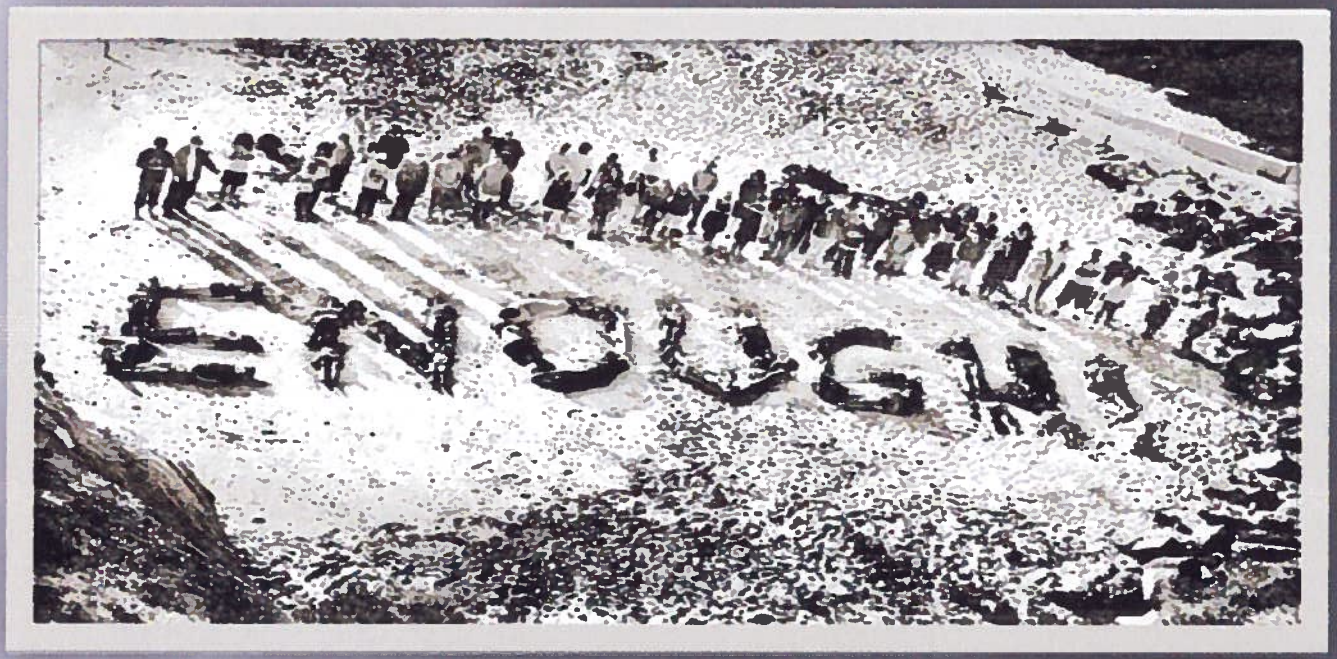
COMMEMORATING THE 20TH ANNIVERSARY OF THE RWANDAN GENOCIDE



Curriculum Lesson Plans

2014

Developed by:
The New Jersey Commission on Holocaust Education

STATE OF NEW JERSEY
COMMISSION ON HOLOCAUST/GENOCIDE EDUCATION

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Remember
Remembrance is Continuing the Resistance
NEW JERSEY COMMISSION ON HOLOCAUST EDUCATION

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April 2014

Dear Educator:

The New Jersey Holocaust Commission is proud to present this curriculum of lesson plans for grades 7-12 in New Jersey commemorating the 20th anniversary of the Rwandan Genocide.

The first six (6) lessons deal with the events leading up to the genocide and the massacre itself of over 800,000 Tutsis and moderate Hutus destroyed by the Hutu population in 100 days. The remaining lessons deal with the conclusion of the genocide and the experiences during the past twenty (20) years, including the experiment of the gacaca trials (community courts) regarding the perpetrators. The resource Kwibuka is a good source to keep updated on the happenings in Rwanda.

Please feel free to utilize this curriculum to supplement the needs of your particular lesson plans as they meet a number of state and national standards and let us know if we can provide any further information and/or support.

Please share any comments from your review and any activities of the students.

Sincerely,

Philip Kirschner

Philip Kirschner, Esq.
Chair
New Jersey Commission
on Holocaust Education

Paul B. Winkler

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DEDICATION

This curriculum of lesson plans is dedicated to the survivors and victims of the 1994 Rwandan genocide and to the resilience of the people over the past twenty (20) years.

It is the hope of the Commission that the lessons learned will help to prevent all people from experiencing the evils of bias, bigotry, prejudice and genocide whenever and wherever they exist.

ACKNOWLEDGEMENTS

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who gave of their time and interest and shared their ideas and information

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Unit: Rwandan Genocide

Lesson Title: Impact of Colonialism on Rwanda

Common Core Standards

RH/9-10/3/ Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

RH/9-10/4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

RH /11-12/2/ Determine the central ideas or information of a primary or secondarysource; provide an accurate summary that makes clear the relationships among the key details and ideas.

RH/11-12/7/ Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem

Key Questions/Issues Addressed

- Why did the Germans and later the Belgians favor the Tutsis in their colonial rule of Rwanda?
- What impact did the Belgian instituted system of identity cards have on the people of Rwanda during the colonial period and after independence was achieved?
- Why did the Belgian colonial government policy change to one in support of the Hutus rather than the Tutsis as the time for independence drew nearer?
- Why did European views and policies influence the views of the people of Rwanda in terms of society, government, and the economy of Rwanda before and after independence?

Lesson Goals/Objectives

The student will be able to

- Explain how racial and ethnic attitudes and policies impact and affect human relationships, government policies, economic life, and other aspects of the human condition.
- Recognize and identify the corrosive influence of prejudice and discrimination on the life of the individual, on society in general, and on all aspects of human relationships and behavior.
- Recognize and identify colonial European policies such as the use of identity cards that reinforced and strengthened ethnic/tribal prejudices and discriminatory practices in Rwanda and how those policies continued to exist after Rwanda gained political independence.

Key Terms

Colonialism
Imperialism
Ethnic groups
Identity card system
Social mobility
Clan system
Feudal system
Refugees
Tribute
Social revolution
Right of return

Materials

Access to computers and Internet

Map of Rwanda http://www.rwandanstories.org/about_us/rwanda_map.html (map may be viewed in larger map by clicking on link below map)

http://www.rwandanstories.org/origins/real_differences.html (This site is divided into topics that may be used separately for individual specifics or collectively as an overview. Photos, maps, timelines, testimonies, documents, etc. are included.

http://www.rwandanstories.org/genocide/whose_idea.html

http://www.rwandanstories.org/origins/colonialism.html

http://www.rwandanstories.org/origins/power_shift.html

http://www.un.org/en/preventgenocide/rwanda/timeline.shtml - Outreach Programme on the Rwanda Genocide and the United Nations – excellent timeline with links to additional information available on the site

http://africanhistory.about.com/od/rwanda/a/RwandaGen01.htm?p=1

http://www.genocidewatch.org/images/Rwanda_12_02_xx_country_profile

http://www.ushmm.org/confront-genocide/cases/rwanda/rwanda-background United States Holocaust Museum. Background to genocide in Rwanda

http://www.hmh.org/la_Genocide_Rwanda_html Holocaust Museum. Houston Genocide in Rwanda.

http://www.minorityrights.org – World Directory of Minority Peoples (Twa in Rwanda)

http://africanhistory.about.com/od/rwanda/a/RwandaGen01htm?p=1 The Rwandan Genocide – Part I

http://news.bbc.co.uk/ - Type in search space Timeline Rwandan profile and select 18 September 2013 when the page comes up. The timeline extends from 1300 to the present

Background for lesson (if necessary)

For background information, refer to the Internet sites listed and review the information provided. Other sites with information also are available on the Internet but should be reviewed carefully for reliable and relevant information. For information on Genocide, its definition and the eight stages of genocide identified by the work of Gregory H. Stanton, two sites are suggested for the teacher to consider: http://drb.lifestreamcenter.net/Lessons/genocides/8_stages.htm

http://www.genocidewatch.org/images/8StagesBriefingpaper.pdf

Instructional Activity/Procedures

1. Introduce the country of Rwanda to the students by locating it on a map of Africa. Have students note items about the nation by studying the map. Items such as nation is land-locked, small nation, hilly/mountainous land (Country of a Thousand Hills), neighboring nations, climate, etc.
2. Introduce names of three ethnic/tribal groups:
   a) Hutu
   b) Tutsi
   c) Twa
   d) Read and share information about each group such as dominant group in numbers, primary economic interests, general appearance, religious affiliation, relationships/attitudes of groups toward each other, etc.
3. Locate Germany and Belgium on a map of Europe. On a world map, note the distance

between the European nations and Rwanda. Why were the European nations interested in obtaining colonies in Africa? Why was Germany forced to transfer control of Rwanda to Belgium?

