

How Do We Make "Never Again" a Reality?

Curriculum Unit for grades 9-12 Social Sciences

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How Do We Make "Never Again" a Reality?

In April of 1994, after decades of cultivating hate in order to remain in power, Hutu extremists embarked on a murderous mission to destroy the Tutsi minority in Rwanda. Over the next 100 days, 800,000 men, women, and children were killed. The genocide unfolded under the eyes of the international community who remained silent.

Traveling through Rwanda today, visitors see the word: Ntibizongera - translated into English: "Never Again." Post-genocide, at the United Nations Genocide Convention, 147 countries around the world committed to "never again." Unfortunately, for the people of Bosnia, Dafur, and now Iraq and Syria, this was an empty promise.

What can we do to ensure an end to genocide? How do we make "never again" a reality? This is a tough question, but the story of the people of Rwanda provides us with an opportunity to analyze the pre-conditions that created an atmosphere in which the genocide could occur as well as the reconciliation and unity process that Rwanda has put in place to foster peace.

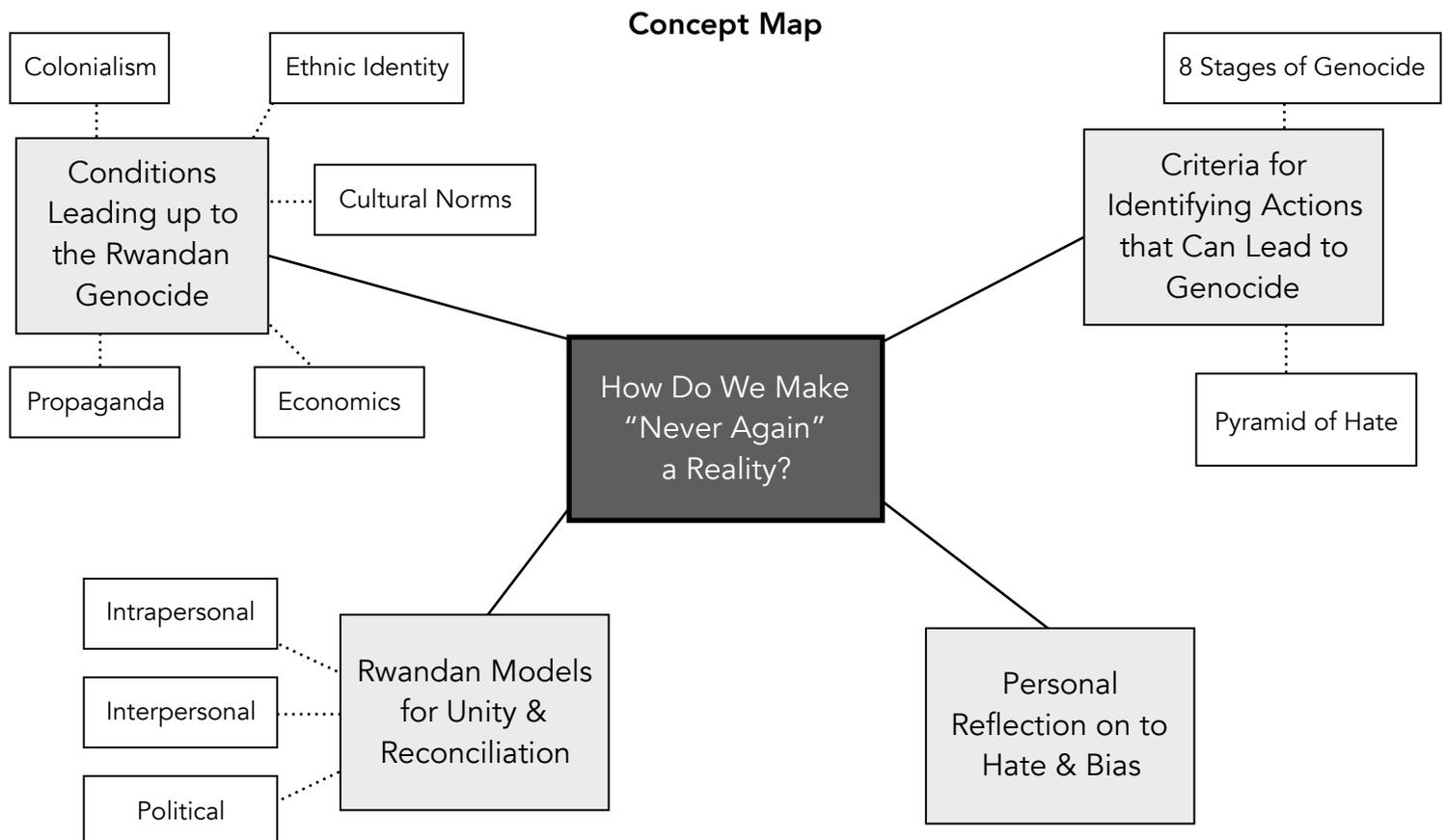
This unit is designed for high school students in social studies courses such as World History, Holocaust Studies, and Sociology.

