

Lesson 4:
Survivor Stories

Lesson Objective(s)	1. Students will identify pieces of trauma and resiliency through survivor testimonies.
Essential Question (s)	1. How has traumatic events impacted the resiliency within survivors of the genocide?
Time/Age	45-minute class period. Grades 9-10
Materials Needed	<p>Teacher: Laptop/PowerPoint Discussion cards Copy of “We Survived Genocide in Rwanda” by Wendy Whitworth</p> <p>Students: Paper Writing Utensils</p>
Activities	<ol style="list-style-type: none"> 1. Introduction/Discussion: Think of a typical day. List all of the times that you hear, listen, or tell a story. Why are stories so important to our lives? 2. Break students into groups of 5. In each small group, have the discussion cards set on the desks. 3. One group member will need to have 1-2 pieces of blank college ruled paper. 4. Review the discussion group assignments for each student. Be sure to note your expectations for the discussion, and how students will receive points for that day. One student will be dictating the discussion on paper, and all students must be participating in the discussion. 5. In this lesson plan, you will find discussion role cards. Print these beforehand. 6. Also in this lesson plan, you will find a guiding question guide for each survivor story. Remind students that their discussion roles need to be fulfilled

	<p>in the conversation, but they can use the sheet to guide the discussion.</p> <ol style="list-style-type: none"> 7. Survivor story page numbers are listed in the document attached. 8. Provide each group with a different survivor story. After about 5-7 minutes of reading and discussion, have students switch groups/stories, as well as pass discussion roles.
Assessment	Informal assessment: Read through the discussion points to gauge student understanding and learning.
Common Core Standards	<p>CCSS.ELA-LITERACY.RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p> <p>CCSS.ELA-LITERACY.SL.9-10.1 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>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>
Anticipated Student Pre-conceptions/Misconceptions	<p>Students may struggle with some of the information in the survivor testimony. Discuss and present the information prior to reading.</p> <p>Students who do not feel comfortable in discussions may struggle to get started, however, discuss how even bringing up on piece of information helps lead a discussion.</p>
Instructional Tips/Strategies for teacher	I printed and laminated these discussion cards to use for other class periods. It helped when I took the time to explain my expectations for discussions with students. I suggested that students write down the initials of students in the discussion so the note taker could quickly follow the discussion on paper.

	<p>I would highly suggest walking around throughout the discussion time. Your physical presence can help spark student discussion and/or help monitor behavioral situation.</p> <p>I was very deliberate when assigning student groups. Preview stories beforehand to pair up the stories you feel would work best with each group you create.</p>
<p>Resources for Lesson Extension</p>	<p>Visit the following website. There are a multitude of testimonies. Have students write responses about another individual's testimony, and/or complete the same activity if you are unable to get the book mentioned above.</p> <p>www.un.org/en/preventgenocide/rwanda/education/survivor_testimonies.shtml</p>