1. Lesson Number 1 culture walk, Madison Mueth
2. Time: 40 minutes
3. Overview of Lesson: Students will be doing a concept map of Rwanda to go over topics like geography, demographics, religion, and education system.
4. Standard:
   a. SS5 1.1
      i. Identify human characteristics, such as people’s education, language, diversity, economies, religions, settlement patterns, ethnic background and political system
   b. SS7 1.4
      i. Use maps, graphs, statistical data, timelines, charts, and diagrams to interpret, draw conclusions, and make predications.
5. Objective: I can understand the overview of Rwanda.
6. Essential Questions addressed: Where is Rwanda? What is their education system like? What is the population? What is their religion? How is their government set up?
7. Anticipated misconceptions: stereotypes of African countries that are portrayed through the media
8. Instructional materials:
   a. Paper for students
   b. White board
   c. Pictures or artifacts of Rwanda
   d. Chromebooks
9. Instructional tips/strategies:
   a. Make sure everyone is participating in the group work
10. Formative assessment:
    a. Exit ticket about what they have learned
11. Lesson details:
    a. Lesson opening
       i. Explain to them about the unit on Rwanda
       ii. Give overview of where it is
    b. During the lesson
       i. Begin the concept map by writing Rwanda in the center bubble
       ii. Tell the students we will be going over the geography, demographics, and education system using the concept map
          1. Put the words in the bubbles attached to Rwanda
       iii. Tell them they will be doing a culture walk of Rwanda. At each station there will be some important words or questions to answer that you will be writing down on your concept map and some other artifacts to look at that go over a different topic. The topics include geography, the people, things to do, art, and ducksters
          1. At the art station they will be answering questions on the back or the bottom of the concept map
             a. Making predictions for Thursday lesson
          2. At the Ducksters station have them explore the website and write down any information they didn’t get from the other stations
iv. Model what you will do at each station with going over education of Rwanda first.

v. Tell them by looking at this diagram I am going to put on our concept map the information given by this diagram

1. Primary school, senior 1,2,3 and senior 4,5,6

vi. Now we are going to do a culture walk of Rwanda. At each station there will be some important words or questions to answer that you will be writing down on your concept map and some other artifacts to look at that go over a different topic. The topics include geography, the people, and things to do.

vii. Explain how it is their job to write down the important words and other facts they learned on their culture walk on their concept map.

viii. Here are the different stations and what they included:

1. Geography
   a. Words
      i. Lake Kivu
      ii. Question: what are the border countries of Rwanda? (look at map)
      iii. Capital: Kigali
      iv. Land of Thousand Hills
      v. Eight volcanoes- pictures of those
      vi. Tropical climate
      vii. Size: Massachusetts
   b. Artifacts:
      i. Map of Rwanda
      ii. Map of Kigali
      iii. Pictures of the hills, lake kivu and volcanoes

2. The people
   a. Words:
      i. Population: 12,988,423
      ii. Religion: Christian and Roman Catholic
      iii. Language: Kimyarwandan but also French and English
      iv. Community based
   b. Pictures of the people and a few words in Kimyarwandan

3. Things to do
   a. Words:
      i. Akagera National Park
      ii. Volcano National Park
         1. Gorillas
      iii. Lake Kivu
      iv. Culture: weaving classes, dancing performances, etc.
   b. Artifacts:
      i. Pictures of everything to do
4. Art
   a. Having the questions and pictures or artifacts on the table

5. Duckster website
   a. Chromebook

c. Alternative to the culture walk
   i. Making summaries or using the different websites and having the students summarize the information on their concept maps
   ii. The summarize can consist of the main topics within the websites on the different topics
   iii. Or if you are comfortable with the students summarizing the information from the websites on their concept maps then they can do that too

d. Lesson closing
   i. Discuss anything new they have learned from the concept map
   ii. Explain what the next lesson will be
   iii. Have each student do an exit ticket of what they learned

12. Resources:
   a. For these resources you can just give them to the students on a Google Doc or you can summarize certain sections from the website and give those summaries to the students. Depends on your level of students or how you want the lesson to be.
   b. Geography website
   c. World Factbook: Goes over every topic in this lesson like geography, demographics, population
   d. Things to do section:
      i. http://www.rwandatourism.com/
   e. Duckster website
Things to do

Lake Kivu

Volcanoes

National Park

Akagera National Park

Culture
Basket weaving classes

Traditional dances

The People

Population:
12,988, 423

Religion

Christian and Roman Catholic

Language:
Kimyarwandan
English and French

Hello- muraho or salama
Thank you – murakoze
Good morning – mwaramutse

Geography
Land of Thousand Hills
Size of Massachusetts
Lake Kivu
Tropical climate
Capital: Kigali
Eight volcanoes

Education
7 years old
Primary school
1st through 6th grade
Secondary school
Senior 1, 2, and 3
Advanced secondary school
Senior 4, 5, and 6
University
Vocational school
Art Questions
Answer these questions for every art piece on the table

1. What do you think this is used for?
2. How do you think this is made?
Example weaving, paint, etc.
3. What materials are used to make this?
Peace Basket

Sisal bowls

Necklaces
Imigongo Art