

Lesson Number and Name: 6- UNAMIR and rumblings of Genocide	Time Frame: 45 minutes
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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.

Lesson Opening: Bellwork- What do you think it means to be a peacekeeper? What could be challenging about this role?	Tips/Strategies/Suggestions: May prompt students with the idea of how to keep peace without being violent or using aggression yourself.
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.
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