4. Ask students to suggest various ways that Belgium may have impacted the relationships among the Rwandan people. Read the information provided in the online articles to learn about the changes in the relationships of the three groups that resulted from Belgian policies.
5. Why did the Belgians favor the Tutsi people at the beginning of their control in Rwanda? How was this preference manifested?
6. German and Belgian racial policies are referred to as "pseudo-science" or "junk science". What does this mean? Give some examples of things that the government did under the Belgians and later were followed by an independent Rwandan government that reflect how their policies were influenced by these "theories".
7. Explain the "identity card" system that the Belgian government instituted in Rwanda. In small groups or individually, have students prepare a chart or write a short essay explaining how the identity card system created greater tensions among the people and how it could be a decisive factor in the opportunities a person had.
8. Explain how and <u>why</u> the Belgian government changed their support and preference from the Tutsi to the Hutu people. What impact did this have on the government that formed when Rwanda became independent and the dominant power in that government? How did this affect the status of each group under the new government?
9. Have each student write a short essay explaining how s/he thinks the changing relations among the groups and the status of each group impacted the welfare of the nation as a whole and the people individually and by groups during the development of an independent Rwandan nation. Specific reasons for their predictions should be given.
10. Have students share their thoughts and predictions with the class. Explain that following lesson(s) will give students an opportunity to investigate and evaluate the accuracy of their predictions.

Evidence of Understanding

1. Student insight into the impact of government policies that foster discrimination and prejudice as well as creating social, educational, economic etc. inequalities will be evaluated. (As revealed in the essays and discussions.)
2. In small groups or individually, have students design a plan of action for a government to follow to overcome past discriminatory and prejudicial practices and inter-racial tensions and to encourage the development of a strong spirit of mutual respect, cooperation, and opportunity that would strengthen the nation as well as the individual citizen. Students should include a realistic effort to estimate the time it would take to successfully implement such a plan. Explain reasons why some individuals and/or groups would resist such a plan.

Extension Activities

1. Identify other nations where identity cards systems have been established such as the Union of South Africa, Nazi Germany, etc. Select one and describe how the system functioned. Research how and why the system was established and the impact and consequences for individual people and for the nation as a whole. Give specific examples of the consequences.

2. Select one of the neighboring nations of Rwanda and research the experiences of that nation as it gained independence and established a government(s) of its own. Identify some of the colonial experiences and policies that seem to have influenced its choices as an independent nation. Indicate those experiences that have been similar to events and policies in Rwanda.

Unit: Rwandan Genocide

Lesson Title: Preparing for Genocide: The Road to Hate and Destruction

Common Core Standards

RH/9-10/3/ Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

RH/9-10/5/ Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

RH/11-12/1/ Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

RH/11-12/9/ Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Key Questions/Issues Addressed

- Why do perpetrators use hate language when referring to their intended victims?
- Why is the language of prejudice and hate a tool for waging war?
- How does the constant emphasis and repetition on the so-called inferior, untrustworthy, deceitful, avaricious nature of the victim as portrayed by the perpetrators impact on the general population and on the intended victims?
- What are some of the tools other than hate language that are used by perpetrators against their intended victims in hate crimes, crimes against humanity, and genocides? Why are such tools often effective?

Lesson Goals/Objectives

The student will be able to:

- Recognize and analyze the language of hate propaganda.
- Analyze and evaluate the role of the media (Radio) in arousing hate and discrimination and escalating violence until it became genocide.
- Evaluate the response of collaborators and bystanders to the message carried by hate propaganda and give specific examples of such propaganda of hate in the Rwandan genocide.
- Analyze and explain the impact of using such terms as "cockroaches", "snakes", rats", "leeches", etc. repetitively over time to describe a group of people.
- Identify and give examples of other programs and practices used by the perpetrators in the Rwandan genocide.

Key Terms

Propaganda
Hate language
Prejudice
Discrimination
Dehumanization
Scapegoating
Second-class citizenship
Isolation
Identity card system

Apartheid
Hutu Ten Commandments
Hate Radio
Cockroaches
Interahamwe
Rwandan Patriotic Front
Genocide

Materials

Access to computer and Internet
Hutu Ten Commandments
http://www.cameco.org/mediaforum_pdf/mf_spe6.pdf Hate Media – Peace Media by Julienne Munyaneza
http://en.wikipedia.org/wiki/Hutu_Ten_Commandments
http://www.genocidewatch.org.images/Rwanda_12_02_xx_country_profile
http://www.hrw.org/legacy/reports/1999/rwanda (*Leave None To Tell The Story: Genocide in Rwanda)*
http://www.ushmm.org Go to search on the home page and enter Rwandan genocide or other specific Rwandan reference
http://news.bbc.co.uk/ Go to search space and type in "Timeline: 100 days of genocide in Rwanda." When a page appears, select 6 April 2004.
http://www.rwandanstories.org/index.html - On the right side of the page appears a list of the sections of this site on Rwanda. Click on the applicable heading and the section will open. There is a curriculum available for purchase if you wish, but the basic information may be accessed from the site. The site provides a general overview and includes quotations, photographs, a basic timeline, short descriptions, maps, some audio, etc. For a section on hate radio, http://www.rwandanstories.org/genocide/hate_radio.html
"Eight Steps to Organized Genocide" by Gregory H. Stanton http://drb.lifestreamcenter.net/Lessons/genocide/8_stages.htm or http://www.genocidewatch.org/images/8StagesBriefingpaper.pdf
http://www.un.org/preventgenocide/rwanda

Background for lesson (if necessary)

The various web sites listed in Materials above and in the other lessons of this guide offer considerable information on the Rwandan genocide. Read through this material and other sources for information. A number of authors and their works on the Rwandan genocide are referenced on these sites such as Samantha Power, Jean Hatzfeld, Fergal Keane, Lieutenant General Romeo Dallaire, Philip Gourevitch etc. A wide range of documentation and primary sources also are accessible through the sites.

Instructional Activity/Procedures

1. Introduce the word "propaganda" to the students and ask several students for a definition of the term. Ask students for examples of how propaganda may be used to influence attitudes, wants and desires, actions, etc. Discuss the term "advertising" and ask the students what advertising is supposed to achieve. Seek examples of how it works. Can propaganda be used for good/evil – positive/negative? Ask students to offer suggested examples.

2. In referring to the "enemy", a disliked competitor or neighbor, a "former" friend, etc., the kind of terms used often reduce the person(s) to being less than human or similar to some detested bug or animal. Ask students for examples of such use in history. Ask the students to analyze and evaluate the impact such terms have on the status of the targeted group or person.
3. Distribute copies or post a copy of the Hutu Ten Commandments where it is visible to all of the class. Examine the content of these "commandments". Ask the students to identify the forms of prejudice, discrimination, hate speech, and violence contained in these commandments.
4. The "commandments" were published in an anti-Tutsi newspaper (*Kangura)* in December 1990 and they had been widely disseminated since that time. In June 1993, a radio station (Radio-Television Libres des Mille Collines - RTLMC) had begun to broadcast in Rwanda and it became a popular, common form of communication in this predominantly rural nation. Financed by Hutu extremists, the programming supported and fostered the attitudes and actions contained in the "Hutu Ten Commandments".
   (Refer to Rwanda Stories website page "Hate Radio" and the article "Hate Media – Peace Media" p. 38 for further information.) Engage the class in a discussion of the following questions. How would a constant broadcast of such thinking and action impact on the people of the nation, especially the Hutu majority? How do you think it would affect the relationship among neighbors – Hutu, Tutsi, Twa? How do you think the Tutsi, especially Tutsi children, were affected by hearing this day-after-day, week-after-week, month-after-month? (Keep in mind that the number of radio and television stations available would be very limited.) How were the Hutus affected by the same programming? Why do you think the owners and managers of the RTLMC were broadcasting such programs? Are you aware of any radio and/or television stations and/or programs in the United States that are broadcast to shape or foster a particular point of view or particular actions? Give some examples of how people are influenced by these programs.
5. Ask: Why was the radio a particularly affective mode of communication in Rwanda?
6. Discuss: Were any of the demands found in the "Hutu Ten Commandments" adopted into any government policies – formally or informally? If so, how was it applied?
7. Discuss: Who were the *Interahamwe*? What role did they play in influencing and carrying out any government policy and/or enforcing the demands of the Hutu extremists? Who organized the interahamwe? Why?
8. Access appropriate readings from the list in Materials above and have students read them in small groups or independently. After time to read, discuss: What was the Rwandan Patriotic Front? What role did it play during the time before and after the genocide? Where was the force of the RPF concentrated during the time from 1991 – 1994? Did their location cause any problems? Explain.
9. Ask students what they think an identity card system is and what purposes it might have. Why was an identify card system established in Rwanda and by whom? How did it operate? Were they any advantages to being in one ethnic group over another? Could you change your group? Did the system itself change in any way as time and governments changed? Evaluate any impact.
10. Discuss with students: Did the identity card system foster or hinder the development of a sense of national patriotism or a national cultural identity? Explain your answer. How did and does this impact the development of a strong economy, a strong positive sense of a

shared culture, a vibrant educational system, etc.?

