

Lesson 2:
Background of Rwandan genocide.

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| Lesson Objective(s) | <ol style="list-style-type: none"> 1. Students will define the term genocide. 2. Students will identify the causes and effects of the Rwandan genocide through analysis of historical and cultural influences. |
| Essential Question (s) | <ol style="list-style-type: none"> 1. How did an “us vs. them” mentality impact the Rwandan culture prior to 1994? 2. What were the main influences that preceded and catapulted the Rwandan genocide? |
| Time/Age | 45-minute class period. Grades 9-10 |
| Materials Needed | <p>Teacher: Laptop/PowerPoint Internet/Youtube capabilities Copies of KWL chart</p> <p>Students: Paper Writing Utensils</p> |
| Activities | <ol style="list-style-type: none"> 1. Pass out KWL charts for students to fill out. Have students write down what they know about Rwanda and the Rwandan genocide. 2. Discuss results. 3. Have students take notes over the background of the genocide. 4. Watch short video clip over the background of Rwandan genocide. Link provided below. Video title on YouTube: “Rwandan History: pre-genocide- “Do Scars Ever Fade” excerpt https://www.youtube.com/watch?v=KfbXZ_uo0no 5. Give students time to fill out the W and L chart. |

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| | 6. Discuss student responses and answer questions to the best of your knowledge. |
| Assessment | Informal assessment: Review KWL charts to assess student learning and analyze areas needing more attention or discussion. |
| Common Core Standards | <p><u>CCSS.ELA-LITERACY.SL.9-10.1</u> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p><u>CCSS.ELA-LITERACY.SL.9-10.1.C</u> Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p><u>CCSS.ELA-LITERACY.SL.9-10.5</u> Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p><u>CCSS.ELA-LITERACY.RH.9-10.3</u> Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> |
| Anticipated Student Pre-conceptions/Misconceptions | <p>Student will most likely not know the history of the genocide. The ones that do will discuss Hotel Rwanda, and I accepted any and all answers that were legitimate brainstorming. I also found that many students had misconceptions on Africa and its political, economic, and cultural affairs. I think it is important to note ahead of time how countries are vastly different from one another. Each country has a unique culture and governmental system.</p> |
| Instructional Tips/Strategies/Suggestions for teacher | For struggling students, I try to find a way to guide notes for them when it comes to the genocide. The topic is difficult to wrap one's brain around, I scaffolding the lesson along with the KWL activity. |
| Resources for Lesson Extension | For the questions that students still have over the genocide, students can expand on the ideas on their own through use of resource and technology. They can share something they learned in the next class period. |

