## Unit Plan

**Content Area, Course and Grade Level:** History, Global History 10  
**Dates:**

<table>
<thead>
<tr>
<th>Unit Title: Rwandan Genocide - Tragedy in the Global Age</th>
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<tbody>
<tr>
<td>Essential Question: How did decisions made by colonial powers influence decisions made by post-colonial leaders?</td>
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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,

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<thead>
<tr>
<th>Lesson Topic</th>
<th>Learning Target</th>
<th>Lesson Description</th>
<th>Assessment</th>
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<tr>
<td>1- Rwandan Geography and early pre-colonial history</td>
<td>I can describe Rwandan geography and how this relates to its pre-colonial history.</td>
<td>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.</td>
<td>Exit ticket: Sticky note question- How might peoples’ lives be impacted by where they live in Rwanda?</td>
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<td>2- German influence and Belgian shift</td>
<td>I can explain the shift from German colony to Belgian colony.</td>
<td>Examine the Berlin Conference and how colonial countries used their power to manipulate Africa.</td>
<td>Berlin Conference DBQ</td>
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<td>3- Belgian eugenics- defining Hutu and Tutsi</td>
<td>I can define eugenics and analyze the impact of</td>
<td>Predict how the narrative pushed by the Belgian</td>
<td>Creation story analysis</td>
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<td><strong>Classifying groups of people.</strong></td>
<td>I can hypothesize how the propaganda, education, and church institutions lead to the genocide.</td>
<td>Analyze propaganda (radio and newspaper), schooling and church teachings pre-genocide.</td>
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<tr>
<td><strong>Rwandan independence and withdrawal of Belgian leadership.</strong></td>
<td>I can investigate the motives behind leaders of the different groups.</td>
<td>Analyze the play of power between the different groups: Rwandan government, RPF, French government.</td>
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<tr>
<td><strong>New Rwandan government, Rwanda Civil War and French influence.</strong></td>
<td>I can describe UNAMIR. I can analyze the motivations behind UN decisions.</td>
<td>Analyze the motivations behind UN decisions.</td>
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<tr>
<td><strong>UN withdrawal and commencing the Genocide.</strong></td>
<td>I can judge the motivations behind the actions of Rwandans during the genocide.</td>
<td>Read about/listen to firsthand accounts from survivors and perpetrators.</td>
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<tr>
<td><strong>Refugee camps and French involvement.</strong></td>
<td>I can investigate consequences of French (and other NGO’s and international aid) in refugee camps.</td>
<td>Read about conditions in refugee camps, international responses to this, and consider motivations behind these responses.</td>
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<tr>
<td><strong>Justice and international involvement in ICTR, The Hague, and gacaca courts.</strong></td>
<td>I can compare and contrast the different forms of justice used to address the Genocide.</td>
<td>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?</td>
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**Notes:**
- **4.-**
  - Rwanda 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.
  - Speech analysis: https://www.youtube.com/watch?v=DFgLA2tE7_o

- **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?

Evaluation: Pre and post assessment “Tragedy in the Global Age” covering learning target content from each lesson.