11. Ask the students to write a brief explanation of the following: What is meant by "second class citizenship"? Describe the affect such a status as you described it would have on your life and the prospects for your future. After students have written their own answer to the questions, discuss responses.
12. Ask students to analyze and discuss the following: How did the identity card system contribute/create the practice of second class citizenship in Rwanda? Explain the impact of a second class citizenship for some on the development of a strong national identity, a healthy national economy, etc. Ask the students how their own answers to the questions regarding second class citizenship compare/contrast to the impact in Rwanda.
13. Distribute a chart listing the eight stages of genocide. In small groups or independently, have the students place the practices, events, actions, etc. discussed in this lesson on the appropriate step(s) of the chart.
14. On April 6, 1994, two missiles were fired at the jet of Rwandan President Habyarimana as it landed at the Kigali International Airport. He was returning from the negotiations in Arusha. Although much violence and killing had occurred in the years prior to this, the assassination touched off 100 days of massive killing. In those 100 days, 800,000 people or more (primarily Tutsis) were murdered. Discuss the following: Who killed Habyarimana? Who did the Radio and newspapers blame for the killing? What role did the radio and interahamwe play in the outbreak of the genocide? What was Habyarimana's connection with the interahamwe? Analyze and evaluate how the radio and other forces discussed in this lesson set the scene for the genocide and how the assassination triggered the start of the genocide.

    (**For the Teacher:** You may find it interesting to read "Rwanda and RTLM Radio Media Effects" by Scott Straus. http://www.ushmm.org/m/pdfs/20100423-atrauss-rtlm-radio-hate.pdf)

Evidence of Understanding

1. Select one of the following and write an essay analyzing how it impacts on each of the areas listed.
    a. Hate language
    b. Second-class citizenship
    c. Identity card system
    d. Mass media (radio and television) using hate propaganda

    Explain how the policy or practice that you selected from above affects the development of a nation in terms of unity of the population, economic development of the nation, equity of the educational and legal system for all, a stable government, a stable and safe society.
2. There were numerous families in Rwanda where one parent was Hutu and one parent was Tutsi in background. Imagine that you are a child in such a family and hear all of the hate language describing your Tutsi parent and perhaps wondering how it applies to yourself and your siblings and what you should do, what your Hutu parent will do. You have Hutu, Tutsi, and Twa friends. Write a poem or several journal entries expressing your confusion, your fears and concerns, your frustrations and anger, etc.

Extension Activities

1. Rwanda's neighboring nations include the Democratic Republic of the Congo, Uganda, Tanzania, and Burundi. Each of these nations includes Hutu and Tutsi populations as part of their national population. Select one of these nations and research the history of relations between the populations in that nation. How is each of the populations treated in that nation, i.e. citizenship, educational and economic opportunities, any identity system based upon ethnicity, etc. Analyze how the hostility and violence in Rwanda has impacted on that nation.
2. Select five (5) of the testimonies from the various reading or audio sources identified by your teacher. Your selection should include men and women, several different ages, different ethnicities, different areas of the nation (if available), different economic/educational status, etc. You should include a survivor, a rescuer, a perpetrator, a bystander. In a poem, verses to music, journal entries, or a newspaper story, describe their story and how it reflects events in Rwanda. In closing, express your belief about what the future holds for the survivors.

Eight Stages of Genocide

Written by Gregory H. Stanton

Stages	Practices, Policies, Events, Actions, etc.
Classification	
Symbolization	
Dehumanization	
Organization	
Polarization	
Preparation	
Extermination	
Denial	

Unit: Rwandan Genocide

Lesson Title: Ethnic Conflict and Genocide in Rwanda

Common Core Standards

RH/9-10/3/ Analyze in detail a series of events described in a text; determine which earlier events caused later ones or simply preceded them.

Rh/9-10/4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

RH/9-10/8/ Assess the extent to which the reasoning and evidence in a text support the author's claim.

RH/11-12/4/ Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.

RH/11-12/7/ Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.

Key Questions/Issues Addressed

- Why did racial/ethnic tensions become such a dominating influence in Rwanda?
- What role did the government play in exploiting and/or controlling the ethnic tensions?
- How and why did some individuals and/or groups benefit from the tensions and policies that fostered the attitudes?
- How did the ethnic conflict and genocide impact the economic and social welfare of the nation?

Lesson Goals/Objectives

The student will be able to

- Explain how ethnic/racial tensions were exploited by some groups and individuals for their own benefit.
- Recognize and describe the destructive violence resulting from ethnic/racial prejudices and other forms of prejudice and discrimination.
- Examine and evaluate the impact of past policies and ongoing practices of discrimination, prejudice, and inhumane actions on the possibilities for peace, improved lifestyle, and fair treatment on the present and future.
- Recognize and describe specific policies and actions that have fostered instances and situations of violence and destruction.
- Describe previous outbreaks of racial and ethnic violence in Rwanda and responses within Rwanda itself and from members of the international community.

Key Terms

Genocide
Ethnic conflict
Hutu
Tutsi
Twa
Hutu Peasant Revolution
Arusha Accords
Hutu Ten Commandments

Genocide Fax
Refugees
International legal right to return
Democratization
Repatriation
Rwandan Patriotic Front (RPF)
Organization of African Unity (OAU)
United Nations Assistance Mission for Rwanda (UNAMIR)
Interahamwe

Materials

Access to computer and Internet
Hutu Ten Commandments http://www.en.wikipedia.org/wiki/Hutu_Ten_Commandments
http://www.cameco.org/mediaforum_pdf/mf_spe6.pdf Hate Media - Peace Media by Julienne Munyaneza
http://www.genocidewatch.org/images/Rwanda_12_02_xx_country_profile
http://www.hrw.org/legacy/reports/1999/rwanda *(Leave None To Tell the Story: Genocide in Rwanda)*
http://www.rwandanstories.org/index.html - On the right side of the page appears a list of the sections of this site on Rwanda. Click on applicable headings and the sections will open. There is a curriculum available for purchase if you wish, but the basic information may be accessed from the site. * http://www.un.org/en/preventgenocide/rwanda/education/survivortestimonies.shtml - Testimonies are presented in a pdf format. *
http://www.un.org/en/preventgenocide/rwanda/index.shtml Outreach Programme on the Rwanda Genocide and the United Nations. The following are found on this site:
Myriam Abdelaziza, French photographer, provided photos of survivors in her photographic project Portrait of a Genocide; Timeline; A Brief History; Backgrounders; Exhibits; Documents, Related links; ICTR Cartoon Book.*
http://www.rwandanstories.org/index.html - Rwandan Stories is a collection of video, photography and journalism, exploring the Rwandan genocide through the eyes of both survivors and perpetrators.*
http://www.rwandanstories.org/genocide/bugesera.html
http://www.rwandanstories.org/genocide/ntarama_church.html - The Ntarama Church massacre
http://www.rwandanstories.org/genocide/marshes.html - A day in the marshes
http://www.pbs.org/wgbh/pages/frontline/shows/ghosts - *Ghosts ofRwanda*, FRON¶LINE, PBS.
This video may be purchased from PBS but the site itself has much information. An entire teacher's guide is printable in pdf and there is also a viewer s guide. Excerpts from the video, documents, interviews, photographs, readings abe accessi"le as well is further resources linked with the site. *
http://www.pbs.org/wgbh.pages'frontline.shows/evil *The Triumph of E6il$* FRONTLINE, TBS.
This program analyzes how the 1994 Rwandan genocide could havebegn prevented and how the international commufity responded (or did not resxond) to phe rituation, how nations and the UN avoided the use of the word "genocide" in d%sbribing what was happening, and international response after the genocide. The video is available for purchase from PBS but the site itself has much information to offer including a Teacher's guide with photos, interviews, excerpts from books and periodicals, commentary, and news stories, documents, etc. *

https://peaceaccords.nd.edu/matrix/accord/63 This Peace Accords Matrix describes the Arusha Accord of 4 August 1993 and makes available a download of the accord files for the peace agreement(s) related to Rwanda.

http://news.bbc.co.uk/ and type in search space 100 days of genocide. When page appears, click on 6 April 2004 selection - TIMELINE: 100 days of genocide. BBC NEWS

http://www.bbc.co.uk/news/world-africa-13431486?print=true *Rwanda: How the Genocide Happened.* BBC NEWS Africa 17 May 2011

http://www.hmh.org/la_Genocide_Rwanda.shtml Brief but well written summary of genocide in Rwanda and an inset map showing Rwanda and neighboring nations

http://www.un.org/en/preventgenocide/rwanda/education/rwandagenocide.shtml *Rwanda: A Brief History of the Country* –Outreach Programme on the Rwanda Genocide *

http://iwitness.usc.edu/SFI/Default.aspx IWitness USC Shoah Foundation. In addition to testimonies, this site gives educators and students access to tools to work with testimony. Although best known for its extensive collection of Holocaust testimonies, the IWitness program also has a collection of Rwandan genocide testimonies. Educators visiting the site need to register and establish an account to gain access to the many testimonies and activities offered but the registration is free. *

The Genocide Fax

http://www.ushmm.org/confront-genocide/cases/rwanda.turning-points/genocide-fax-part-i

United States Holocaust Memorial Museum, *"Genocide Fax"*

The site provides primary resource material, descriptive information, analysis of what occurred, etc.*

http://www.ushmm.org/confront-genocide/cases/rwanda **United States Holocaust Memorial Museum** Confronting Genocide - Rwanda. On the left hand column, click on background and you will find a summary of the population statistics and hostilities up to 1993. Again, click on the left column "violence" and go to the page. There are two testimonials on the page as well as a summary of the situation.*

http://iwitness.usc.edu/SFI/Default.aspx If you do not have a membership at the iWitness page, you will be required to establish one but it is free. Go to the pages for Rwandan testimonies. You will have an opportunity to register a page.

