

Lesson Plan Template

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Lesson Title: The Extermination of a Nation: The Genocide in Rwanda

Grade Level: 9-12

Essential Question: Why is it crucial to learn about atrocities and genocides?

Lesson Foundations

Content Standards	<p>M.W.H.23. Regional and ethnic conflicts in the post-Cold War era have resulted in acts of terrorism, genocide, and ethnic cleansing.</p> <p>M.W.H.24. Political and cultural groups have struggled to achieve self-governance and self-determination.</p> <p>C.I.9. Nations and international organizations pursue their own interests on issues related to civil and human rights, resulting in both conflict and cooperation particularly as it relates to injustices against minority groups.</p> <p>C.I.10. Modern instances of genocide and ethnic cleansing present individual, organizational, and national issues related to the responsibilities of participants and non-participants.</p>		
Learning Objective(s)	<ol style="list-style-type: none"> 1. SWBAT analyze source relating to the genocide that took place in Rwanda in 1994. 2. SWBAT apply information from primary sources to support arguments relating to the genocide in Rwanda. 	Assessment(s)	<ol style="list-style-type: none"> 1. Check for Understanding 2. Synthesis Discussion 3. Thesis Statement 4. Exit Ticket
Materials & Resources	<p>September 2018: Genocide and Rwanda</p> <p>Draft of Legal Analysis</p> <p>Rwanda – Geneva Convention Violations</p> <p>Rwanda Genocide Index</p> <p>Genocide in Rwanda DBQ PowerPoint</p> <p>Graphic Organizer</p> <p>Differentiated Graphic Organizer</p> <p>Primary Source Template</p> <p>Differentiated Primary Source Template</p>		

Instructional Procedures/Steps

<p>Opening ___5___ Minutes</p>	<ol style="list-style-type: none"> 1. Bell Ringer: The teacher will begin the lesson by asking questions to the entire class. The questions will initiate the topic of the lesson for the students to begin thinking about the content. The questions will be presented on the learning tool NearPod to support and guide student learning. The questions: <ol style="list-style-type: none"> a. What is a genocide? b. What genocides do you know about? c. Why do you think genocides causes long-lasting impacts? 2. Introduction of Compelling Question & Learning Objectives: The teacher will introduce the learning objectives and compelling question using the NearPod learning tool: <ol style="list-style-type: none"> a. SWBAT analyze source relating to the genocide that took place in Rwanda in 1994. b. SWBAT apply information from primary sources to support arguments relating to the genocide in Rwanda. <p>Compelling Question:</p> <ol style="list-style-type: none"> c. Why is it crucial to learn about atrocities and genocides?
<p>Instruction ___32___ Minutes</p>	<ol style="list-style-type: none"> 1. DBQ Activity: The teacher will provide students with a graphic organizer for a DBQ activity. The teacher will explain the activity to the students by describing sources that will be analyzed during the activity and questions that correspond with the documents. The teacher will break up the class into groups by randomly assigning them into groups of 3-4 students per group. The teacher will instruct the students to complete the first two sources in the DBQ graphic organizer before moving on to the next step of the lesson. The first two sources focus on: <ol style="list-style-type: none"> a. The 1948 Convention on the Prevention and Punishment of the Crime of Genocide. b. Specific guidelines indicating when a genocide is occurring. c. Relation to those guidelines and the incident in Rwanda. d. Background information on the Tutsi people. e. The Hutu's role of the genocide in Rwanda. f. Supporting Questions: <ol style="list-style-type: none"> i. How many guidelines were set by the 1948 Convention on the Prevention and Punishment of the Crime of Genocide? ii. What specific types of members are targeted for a genocide? iii. How many Tutsi people were murdered during the incident in Rwanda? iv. Who was responsible for murdering the Tutsi and Hutus?



