

1. Lesson 2
2. Time: 30 to 45 minutes
3. Overview of Lesson: In this lesson students will be creating their “own” classroom by becoming one unit or classroom like Rwanda did after the genocide.
4. Standard:
 - a. SS6 1.9 Identify how a person becomes a member of a group or institution and what factors influence inclusion or exclusion from a group
5. Objective: I can understand the unity Rwanda created after the genocide.
6. Essential Questions addressed:
 - a. How did Rwanda recover after the genocide?
7. Anticipated misconceptions:
 - a. Rwanda is filled with scary people or killers even in today’s society.
8. Instructional strategies:
 - a. Making sure everyone is in engaged and participating in the activity.
 - b. Making sure the students are staying on track with the decision making of creating the rules.
9. Instructional materials:
 - a. White board
 - b. White board markers
10. Formative assessment:
 - a. Grading themselves on how they did working together and explain what was the hardest part for them
11. Lesson details:
 - a. Lesson opening:
 - i. Explain that the students are going to imagine that they are the decision makers or teachers of the classroom
 - ii. Their job, in partners, is to come up with solutions or policies to handle the situation of finding unity in a classroom
 - iii. Explain unity as a whole class
 1. the state of being united or joined as a whole
 - b. Lesson Details:
 - i. Divide the white board up into two sections: problems and policies
 - ii. You are to give at least two problems a classroom can have with unity and then let them decide the third problem they may have
 1. New student comes into the classroom
 2. There are arguments happening in the classroom; not feeling like a family in the classroom
 3. Let them come up with another one
 - iii. Once they have gone over the problems you tell them that in their partner groups they will be coming up with solutions or policies in their “classroom” to help form unity and solve the problems
 1. You are a mediator but as the teacher you are just observing while they make all the decisions.

- iv. After about 20 minutes, come back together as a whole class and go over what each partner group came up with
- v. Then explain how Rwanda had to think of many different ways to unit their whole country when it was divided and broken after the genocide
 - 1. Genocide
 - a. Deliberate killing of a large group of people, especially those of a particular ethnic group or nation.
 - b. Example the holocaust if they know it
- vi. Briefly explain the genocide but go into more detail about the reconciliation
 - 1. Orphans
 - a. Orphanages and families taking in the children
 - b. Getting them into schools
 - 2. Refugees
 - a. Helping them back into the society
 - 3. Poverty
 - a. Working together as a community and the government giving loans out for people to start businesses
 - 4. Focusing on education
- c. Lesson closing:
 - i. Have them write on a paper how was deciding the rules and if it they could do it as a leader of a whole country
 - ii. Explain that in the next two lessons we will be looking more into the culture of Rwanda