The 8 Stages of Genocide by Geoffrey H. Stanton.

http://drb.lifestreamcenter.net/Lessons/genocide/8_stages.htm or

http://www.genocidewatch.org/images/8StagesBriefingpaper.pdf

*These sites give the reader access to testimony of survivors, persecutors, witnesses, officials, etc.

Background for lesson (if necessary)

Numerous readings provided by the Internet sites offer background information on many aspects of the ethnic conflict and genocide in Rwanda.

Instructional Activity/Procedures

To The Teacher: *This lesson is divided into parts for the convenience of structuring time. It is not an indication of how much time should be given to each part but is an indication of a shift of focus within the overall lesson. The teacher may choose not to have the class do one or more of the activities in any given part and to develop an activity that will require less time for the students to study that information.*

Part I

1. Place the word "Genocide" in a prominent place in the classroom for all students to see. Ask for definitions of the term. Provide the students with the definition of the term as established by the United Nations and nations who have signed the agreement on the definition and affiliated responsibility as found in the agreement. Ask the students to offer their thoughts on the reasons that the United Nations and signatories of the Genocide Convention are so insistent about using the term precisely as it is defined.
2. If the students are not familiar with the "8 Stages of Genocide" developed by Geoffrey H. Stanton, introduce them to those stages at this time. As the term for each of the eight stages is introduced, discuss the definition as provided by G. H. Stanton. Distribute a blank chart to the students and have them complete the chart with the information. They will use the information on the chart for the lesson. (If students have completed this activity in a previous lesson, have them access the information and proceed with this lesson.)
3. Review some of the reasons for the rise in ethnic/racial tensions in Rwanda and some of the neighboring nations with a similar ethnic background. (This information can be found in the various readings listed in the Materials needed for the lesson. The teacher may wish to divide the class into groups of two or three and provide each with a source of information to read and to summarize for a presentation to the whole class.) Consider the following as possible examples of causes of the tension and mistrust:
   a. Policies instituted during the colonial period by the European nations
   b. Practices that enabled a minority population to gain political power, economic dominance, educational and professional advantages, military and police authority, etc. How did the minority population maintain its dominant position?
   c. Government policies establishing and enforcing identity systems that maintained the power of the minority population.
   d. Any other government policies, customs and traditions, etc. that gave one population authority and control over others.
   e. Policies that promoted and maintained divisiveness among the groups in the national population.
   f. Outbreaks of violence as a result of the tensions and resentments and fears produced by these policies and practices.
4. As each group presents its information, the group should indicate if the item relates to one of the 8 stages of genocide. Ask class members for any other opinion(s). Come to consensus and record the information briefly at the designated stage.
5. Ask the students to consider the point(s) of view and motivation(s) of each of the ethnic groups in regard to the information developed on the steps to genocide. What problems are created for those individuals who "cross the lines" in terms of ethnic attitudes and relationships? What problems does it present to a "young" nation in terms of developing a sense of national identity, national pride, national "culture", a "peaceful, harmonious" society, a "prosperous" economy, etc.?

Part II

6. Divide the class into small groups of 2-4 students per group. Each group will be assigned to read about one of the following and to report the significant facts to the class. The report should include facts concerning how it specifically and in general increased or decreased the tensions and violence. (Information can be drawn from the websites.)

a. Ethnic clashes prior to 1994 – Causes and outcomes
b. Hutu Peasant Revolution
c. Interahamwe
d. Refugees, Repatriation, and the International Legal Right to Return
e. Rwandan Patriotic Front (RPF)
f. Arusha Accords

7. Distribute blank charts for students to complete as groups report back the information about its assigned topic.
   a. Topic
   b. Brief description
   c. Outcome/Impact

Part III

8. The Genocide Fax http://www.ushmm.org/confront-genocide/cases/rewanda/turning-points/genocide-fax-part-i In this United States Holocaust Memorial Museum site, the material on what has become known as the "Genocide Fax" is divided into 6 parts. Divide the class into 5 groups and assign each group one part of the site material on the fax from Parts 1 – 5. Each group will read and report to the whole class on the significant facts from their readings. Each group also should prepare an outline of the assigned reading to provide to the class. All student groups will read and analyze Part VI, Conclusion. As a class, discuss the information and analysis of the conclusions. Students should volunteer their views of the decisions made; their views on the individuals involved in the fax situation such as Dallaire, Turatsinze, Annan, Booh-Booh, etc.; their views on the role of the United States and other nations. Analyze the impact of the Mogadishu, Somali incident on the point of view and stance taken by the nations and the UN.

Part IV

9. Assassination, Radio announcements, and the surge of violence. Consult the timeline and the readings listed in Materials above for sources of information.
   a. Discuss the role of the radio and of the Interahamwe in the rapid surge of violence immediately following the assassination of President Habyarimana.
   b. President Habyarimana was returning from a meeting in Arusha where he had signed what are known as the Arusha Accords. Why were Hutu leaders alarmed and angered by the Accords?
   c. What actions indicate that the Rwandan Army, the interahamwe, and other groups had planned and were prepared to act on those plans in the genocide that followed the assassination?
10. 100 days of killing and violence – View excerpts from the PBS Frontline Program "Ghosts of Rwanda. Excerpt 1: The Warning; Excerpt 2: In the Face of Evil; Excerpt 5: A Journalist's Moral Witness. (You may wish to view none or some of the excerpts. Preview those excerpts to be watched for appropriateness for your class.) Discuss key points and those things that most impacted the students about each excerpt after its viewing.
11. Distribute the background information from the USHMM website. Go to http://www.ushmm.org/confront-genocide/cases/rwanda and click on violence. Have the students read the information provided on the page and then play both testimonies provided at this site page. Discuss the testimonials. What are some occurrences that the

two testimonies have in common? How are they similar to other testimonies found in the "Ghosts of Rwanda" and "Rwandan Stories"?

Part V

12. Perpetrators, victims, collaborators, rescuers – testimonies – From the various sources of testimonies listed above in the Materials, assign each student two persons or have each student select two persons from a master list you prepare. They should listen to/read the testimony and prepare a brief summary of the testimony. The summary should include name, age and sex (if available), their role as victim/perpetrator/collaborator/rescuer, the village/location for the personal incident being described, a brief summary of the description, the person's emotions at the time, why they acted as they did, the outcome of the incident. How does the testimony you read/heard support or broaden your view of what you learned from the "Ghosts of Rwanda" excerpt(s) you viewed?

Part VI

13. Describe the response of the United Nations, the international community, and world leaders. Do you think world leaders were living up to their responsibility as described by the Geneva Convention and the Arusha Accords? Explain your response.

Evidence of Understanding

One or more of the following should be completed for the purpose of evaluating student understanding of the issues and events in Rwanda.

1. Student understanding and insight into the policies, events, human behaviors, etc. will be evaluated based upon individual contributions to the group work, comments and questions shared during group and whole class discussions, and the written work.
2. Write a short essay providing at least one or two examples of policies and actions that occurred in Rwanda and identify in which of the eight stages of genocide you would place that policy or action.
3. Write a short essay or poem or words for a song that explains/expresses how the past influenced the events of the genocide. Include thoughts on how some people maintained and displayed their humanity during this time when so many did not.

