>Tips/Strategies/Suggestions:</strong> May prompt students with the idea of how to keep peace without being violent or using aggression yourself.</th>
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**Teaching Input:** Notes on UN and timeline of events

**Tips/Strategies/Suggestions:** Students may need additional information on the UN depending on previous knowledge.

**Student Activity:** View US speech on “genocide acts” and complete video analysis guide.

**Tips/Strategies/Suggestions:** There are longer versions of this video, and other examples of evasive language that can be studied on this same topic.

**Closing:** What was motivating the UN to be slow and cautious in taking action in Rwanda?

**Tips/Strategies/Suggestions:** Students may struggle to see both sides of this argument, teacher may need to play devil’s advocate.

**Resources for Lesson Extension:** Students could examine the UN today and its response to recent violence such as the Rohingya in Myanmar or North Korea.