- 2. Check for Understanding:** The teacher will stop the activity after the students have completed two of the sources along with the questions that correspond with the first two sources. The teacher will ask a question to check their understanding of the material. The teacher will resume the activity after students verbally give their answers. The questions:

 - a. What are the guidelines stated by the 1948 Convention on the Prevention and Punishment of the Crime of Genocide?
 - b. How does understanding this context help us to understand the incident in Rwanda?
 - c. What political group began committing atrocities against the Hutus and Tutsi people?
 - d. What evidence proves that harmful actions were committed on people in Rwanda?
- 3. DBQ Activity:** The teacher will instruct the class to continue working in their groups of 3-4 students per group to complete the DBQ activity about the genocide in Rwanda. The teacher will also instruct the class to analyze the remaining two documents while answering questions in the **graphic organizer** that correspond with the sources. The remaining sources for this activity focus on:

 - a. Violations against the Geneva Convention in Rwanda.
 - b. The assassination of Presidents Habyarimana and Ntaryamira.
 - c. Government officials working to blame the Tutsi for the assassinations.
 - d. Index of total deaths of Tutsi and Hutus people.
 - e. The geographic impacts of the murders in Rwanda.
 - f. **Supporting Questions:**
 - i. When did the first signs of genocide occur in Rwanda?
 - ii. Which specific ethnic group were murdered the most during the incident?
 - iii. What event possibly caused the beginning phases of the genocide?
 - iv. Is there any substantial evidence to prove who was behind the assassinations?
- 4. Whole Class Synthesis Discussion:** The teacher will bring the entire class together after the students complete the stations and have completed their graphic organizers. The teacher will ask for students who are willing to verbally present their responses. This assessment will be brief as a form of temperature taking. Once the discussion is finished after 3-4 minutes, the students will answer one final question on the back of their graphic organizers. The questions:

 - a. What did Document C focus on?
 - b. What evidence proves that a specific ethnic group assassinated the Presidents of Rwanda and Burundi?
 - c. What does Document D display regarding the genocide in Rwanda?



	<p>d. How does this help us understand the conflict? e. Why is it crucial to learn about atrocities and genocides?</p> <p>5. Thesis Statement: The teacher will transition to the end of the body of the lesson by asking students to write a thesis statement in their DBQ handouts. The teacher will assess each student’s thesis statement to end the lesson. This is the final assessment from the body of the lesson that the teacher can evaluate student understanding. The teacher will be assessing:</p> <p>a. Why is it crucial to learn about atrocities and genocides? b. A detailed statement that explains their argument on the necessity of learning about genocides. c. Evidence from the primary sources to support their claims.</p>
<p>Closure ___5___ Minutes</p>	<p>1. Extension Activity: The teacher will ask students to use the remaining space on their graphic organizer to complete an extension activity. After completing the last primary source document, the teacher will ask the students to think and write down of a minimum of 3 key words that describe the genocide that occurred in Rwanda in 1994. The teacher will instruct the students to use the information from the primary source documents in the DBQ to complete this activity. The teacher will ensure that the students are utilizing content to complete this extension activity.</p> <p>2. Exit Ticket: The teacher will instruct the students to submit their graphic organizers after they have completed writing their thesis statement. The thesis statement will be completed individually based on student’s understanding of the material and to use content to support their argument. This lesson is completed once all of the students have submitted their Exit Tickets.</p>
<p>Accommodations/ Enrichment</p>	<p>Accommodations: The teacher will provide students with a differentiated worksheet containing sentence starters. Additionally, the teacher will highlight important key terms and content in the four documents for the DBQ activity for all of the students to support their learning during the lesson activity.</p> <p>Enrichment: The teacher will provide a critical thinking question for gifted students once they have completed the DBQ activity. The students will reflect on prior knowledge, refer to their answers, and utilizing the primary sources to answer the enrichment question. This will challenge the students to think complexly about the genocide in Rwanda and how this event possibly creates additional unrest that continue to exist in Rwanda and other nations in the world.</p>