Extension Activities

1. The United Nations International Criminal Tribunal for Rwanda was given the responsibility not only to prosecute persons accused of crimes relating to the genocide in Rwanda but also to be actively engaged in activities that would encourage a healing process in that country and to work to create an environment that would help to preserve peace. One of the endeavors they undertook was to create a Cartoon book that would tell the story of the "Land of a Thousand Hills" and the genocide that occurred. The cartoon book ***100 Days in the Land of a Thousand Hills*** was created to help children understand what happened in the genocide and to become involved in the effort to build a peaceful, positive society in Rwanda. You may download and read the cartoon book at http://www.unictr.org and follow the link connections to access the book or key in http://www/unictr.org/tabid.155/Default.aspx?ID=1233 . In the blue box, headed NEWS, click on the link to access the Cartoon Book. Read the cartoon book carefully and answer the following questions.
   a. Rwanda is a small country referred to as "The Land of the Thousand Hills". Explain how the nation gained that reputation and describe the country from the point of view of the children in the book.
   b. What do the United Nations and the ICTR hope to accomplish with the book? Do you think it is possible for a children's book to have such widespread influence? Explain your reasoning for your view.
   c. Read the cartoon book and view the illustrations. Do you think it is an appropriate book for teaching children about the genocide? Why or Why not?
   d. Compare and contrast what is written in the book to what you have read and learned about the genocide.
   e. If you feel the book is inaccurate, give some specific examples from the book.
   f. Compare and contrast the story of the two children and their families to what you have learned from the testimonies you have studied in this unit. How are they similar? How are they different? Give examples.
   g. Would you recommend this book to an elementary or middle school teacher to use in her/his classroom? Explain your reasoning.
2. General R. Dallaire wanted to intervene in Rwanda but the United Nations would not permit him to do so. In the aftermath of the genocide, General Dallaire has given testimony to the United Nations, government bodies, universities, public schools, organizations, etc. Research for more information about General Dallaire and explain his reasons for speaking so often and so publically. Explain his view of what happened in Rwanda and the action and/or inaction of the UN and various governments. Do you think that Gen. Dallaire and his UN troops could have stopped the genocide? Explain your reasoning. Thinking about his behavior at the time and his actions since the genocide, how would you describe General Dallaire as an officer, as a citizen, and as a human being?
3. Research and read further descriptions of the "Genocide Fax" and the response that it received from the UN and from member nations such as France, Canada, Belgium, England, Germany, the United States, and several African neighbor nations. Select several of these nations (at least one from Europe, one from Africa, and one from North America) as well as the United Nations itself and write a review of the actions of each. What do you think the nations and the world learned or failed to learn from their action or inaction in the Rwandan genocide?

Eight Stages of Genocide
Written by Gregory H. Stanton

Classification	
Symbolization	
Dehumanization	
Organization	
Polarization	
Preparation	
Extermination	
Denial	

Group Reports – Tension and Violence Levels

Topic	Brief Description	Outcome/Impact
Ethnic clashes prior to 1994 – Causes and Outcome		
Hutu Peasant Revolution		
Interahamwe		
Refugees, Repatriation, & International Legal Right to Return		
Rwandan Patriotic Front (RPF)		
Arusha Accords		

Unit: Rwandan Genocide

Lesson Title: Rwanda: Ending the Genocide and International Reactions

Common Core Standards

RH/9-10/1/ Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

RH/9-10/2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

RH/9-10/6/ Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

RH/11-12/3/ Evaluate various explanations for actions or events and determine which explanations best accords with textual evidence, acknowledging where the text leaves matters uncertain.

RH/11-12/5/ Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

Key Questions/Issues Addressed

- Why did the world stand back and watch as genocide occurred in Rwanda?
- When United Nations forces were withdrawn rather than intervening in Rwanda, was it a failure of responsibility, recognition of its limitations as an international body, or were there other reasons?
- Why did nations from North America, Europe, and Asia fail to intervene?
- What is the responsibility of the nations who are signatories of the Geneva Convention, the Genocide Accord, and members of the United Nations in the face of genocide or imminent genocide?
- In the face of genocide in the future, are these same nations and the United Nations likely to respond in a similar manner as they did in the Rwandan genocide or will they intervene to stop genocide?
- What are the important issues that a government must consider when a nation considers the need for intervention in genocide?
- What obligations do nations of the world and international organizations such as the United Nations have in the aftermath of genocide?

Lesson Goals/Objectives

The student will be able to

- Analyze and evaluate the failure of nations of the world and the United Nations to act decisively to intervene in the genocide and to stop the killing before it began or in the very first days of the killings.
- Examine and identify the responsibilities nations agree to assume when they sign the Genocide Convention.
- Analyze and evaluate the possible costs (human and economic) that a government of a nation may assume when they act to intervene in genocide as well as the costs if they do not intervene.
- Identify some of the motivations of those who encourage and incite genocide against a specific group of people.
- Describe the cost, human and non-human, of genocide to the targeted people and the land((s) where they live.

- Explain how the months of genocide in Rwanda finally were brought to an end in 1994.
- Describe the conditions in Rwanda after genocide and the thousands of Rwandans fleeing to neighboring lands.

Key Terms

Genocide
United Nations
Refugee
Intervention
Convention on the Prevention and Punishment of the Crime of Genocide (Geneva Convention)
Sexual violence (as defined as a tool of war)
Testimony
Witness
Bystander
Collaborator
Perpetrator
Victim
International Declaration of Human Rights

Materials

Access to computers and the Internet
"The Role of the West" http://www.rwandanstories.org/genocide/role_of_the_west.html
"The foreigners are leaving" http://www.rwandanstories.org/genocide/foreigners_leaving.html
"The role of the west" http://www.rwandanstories.org/genocide/role_of_the_west.html
"The refugee crisis" http://www.rwandanstories.org/genocide/refugee_crisis.html
"A place where nothing stirred" http://www.rwandanstories.org/genocide/nobody_home.html
http://www.hmh.org/la_Genocide_Rwanda.shtml
"Country Profile: Rwanda, a country still recovering from genocide" by Genocide Watch
http://www.genocidewatch.org/images/Rwanda_12_02_XX_country_profile/
"The Rwandan Genocide – Part I", About.com African History.
http://africanhistory.about.com/od/rwanda/a/RwandaGen01.htm?p=1
"Rwanda: A Brief History of the Country." Outreach Programme on the Rwanda Genocide
http://www.un.org/en/preventgenocide/rwanda/education/rwandagenocide.shtml
"Sexual Violence: A Tool of War." Outreach Programme on the Rwanda Genocide and the United Nations. http://www.un.org/preventgenocide/rwanda Click on "Preventing Genocide; go to the bottom of the page and under "More Information", click on Background Information on Preventing Genocide. By clicking on the link "1948 Convention on the Prevention and Punishment of the Crime of Genocide" (known as the Genocide Convention), you will access a pdf copy of the convention accord. "Background Information on Preventing Genocide" provides information.
http://www.un.org/en/preventgenocide/rwanda/about/bgpreventgenocide.shtml
http://www.ushmm.org/confront-genocide/take-action-against-genocide/resources
Information on Rwanda, Darfur, Congo, Sudan, etc.: Go to Classroom Guide for Defying Genocide for information, interviews, activities, etc.
Universal Declaration of Human Rights.
http://www.ohchr.org/EN/UDHR/Pages/Language.aspx?LangID=eng
http://iwitness.usc.edu/SFI/Default.aspx I Witness USC Shoah Foundation. Testimonies and activities. Registration is required but is free.

"Rwanda: How the genocide happened." BBC News.
http://www.bbc.co.uk/news/world-africa-13431486?print=true
http://www.un.org/en/preventgenocide/rwanda/education/survivortestimonies.shtml The testimonies are presented in a pdf format. These testimonies also may be accessed by clicking on Survivor Testimonies under Educational Material on other pages of the site. The testimonies were made available by the Survivors Fund.
"Ghosts of Rwanda." **FRONTLINE PBS.**
http://www.pbs.org/wgbh/pages/frontline/shows/ghosts/etc/synopsis.html The site offers 7 excerpts from the full program. Each of the excerpts is self-explanatory in content and offers a good sense of the depth of the full report. An analysis, interviews, a comprehensive timeline, a look at Rwanda after the genocide, in addition to the videos are available on the site. A Teacher's Guide and a Viewer's Guide are available also. Interviews included key government officials, diplomats, soldiers, survivors, perpetrators, rescuers, and witnesses.
Read the transcript of the interview with Samantha Power, author of **A Problem from Hell: America and the Age of Genocide** on the "Ghosts of Rwanda" site under Interviews.
"Triumph of Evil." **FRONTLINE PBS** In depth examination of what the UN and the US did and did not do in Rwanda , interviews with diplomats, government officials, military, survivors, witnesses, etc., decisions not to act, what they knew, influence of experiences in Somalia on decisions, etc. http://www.pbs.org/wgbh/pages/frontline/shows/evil/ At the bottom of the page in small print, there are a number of options to click. Go to "For Educators" for additional information to explore related topics such as the Convention on the Prevention & Punishment of the Crime of Genocide (Geneva Accords), report on Mogadishu, Somalia, etc. Go to Interviews for insight from a number of officials and search other listings for additional information.
"Timeline: 100 days of genocide." BBC NEWS
http://news.bbc.co.uk/ Type "Timeline: 100 days of genocide in Rwajda" in search space. When page appears, select 6 April 2004.