Central Questions

1. What conditions led up to the genocide in Rwanda?
2. What set of criteria can be used to identify pre-conditions for genocide?
3. How does the Rwandan model for reconciliation and unity provide concrete actions to support the phrase “never again?”

Intended Learning Outcomes

1. The student will understand the impact of colonialism on Rwandan societal structures and its connection to creating an atmosphere of division and hate.
2. The student will analyze actions from pre-genocide Rwanda using Stanton’s *Eight Stages of Genocide* and the Anti-Defamation League’s *Pyramid of Hate*.
3. The student will examine the three-part model of the reconciliation and unity process in Rwanda which includes intrapersonal, interpersonal, and political processes for reconciliation.



Name _____

Date _____

Pre-Assessment & Post-Assessment

1. Shade in the country of Rwanda on this map.



2. Which of the following is NOT an official language in Rwanda?

- A. Kinyarwanda
- B. English
- C. Swahili
- D. French
- E. German

3. What were the three main ethnic groups before the Rwandan genocide?

4. In what year did the Rwanda genocide take place?

- A. 1990
- B. 1994
- C. 1997

5. How many people were killed during the 100 day genocide in Rwanda?

Lesson One: Where Is Rwanda?

Students will take a "culture walk" of Rwanda to familiarize themselves with the country.

45 Minutes

Behavioral Objectives

1. The student will identify the physical and cultural characteristics of Rwanda including geography, language, art, and history.

MO Standards

SS3 1.10 Describe the physical characteristics and human characteristics that make places unique

In preparation

- Play samples of Rwanda music over the speakers (Spotify: Rwandan Rhythms) and share images from the country on the projector (https://youtu.be/8Eq_FKWOHho).
- Prepare snacks of bananas and pineapple or passion fruit if available.
- Signs with Kinyarwandan phrases and Rwanda art/culture/landmarks should be hung around the room. Each of these posters has a QR code at the bottom with more information about phrase or picture.
- Create a KWL chart on the white board.
- Arrange the desks into one large circle.

In class

- As students enter, invite them to grab a snack before heading to their desks.
- Ask the students to use the clues around the rooms to help determine what the next unit will be.
- Complete the "K" section of the KWL chart about Rwanda. (formative assessment)
- Ask the students complete the pre-assessment and collect. (formative assessment)
- Students will then receive a "Rwandan Bingo Sheet" and a blank concept map. Students will complete the squares on the bingo sheet by looking at the posters around the room and capturing the QR codes (students will need to use a device with a QR code reader). Students will take notes on information they learn on each poster on their concept map.
- Once students have completed their concept maps, review the notes using the teacher-led slideshow located in the lesson resources.

Closure

- Explain to the students that it is important to learn about the beauty of Rwanda and its culture before we enter into tomorrow's lesson in which we begin to unpack the events that led up to the genocide of almost one million people over a 100 day period.

- Complete the “W” section of the KWL chart. Take a picture of the chart and post it online so that students can access it later.
- Collect notes and review for participation and accuracy.

Resources

- Speakers, projector
- Banana, pineapple, passion fruit snacks
- Posters with Rwandan cultural pictures and QR codes
- “Bingo” Sheet
- Concept Map
- Pre-Assessment

Lesson Two: A History Lesson

Students will explore the impact of colonialism on the people of Rwanda and the events that led up to the genocide.

