

Lesson 5:
Rwanda Today and Tomorrow

Lesson Objective(s)	<ol style="list-style-type: none"> 1. Students will use knowledge of the genocide and survival testimony to analyze the current state of Rwandan affairs.
Essential Question (s)	<ol style="list-style-type: none"> 1. Is it possible for a nation to heal as a human does when faced with a traumatic event?
Time/Age	<p>45-minute class period. Grades 9-10</p>
Materials Needed	<p>Teacher: Laptop/PowerPoint Stations</p> <p>Students: Paper Writing Utensils</p>
Activities	<ol style="list-style-type: none"> 1. Anticipatory Set: Introduction/Discussion: What is a more intense emotion- love or hate? What do we turn to in times of need? Why? 2. Students take notes over Gacaca courts and Unity and Reconciliation in Rwanda. 3. Break students into groups of 5. 4. Each group will be assigned a different group of people to “interview” in an activity. See attached for directions. 5. Complete the questionnaire activity and discuss with students the frustrations they will inevitably struggle with when hearing about the push to move forward after the genocide.
Assessment	<p>Informal assessment: Read through the discussion points to gauge student understanding and learning.</p>

<p>Common Core Standards</p>	<p>CCSS.ELA-LITERACY.SL.9-10.1.A Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>CCSS.ELA-LITERACY.SL.9-10.1.C 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>CCSS.ELA-LITERACY.SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>
<p>Anticipated Student Pre-conceptions/Misconceptions</p>	<p>Prior to this lesson, students will be unfamiliar with the idea that untrained but elected individuals performed the court cases. It would be beneficial to discuss the ways in which the US uses our penal system for justice.</p>
<p>Instructional Tips/Strategies/Suggestions for teacher</p>	<p>I like to start by asking questions what true justice really means, and what the purpose of justice is in a situation where a crime has been committed. This can lead into the anticipatory set and lead the discussion from here.</p>
<p>Resources for Lesson Extension</p>	<p>Purchase The <i>Gacaca Courts in Rwanda</i> by Katherine Nohr. This short essay is about the Gacaca courts in Rwanda, and shows how the unity and reconciliation process unfolded in Rwanda.</p> <p>Watch the following trailer for the movie “As We Forgive”. Discuss the issues and topics revolving around survivor forgiveness within Rwanda. https://www.youtube.com/watch?v=AWtwRZ5duoI</p>