Background for lEsson (if necessary)
In addition to the wealth of informatlon collectively provided by the web sites listed in the Materials, you will find a number of other resources suggested such as Samantha Power's book **A Problem from Hell: America anD the Age of Genocide** or Philhp Gourevitch's book **We Wish To Inform Y u That Tomorrow We Will Be Killed ┤ith Our Families;** articles by a number of journalists who witnessed what was occurring and tid further infestigative work after the genocide; books and intervieWw by various government officials, diplomats- and the military, court documents, etc.; articles and paperg resulting from conferences, workshops, and government committee zepgrts;"video and photoo~aphs,$etc.

Instructional Activity/Procedures

1. After ôhe Holocaust that Nazi Germany and many collaborat rs carried out during World War II, many people and many governments declared "Never Again" and expressed a determination to never stand by and permit such a thing to occur again. Despite the promise of the phrase "Never Again", genocide has occurred again – and again. Some have even referred to the 20th century as the century of genocides. Ask students to:
   a. Identify other genocides that have occurred in the 20th century.
   b. Are there other occurrences/events in the world during the 18th and/or the 19th centuries that are or could be identified as genocides? If so, name some examples.

c. How did other nations respond to genocides prior to the adoption of the term "genocide" and the Geneva Convention?

d. What impact has the adoption of the term "genocide" and the Geneva Convention had on international responses to genocide?

2. In 1948, the United Nations adopted the Universal Declaration of Human Rights. Go to the web site found above in Materials and read and discuss the Preamble to the Declaration. Ask the students to explain its purpose. There are 30 articles that follow. Assign one to each student. Students are to read the assigned article and briefly, in a few words, explain it to the class. Are there any articles with which the students disagree? Do they think that any "human rights" are missing and need to be added?

3. Inform the students that they should keep these human rights in mind as this lesson progresses because they will be asked to apply, analyze, and evaluate the incidents, situations, policies, etc. described in regard to these rights. You may want to create a large poster board or bulletin board and have students write the words used to explain the human right each presented to the class.

4. Go to the web site for the United States Holocaust Memorial Museum and move to the Classroom Guide for Defying Genocide. On the second page, bottom of the second column of the guide is a section labeled "Preparation Activities." Have the class complete that part of the activity as a short review of earlier lessons.

5. Additional review of basic information can be accomplished by reading the 2 ½ web pages from the **BBC NEWS,** AFRICA, "Rwanda: How the genocide happened".

   http://www.bbc.co.uk/news/world-africa-13431486?

6. For this activity, the students will be using the information from the Rwandan Stories web pages. Topics covered in the articles will cover a time period prior to independence to the post Genocide period. Divide the class into pairs or small groups (3 or 4) and assign each group one of the following sets of readings.

   a. *How Do You Plan a Genocide,* pp. 1-3; *How Do You Start a Genocide,* pps. 1-5; *The Foreigners Are Leaving,* pp. 1-2; *Hate Radio,* pps. 1-2.

   b. *Pressures on a Fragile Society,* pp. 1-3; *My Friend the Killer,* pps. 1-3; *In That Atmosphere,* pps.1-2.

   c. *Roadblocks,* pp. 1-2; *The Difference Between Life and Death,* pps. 1-2; *A Simple Plan,* pp. 1-3; *The Blade Has Nothing to Say,* pps. 1-3.

   d. *With Me, He Behaved Nicely,* pp. 1-3; *Each to His Own Personality,* pps. 1-3; *A Good Man,* pp. 1-3.

   e. *Displacement and Refugees,* pp. 1-2; *Playing With Fire: Cheap Tricks,* pps. 1-3;*Prepaing for Genocide,* pp. 1-3

   f. *Colonialism,* pp. 1-3; *Independence: A Messy Power Shift,* pps. 1-3; *What's This Hutu Tutsi Thing?,* pp. 1-4

   g. *A Day in the Marshes,* pp. 1-5; *The Ntarama Church Massacre,* pps. 1-5;

   h. *The Role of the West,* pp. 1-8; *Too Much to Believe,* pps. 1-4

   i. *A Journalist's story,* pp. 1-2; *The Refugee Crisis,* pps. 1-3; *A Place Where Nothing Stirred,* pp. 1-3.

Each pair or small group should complete a chart that provides the following information about each reading: (1) Title of Article; (2)Brief description (short phrases or brief sentence) of article; (3) What human rights are being violated/threatened?; (4) What stage(s) of Genocide is involved?.

7. Each pair or small group should make a brief presentation of the information from their readings and chart to the class. Presentation should be 3-5 minutes. A question and answer period should follow the conclusion of all of the reports to the class. Discussion should consider the number of human rights being violated and which were most often violated, which stages of Genocide were identified, what was the most striking/ thought-provoking aspect of the readings, etc.
8. Concluding question for class to discuss as part of this activity: What could and should the international community (private, governmental, and multi-national) have done? Why did the international community fail to act? Each student should write a short essay explaining what s/he thinks the nations were required to do according to the Geneva Conventions on the Prevention and the Punishments for the Crime of Genocide.
9. Teacher selected excerpts from **PBS Frontline** programs *"Ghosts of Rwanda" and "Triumph of Evil".* Number of excerpts should be limited and class discussion should make connections between what was learned in the readings, the Universal Declaration of Human Rights, the Geneva Convention, and the 8 Stages of Genocide.

Evidence of Understanding

1. Students will be evaluated on their class participation, their pair/small group work, the work on the charts.
2. Essay on what could and should have been done according to the Geneva Conventions and the Universal Declaration of Human Rights.

Extension Activities

1. Select several international aid agencies/organizations and do a web search to discover what projects each is currently conducting. Which agency/organization and project would you most want to assist? Draw up a plan of action for things that you could do to provide assistance. Contact the agency/organization and offer your suggestions and assistance.
2. Do a web search of several sites such as Human Rights Watch and other aid groups to identify nations/regions where conditions indicate that a genocide is threatened or already is occurring. Conduct a letter writing campaign of well-reasoned letters to the editor, letters to the U.S. State Department, letters to your Senators and member of the House of Representative, etc. Consider raising funds, clothing, food, etc. that is needed for the people suffering in the situation.
3. Speak with your teacher(s) about the possibility of bringing speakers from several different organizations/agencies to talk with your class/grade level/school about current situations in the world where people are in critical danger and in dire need of assistance. If your teacher approves, take an active role in seeking and acquiring speakers for a school program.

Student Name _____

Name of Article	Brief Description/ Summary of Article	Human Rights Being Violated	Stages of Genocide

Unit: Rwandan Genocide

Lesson: Impact of Genocide in Rwanda

Common Core Standards

RH/11-12/3 Evaluate various explanations for actions or events and determine which explanations best accords with textual evidence, acknowledging where the text leaves matters uncertain.

RH11-12/6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

RH/11-12/7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

Key Questions/Issues Addressed

- Was the international community aware of the committed atrocities during the genocide?
- Did the international community try to stop the genocide?
- What international events influenced the policies of nations and international organizations?
- What was life like in the cities and countryside before the genocide?
- What did Rwandans eat? Where did Rwandans work?
- When did the Hutus come to power?
- What propaganda was utilized before and during the genocide?
- When did the genocide end?
- What was it like for the Rwandans to survive?
- What is Rwanda like today, post-genocide?

Lesson Goals/Objectives

The student will be able to:

- Examine conditions in Rwanda before, during and after the 1994 genocide
- Analyze and evaluate the status of relations among the ethnic groups in Rwanda today and the prospects the people of Rwanda have for achieving a peaceful, prosperous nation based upon true mutual respect.

Key Terms

Hutu

Tutsi

Interahamwe

United Nations (UN)

National Security Council

International Criminal Court (ICC)

Materials

Computers

Teacher-approved websites: US Holocaust Memorial Museum

http://www.ushmm.org At the home page, click on "Genocide". When the page appears, go to the

search box and type in "Rwanda". Scroll down the many entries that appear on the page, read the descriptions of entries on the list, select the approariate entries, and explore the information available.

http://www.ushmm.org/confront-genocide/take-action-against-genocide/resources - This site provides a variety of resources to access as well as materials on the site. From the list of museum resources, of particular interest and application to this lesson/unit are the following: *Reconciliation and Reconstruction in Rwanda; Defying Genocide (short* video and guide); *Classroom Resources; Kigali Memorial Center; Through a Glass Darkly:Genocide Memorials in Rwanda;*.

http://www.ushmm.org/confront-genocide/cases/rwanda Information about the country and what occurred in the genocide.

http://www.ushmm/org/search/results/?/?q=kimberlee==in=rwanda Kimberlee Acquaro is a photo journalist. On this page you will find much about what she photographed and

wrote about while in Rwanda. Click on the connection to visit each of the sites listed.