Time Frame: 45 Minutes

Behavioral Objectives

1. The student will create a timeline of events that led up to the Rwandan genocide.
2. The student will identify the three main groups of Hutu, Tutsi, and Twa and understand how colonists changed these groups from economic/social identities to ethnic identities.
3. The student will understand how propaganda and discriminatory practices were put in place by the government and contributed to genocide ideology.

MO Standards

SS3 1.6 Analyze all significant wars of the twentieth century, including: causes, comparisons, consequences and peace efforts

In preparation

- Access slideshow of Rwanda timeline included in resources.
- Assess the number of students in your class and determine how many student would be in each group if they were divided into three groups of 84%, 15% and 1%. Divide the desks in the classroom into these three groups. 15% should be at the front of the class, with 84% in the middle and the 1% in the back of the classroom by the door.
- Print out copies of the identity cards found in the resources to match the number students in each of the percentage groups.

In class

- As students arrive, meet each one at the door. Use a magnifying glass or some other tool to pretend to "assess" their features. Upon assessment, issue an identity card to each student and show them where to sit based on their identity.
- Ask the students what they recalled from yesterday's lesson and pay special attention to how they felt seated in one large group, exploring culture as compared to today where they are seated in separate sections and assessed based on their looks. Make a connection to how the people of Rwanda felt when the German colonist and early missionaries came to their country and began to divide them into groups.
- Share slideshow and lecture based on the history of Rwanda from 1897 to 1994. Formative questions are included in the slideshow.

In closure

- Students arrange the desks back into a circle. In closing, go around the circle and each student says one word that they found to be impactful from today's lesson.

- Assign homework to watch the film “Do the Scars Ever Fade?” along with the viewing guide found in the resources. This film can be viewed in class if preferred.

Resources

- Lecture Slideshow and Notes
- Identity Cards
- Tools for assessment (tape measure, magnifying glass, etc)
- *Do the Scar Ever Fade*: <https://www.youtube.com/watch?v=VJAuyIRfYIM>
- *Do the Scar Ever Fade* viewing guide.

Lesson Three: The Genocide Against the Tutsi

The students will learn about the atrocities of the Rwandan genocide and better understand the phrase: never again.

Time Frame: 45 minutes

Behavioral Objectives

1. The student will summarize and reflect on the events of the Rwandan genocide.

MO Standards

SS3 1.6 Analyze all significant wars of the twentieth century, including: causes, comparisons, consequences and peace efforts

In preparation

- On the projector or a white board, post the quote: "There are no devils left in Hell, they are all in Rwanda."
- Place a reflection sheet on each student's desk.
- Print off copies of survivor testimonies from the UN prevention of genocide website.
- Share/print copies of the *8 Stages of Genocide* for homework.

In class

- Ask students to take ten minutes to journal/reflect what they saw in the film "Do the Scars Ever Fade" in light of the quote on the board.
- Review the film guide/questions in a Socratic seminar format with student-led questions and responses.
- Share stories from survivors of the genocide. Begin with two stories included in the resource slideshow. From there, distribute the individual survivor testimonies. Allow students time to read the testimony.

In closure

- Repeat the closing activity from lesson two: Students stand in a circle. Go around the circle and each student says one word that they found to be impactful from the stories of survivors.
- Collect reflections and viewing guides. (formative assessment)
- For homework, read Stanton's *8 Stages of Genocide*.

Resources

- Survivors Testimonies: <http://www.un.org/en/preventgenocide/rwanda/education/survivortestimonies.shtml>
- 8 Stages of Genocide: <http://www.genocidewatch.org/images/8StagesBriefingpaper.pdf>
- Reflection Guide

Lesson Four: Tools In the Prevention of Genocide

Students will use the criteria from Stanton's 8 Stages of Genocide to analyze the Rwandan genocide.

Time Frame: 45 minutes

Behavioral Objectives

1. The student will understand the criteria for identifying actions/behaviors that lead up to genocide.
2. The student will analyze the Rwandan genocide in light of *Stanton's 8 Stages of Genocide*.

In preparation

- Access slideshow included in resources.
- Access to Google Slides & computers (if not a 1:1 school, paper may be used).
- Place large posters around the room with the 8 stages of genocide.
- Have post-it notes available - at least eight per student.
- Repost the KWL Chart in the room (either it has stayed up on the board or you took a picture of it and can place it on the projector).

