



Source Question: The Genocide in Rwanda

Directions: In your groups individually read the sources, then collaborate with your group members to individually formulate answers to the DBQ questions. You must **EXPLAIN** each answer as thoroughly as possible!

DOCUMENT A:

- 1) How is this document significant to this lesson?

- 2) According to the document, what specific types of members are targeted for a genocide?

DOCUMENT B:

- 3) What ethnic group was targeted during this atrocity?

- 4) How does this document add context to understanding the genocide in Rwanda?

DOCUMENT C:

- 5) Is there any substantial evidence to prove who was behind the two assassinations of the presidents?

 - 6) Why is this document important to understand when discussing the genocide in Rwanda?
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DOCUMENT D:

- 7) What does Document D display regarding the genocide in Rwanda?
- 8) How does this help us understand the conflict?

EXTENSION ACTIVITY: List a minimum of **3** key words that describe the 1994 genocide in Rwanda.

- 9)
- 10)
- 11)
- 12)

ENRICHMENT/CRITICAL THINKING: After reading and analyzing all of the documents, complete this enrichment activity. Think complexly about the primary sources and the content they detail. Refer back to your answers above to guide your thinking.

- 13) The genocide that occurred in Rwanda in 1994 is continually being analyzed to provide concrete understandings of the event and the larger causes and effects of it. Based on the sources from the DBQ, explain how this incident could cause major effects in Rwanda and other neighboring nations.

THESIS STATEMENT:

- 14) Use the knowledge gained from the DBQ activity, and evidence from the sources to construct a thesis statement. The prompt:
Why is it crucial to learn about atrocities and genocides?