If there is difficulty reaching the site, type the name Kimberlee Acquaro in the search box and a box of listings will appear. Click and link to the sites listed.

Ghosts of Rwanda and *Triumph of Evil*, **FRONTLINE, PBS** productions.

(www.pbs.org/frontline/shows/**ghosts** and http://www.pbs.org/frontline/shows/evil/) video and audio excerpts from both of these **Frontline PBS** productions on the genocide in Rwanda, education resources and guides, primary documents, etc. are available at the respective program sites.

Outreach Programme on the Rwanda Genocide and the United Nations.

http://www.un.org/en/preventgenocide/rwanda This United Nations site offers a range of information on the Rwandan genocide including historical background, a timeline, primary documents, video and testimony, international responses, post genocide actions, local "grass" courts, international tribunal, UN activities in Rwanda now, recognition of sexual violence as a tool of war, war and violence in neighboring countries, etc.

http://www.rwandanstories.org Genocide and efforts of recovery in Rwanda including photography, testimonies, journalism, primary documents, video, etc. A high school curriculum that may be purchased but the web site itself makes much information available.

"Timeline: 100 days of genocide." **BBC NEWS.** http://news.bbc.co.uk/ Type "Timeline: 100 days of genocide in Rwanda" in search space. When page appears, select 6 April 2004.

Background for lesson (if necessary)

Students will have some background and prior knowledge of the Rwandan genocide from previous lessons

Instructional Activity/Procedures

Students will break up into investigative groups or teams of 4. Each news team will create a special newspaper edition on the Rwandan genocide.

1. Each news team is made up of 4 roles. Students will explore roles to make sure he/she chooses a role that matches up with his/her academic strength and interest. Each student will become an 'expert' in his/her assigned topic area.
2. Once students have chosen roles, they will read through documents/notes and handouts previously given to them looking for relevant information on specific topics.
3. Research topic for additional information.

Evidence of Understanding

Effectively completing each task of the project as per rubric

Extension Activities

1. Research on the Internet , in print media, and film for information on the human rights situation in the Democratic Republic of the Congo, Burundi, Rwanda, and the Sudan today. Write a short essay describing the human rights conditions in each of the countries. Each essay should include a paragraph explaining what is being done by the United Nations and the international community to improve the situation and a paragraph explaining what you believe should be done according to the conditions of the Geneva Convention.
2. Select two or three non-governmental organizations (ngo's) that are involved in efforts to address human rights issues and to improve conditions in those areas where human rights are being violated. Do some research on each organization. Make a chart or write an essay for each that provides the following information.
   a. Mission statement or goals of the organization.
   b. The types of activities, programs, and assistance they try to provide.
   c. List of nations in which the organization is currently involved. Highlight any of the nations listed above in question 1 if they are among the nations where the organization is involved.
   d. Examples of success they have achieved
   e. Kind of work, conditions, that are provided by volunteers; kind of work, conditions, etc. provided by employees.
   f. Any risks or dangers faced by volunteers and employees involved in the assistance programs

Rwandan Genocide (1994)
An Informative Newspaper

Directions: Create a newspaper about the Rwandan genocide.

Phase 1:

- Research the Rwandan Genocide
- Print or take notes about the genocide

Phase 2: Looking Deeper from Deeper Perspectives — The Assignment
INSTRUCTIONS: You have some background research and prior knowledge on the Rwandan Genocide.

Now, all four of you are on an investigative news team and must create a special edition on the Rwandan Genocide. The edition will be 4-6 typed pages (12 point font).

1. Each news team is made up of four roles. Please explore one of the roles below. Each of the roles is very different. Make sure you choose a role that matches up with your academic strengths.

2. Once you have chosen your role, read through your research documents/notes, and handouts in class looking for relevant information on your specific topics. Be sure to take notes and write down links that will be helpful for you. You will become an 'expert' in your topic area.

3. Be prepared to focus what you've learned into supporting your piece of the newspaper.

4. Write/prepare your articles. All articles should be typed. Send the articles to your chief editor to be edited and placed in the newspaper. Make sure your share e-mail addresses, so it is easier to communicate with one another.

5. After submitting articles, meet to form a consensus of what articles meet proper criteria.

The Roles:
The Four Group Roles: Chief Editor, Feature Editor, Political Analyst, and Investigative Reporter

Role #1: Chief Editor
Your chief role is put all of the elements of the paper together. In addition, you will write one international news piece and an op-ed piece.

Use your information to create the following sections in the newspaper:

1. International News—article addressing the international response to the Rwandan Genocide. Did the international community try to stop the Genocide? Was the community aware of the atrocities? What international events influence the policies of these states?

2. Op-ed piece---as the Chief Editor, choose a controversial topic relating to the genocide and choose a side. Write an op-ed piece defending your position, with appropriate evidence. An Op-ed piece is persuasive writing where you show your opinion.

Role#2: Feature Writer
Your chief role is to gather information of the cultural life of Rwandans before, during, and after the genocide.

Use your information to create the following sections of the newspaper:

1. Feature story — article focusing on the daily life of Rwandans, which includes cultural elements. What was life like in the cities and countryside before the genocide? What did people eat? Where did they work? What happened in their leisure time?

2. Feature photos — photos depicting what life was like in Rwanda. How were images from the city different from images in the countryside? How did dress change once the genocide started?

Role #3: Political Analyst
Your role is to go in-depth in studying the political factors in Rwanda and in the surrounding region that led to the genocide.

Use your information to write the following:

1. Historical timeline — create a descriptive timeline of events. When did the Hutus come to power? What propaganda was utilized? Who was targeted? When did the genocide end?

2. Political analysis --- article focusing on either a specific political event, or an analysis of the policies of the Hutus in power.

Role #4: Investigative Reporter
Your role is to investigate the true stories of the genocide by interviewing survivors, 'upstanders' and perpetrators.

Use your information to write the following:

1. Survivor accounts — an article describing survivor testimonies, artwork, or poetry. What was it like for the people to survive? How have they survived?

2. Photo testimonies — photographs that show the horror of the genocide or how the genocide is being remembered. What do the memorials look like? What proof of devastation exists?

Phase 3 – Debating, Discussing and Reaching Consensus
You have all learned about a different part of the Rwandan Genocide. Now group members come back to the larger team with expertise gained by research. Now, as a group, you must all address why the genocide occurred. Each of you will bring a certain viewpoint to the answer: some of you will agree and others will disagree. Use information, pictures, facts, opinions, etc. from the research you explored to convince your teammates that your viewpoint is important and should be part of your team's answer to why the genocide occurred. Discuss whether or not the op-ed piece is appropriate, or if images chosen truly reflect the experience of the Rwandans. More importantly, this special edition will help others remember the Rwandan Genocide. Your newspaper should illustrate the elements of the genocide in an all-encompassing manner. Once you have reached a consensus on articles, edit them and submit them to your Chief Editor.

Unit: Rwandan Genocide

Lesson Title: Assessing and Defining Responsibility in the Rwandan Genocide
Common Core Standards **RH/11-12/4/** Evaluate various explanations or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. **RH/11-12/9/** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. **RH/9-12/3/** Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. **RH/9-12/9/** Compare and contrast treatments of the same topic in several primary and secondary sources.
Key Questions/Issues Addressed • How would you assess the level of "responsibility" for the Rwandan genocide that began in April 1994?
Lesson Goals/Objectives The student will be able to: • Evaluate and assess the level of responsibility in the Rwandan genocide. • Analyze and evaluate the role that was played by each identified person/group in the events of the Rwandan genocide.
Key Terms Responsibility Genocide Humanitarian Ethnic Militia Civil servant Perpetrator Victim Bystander
Materials Handout, "Assessing and Defining Responsibility in Rwanda" Internet sites and sources listed in other lessons in the Rwandan Genocide unit may be accessed if needed to review any of the information.
Background for lesson (if necessary) A culminating activity for the Genocide in Rwanda unit.
Instructional Activity/Procedures 1. Write the term 'responsibility' on board. Have students brainstorm the term; ask for students to share. Then, have students give modern-day examples of responsibility, including but not limited to student of a school, employee, daughter/son, sister/brother, friend, etc... 2. Distribute handout, "Assessing and Defining Responsibility in Rwanda." Have students determine or assess the level of responsibility (1-4) for the Rwandan genocide.

In the meantime, divide the room into four quarters with each side representing one of the levels of responsibility. Read each statement and have students move to the corner of the room that represents his or her opinion. Ask for volunteers to explain their opinion.

Evidence of Understanding

- Have students articulate and explain their opinion for their assessment or evaluation.