In class

- Begin by revisiting the "W" section of the KWL chart. Add any additional information students want to know.
- Explain that the phrase "Ntibizongera" - translated into English - "never again" is used often in Rwanda and by the international community in response to the Rwandan genocide. Despite this commitment, we have seen genocides in Bosnia, Darfur, and now Syria and Iraq. What tools can we use in the early identification of genocide ideology?
- Distribute 8 post-it notes to each students. Ask them to write an example from the Rwandan genocide that fits into each of the eight stages of genocide. Place the post-it notes onto the appropriate posters on the wall.
- Assign students to create a summary of each poster. Use google slides to collect their responses. Ask each group to share their summaries with the larger group. (formative assessment)

In closure

- Ask the students to reflect (either verbally or in writing) on the following question: Based on what you know about identifying the stages that lead up to genocide, what concrete actions do you think need to be in place to make the phrase "never again" a reality?

Resources

- Slideshow and lecture notes.
- 8 Stages of genocide posters
- Post-it Notes

Lesson Five: We are all Rwandans

Students will examine the concrete actions Rwandans have put in place to work toward unity and reconciliation as well as commit to the phrase "never again."

Time Frame: 45 minutes

Behavioral Objectives

1. The student will understand the three part process of intrapersonal, interpersonal, and political reconciliation.
2. The student will analyze the Gacaca court system, a cow/roof for every Rwandan, and the "we are all Rwandan" campaigns in light of the three part process.

MO Standards

SS2 1.6, 1.9

In preparation

- Access slideshow included in resources.
- Copies of analysis worksheet.

In class

- Ask students to work with a partner to define the term reconciliation. Share the definitions with the class and develop a working definition that includes the concept of making one idea/belief compatible with another.
- Share slideshow with lecture notes included in resources to better understand how the Rwandan government viewed the reconciliation process (intrapersonal, interpersonal, and political reconciliation).
- Through the slideshow resources and lecture notes, share the stories of the Gacaca courts, a cow/roof for every Rwandan, and the "we are all Rwandan" campaigns as concrete examples in the reconciliation process.

In closure

- Students complete the worksheet where they analyze how each of these campaigns are illustrative examples of intrapersonal, interpersonal, and political reconciliation. Students should work alone at first and then review their answers with a partner. This can also be completed as homework as necessary.

Resources

- Slideshow with lecture notes.
- Analysis worksheet.

Lesson Six: Our Responsibility in "Never Again"

Students will make correlations between the reconciliation process in Rwanda and their personal responsibilities to the concept "Never Again."

Time Frame: Two/Three 45 minute class periods.

Behavioral Objectives

1. The student will evaluate the ADL's *Pyramid of Hate* in the context of the Rwandan genocide and the current cultural landscape of the USA.
2. The student will create a campaign to combat hate-bias in the school.

In preparation

- As a teacher, read Teaching Tolerance's *Speak up at School* Guide found in the resources.
- Access image of the ADL's *Pyramid of Hate* and project on to the board.
- Set of response cards for each student found in the resources.
- Students should have access to computers and productivity tools. If computers are not available, students will need poster board and art supplies.

In class

- Review the forms of reconciliation by using response card game. Students are posed with a scenario and they decide if it is intrapersonal, interpersonal, or political reconciliation.
- Ask students to reflect on what they have learned about the reconciliation process and where they see connections in their lives (at school, in the community, in the world, etc).
- Share the ADL's *Pyramid of Hate* and discuss how, as students in our school, we can combat hate at the bottom levels of the pyramid.
- Share resources from Teaching Tolerance's *Speak Up at School* campaign including four basic strategies combating hate and bias "in the moment."
- Based on knowledge from this unit, students will create a campaign to inform other students of combating hate violence in support of the phrase "never again." Ideas could include a poster campaign, videos, etc. Student may work as one team or in small groups, whichever works best for the classroom environment.

In closure

- Students will share their campaign with the school as a final project.
- Students will also take the post-assessment.

Resources

- https://www.tolerance.org/sites/default/files/2017-06/Speak_Up_at_School.pdf
- ADO Pyramid of Hate
- Response Cards
- Computer and/or art supplies