

Unit Plan

Content Area, Course and Grade Level: History, Global History 10	Dates:
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Unit Title: Rwandan Genocide - Tragedy in the Global Age Essential Question: How did decisions made by colonial powers influence decisions made by post-colonial leaders?
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Standards: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the task.
Enduring Issues: Power, Tensions between traditional cultures and modernization, Impact of Imperialism/Colonization
Materials and resources: Rwanda map, sticky notes, computers, DBQ, venn diagrams, photo analysis, video analysis, big paper, markers,

Lesson Topic	Learning Target	Lesson Description	Assessment
1- Rwandan Geography and early pre-colonial history	I can describe Rwandan geography and how this relates to its pre-colonial history.	Analyze a topographic map of Rwanda, predict how this geography could play into the impending genocide. Understand the traditional narratives of what is Tutsi and Hutu.	Exit ticket: Sticky note question- How might peoples' lives be impacted by where they live in Rwanda?
2- German influence and Belgian shift	I can explain the shift from German colony to Belgian colony.	Examine the Berlin Conference and how colonial countries used their power to manipulate Africa.	Berlin Conference DBQ
3- Belgian eugenics-defining Hutu and Tutsi	I can define eugenics and analyze the impact of	Predict how the narrative pushed by the Belgian	Creation story analysis

	classifying groups of people.	leaders might play into the impending genocide.	
4- Rwandan independence and withdrawal of Belgian leadership	I can hypothesize how the propaganda, education, and church institutions lead to the genocide.	Analyze propaganda (radio and newspaper), schooling and church teachings pre-genocide.	Propaganda image analysis assignment
5- New Rwandan government, Rwanda Civil War and French influence	I can investigate the motives behind leaders of the different groups.	Analyze the play of power between the different groups: Rwandan government, RPF, French government	Venn Diagram comparing the three groups
6- UNIMAR and rumblings of Genocide	I can describe UNAMIR. I can analyze the motivations behind UN decisions.	Analyze the motivations behind UN decisions.	https://www.youtube.com/watch?v=DFgLA2tE7_o Speech analysis
7- UN withdrawal and commencing the Genocide	I can judge the motivations behind the actions of Rwandans during the genocide.	Read about/listen to firsthand accounts from survivors and perpetrators.	Reflective writing assignment video response
8- Refugee camps and French involvement	I can investigate consequences of French (and other NGO's and international aid) in refugee camps.	Read about conditions in refugee camps, international responses to this, and consider motivations behind these responses.	News article assignment discussion
9- Justice and international involvement in ICTR, The Hague, and gacaca courts	I can compare and contrast the different forms of justice used to address the Genocide.	Argue for which of the three justice systems you would consider "most effective" in addressing the crimes committed. In each institution analyze: Who has the power in the court? Where is the court	Argumentative essay outline

		located? What tradition does the format come from?	
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Evaluation: Pre and post assessment "Tragedy in the Global Age" covering learning target content from each lesson.