Extension Activities

1. Research information regarding the tensions and fighting among the Tutsi and Hutu in Burundi. Write a short essay in which you explain and analyze the similarities and differences among the events of Burundi and Rwanda. Analyze the differences in the efforts of the governments of Burundi and Rwanda to resolve the problems and to build a more peaceful, prosperous population with a sense of national identity rather than a tribal/ethnic identity.
2. Using the Internet and print media, collect data on the events and situation in the Democratic Republic of the Congo today. Write several paragraphs describing the violence and destruction in the Congo. Write several additional paragraphs explaining the impact of the refugee camps and cross-border violence on the Congo and its neighbor nations. Analyze and explain the influence of the situation in the Congo on the people and nation of Rwanda.

Assessing and Defining Responsibility in Rwanda

How would you assess the level of "responsibility" of these people for the Rwandan genocide that began in April 1994? Indicate one of the following:

1. Not Responsible
2. Minimally Responsible
3. Responsible
4. Very Responsible

_____ 1. A teacher who categorized schoolchildren as Hutu or Tutsi for the government

_____ 2. Civil servants who give lists of Tutsis to the militias who then killed them

_____ 3. A Rwandan soldier who opposed the killings, but did not speak out against them

_____ 4. Child soldiers, recruited into the Hutu militia, who killed Tutsis

_____ 5. Radio broadcasters who called for the elimination of all Tutsis

_____ 6. Members of the Presidential Guard who started the killing

_____ 7. Foreign companies and governments who sold the Rwandan government guns, machetes, tanks, and other supplies before the killing

_____ 8. Humanitarian organizations who gave aid to everyone-victims and perpetrators alike

_____9. Diplomats who evacuated Rwanda, leaving their Rwandan employees behind

_____10. The U.S. President, who, during the entire three months of the genocide, never assembled his top policy advisors to discuss the killings

_____11. A Catholic priest who forced hundreds of Tutsis seeking protection in his church to leave knowing they would be killed

_____12. A Hutu man who killed his Tutsis neighbor to divert the military's suspicion away from himself and his house where he was hiding Tutsi family members

_____13. UN officials who ignored reports of genocide in Rwanda

_____14. Belgian colonizers who, in the early 1900s, damaged ethnic relations between Hutus and Tutsis by promoting the idea that Tutsis were superior to Hutus

_____15. Members of the UN Security Council who voted to reduce peacekeeping troops while the killings were ongoing

_____16. A man who helped his Tutsi friend escape, but participated in the killing of strangers

_____17. A woman who did not kill anyone, but looted the homes of Tutsis victims

_____18. An American citizen who turned off the news about Rwanda because it was too graphic and depressing

_____19. UN peacekeeping troops who, following direct orders not to use force unless fired upon, did not intervene as Hutus killed Tutsis

_____20. The U.S. Congress for not approving the deployment of military pilots to destroy communication towers that were transmitting propaganda and hate messages from government radio stations

_____ 21. The State Department for requiring all American personnel at the Rwandan embassy to leave the country

Taken from the United States Holocaust Memorial Museum web site:
http://www.ushmm.org/educators/lesson-plans/who-is-responsible

Unit: Rwandan Genocide

Lesson Title: Aftermath of Genocide: Rebuilding and Searching for Justice

Common Core Standards

RH/9-10/2 Determine the central ideas or information of a primary or a secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

RH/9-10/3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

RH/11-12/4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of the text.

RH/11-12/9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Key Questions/Issues Addressed

- How do you unite a nation with its people divided by years of broken trusts, resentment and bloodshed, discrimination and injustice?
- What role(s) should the international community and an international court play in the judicial process and the process of rebuilding?
- Why and how does a person rebuild a life when your whole family has been tortured and murdered and the killers are your neighbors in the community?
- Why and how does a community rebuild when victims and perpetrators must live side-by-side in a country where there is no space to escape each other?
- How does a person, a community, or a nation rebuild when division and distrust continue within and danger and threats live on your borders?
- After genocide, what is justice and is it possible to achieve justice? If not, what can a person, a community, and a nation achieve?

Lesson Goals/Objectives

The student will be able to:

- Explain and evaluate the background and process of the *gacaca* courts.
- Describe the tasks set for the International Criminal Tribunal for Rwanda by the United Nations.
- Describe and explain why the "refugee" camps established by those who fled Rwanda before and after the genocide pose a continued threat to Rwanda and the Rwandans in the camps.
- Analyze and evaluate the importance of the government's efforts to develop a shared view by the people of the nation as "Rwandans" rather than a view of separate ethnic or tribal identities to the future of the nation.
- Identify and evaluate the post genocide responses of various nations as well as international organizations such as the United Nations, the Red Cross, etc.
- Describe the responsibilities, programs, and difficulties facing the National Unity and Reconciliation Commission established in 1999 in Rwanda
- Explain the threats posed to Rwanda by the continued rebellions and warfare among tribal/ethnic groups in neighboring nations.
- Analyze and offer reasonable responses to the question of the meaning of justice.

Key Terms

International Criminal Tribunal for Rwanda
Gacaca (ga cha cha)
National Unity and Reconciliation Commission
Ingando
United Nations
Democratic Forces for the Liberation of Rwanda (FDLR)
Refugees
Refugee camps
Reconciliation
Rwandan Patriotic Front (RPF)
International Human Rights
Humanitarian Law
War Crimes
Crimes Against Humanity
Geneva Convention

Materials

http://www.bbc.co.uk/news/world-africa-13431486? **BBC NEWS**; AFRICA. "Rwanda: How the genocide happened."

"The Justice and Reconciliation Process in Rwanda."
http://www.un.org/en/preventgenocide/rwanda/about/bgjustice.shtml

http://www.un.org/en/preventgenocide/rwanda/education/education.shtml **Tugire Ubumwe** by Rupert Bazambanza. Produced in collaboration with the Outreach Programme on the Rwandan Genocide and the United Nations. Written and illustrated for young children, this graphic novel tries to encourage respect for diversity and reconciliation.

http://www.un.org/en/preventgenocide/rwanda/documents/law.shtml A list of laws addressing the issues of human rights and humanitarian law. Laws listed become available by clicking on the document desired.

"Rwanda genocide:" Did Bizimungu trial take too long?" **BBC News,** AFRICA. http://www.bbc.co.uk/news/world-africa-13434232?

"Will FDLR rebels ever leave Congo and return to Rwanda?" **BBC News** Africa
http://www.bbc.co.uk/news/world-africa-26121995?

Ghosts of Rwanda. **FRONTLINE PBS.**
http://www.pbs.org/wgbh/pages/frontline/shows/ghosts/etc.synopsis.html

Triumph of Evil. **FRONTLINE PBS**
http://www.pbs.org/wgbh/pages/frontline/shows/evil/

"What Burundi could teach Rwanda about reconciliation". **BBC NEWS** AFRICA.
http://www/bbc.com/news/world-africa

"Out of Madness, A Matriarchy." **Mother Jones,** 01-2003.
http://www.motherjones.com/politics/2003/01/out-of-madness-matriarchy

"Woman by Woman: Reconciliation and Reconstruction in Rwanda." **United States Holocaust Museum.**
http://www.ushmm.org/confront-genocide/speakers-and-events/all-speakers-and-events/wo

"Sexual Violence: a Tool of War." **Outreach Program on the Rwanda Genocide and the United Nations.** http://www.un.org/en/preventgenocide/rwanda/documents/others.shtml

"Background Information on the Justice and Reconciliation Process in Rwanda." **Outreach Progamme on the Rwanda Genocide and the United Nations.** This document includes a description of the three level court systems to handle the complex problems of handling judicial issues after the Rwandan genocide: The International Criminal Tribunal for Rwanda; the national court system; and, the gacaca, a traditional community court process sometimes referred to as grass courts.
http://www.un.org/en/preventgenocide/rwanda/about/bgjustice.shtml
International Human Rights and Humanitarian Law. Various laws and documents in pdf available for downloading. http://www.un.org/en/preventgenocide/rwanda/documents/law.shtml
"Justice and Responsibility." HRW Report – Leave None to Tell the Story:
http://www.hrw.org/legacy/reports/1999/rwanda/Geno15-8-05.htm
"Genocide hunters: Fight for Rwandan justice." **BBC NEWS** AFRICA. 4 February 2014.
http://www.bbc.com/world-africa-26034073
"Background Information on Preventing Genocide." **UN Outreach Programme on the Rwanda Genocide.** http://www.un.org/en/preventgenocide/rwanda/about/bgpreventgenocide.shtml
http://www.ushmm.org/confront-genocide/cases/rwanda/rwanda-video-gallery-defying-g The story of rescuer Damas Gisimba is told in a short @20 minute video and raises the importance of the decision to defy genocide and to continue to bear witness. This is also the entry page to a number of other testimonials of survivors and rescuers. At the bottom of the page, under Resources for Educators, click on Teaching Materials. On the new page, click on Teacher Guides. On the new page, click on the Defying Genocide Guide and you may also return to the video from this page.
Guidelines for Teaching About Genocide http://www.ushmm.org/educators/teaching-about-the-holocaust/teaching-about-genocide If you go to the USHMM home page and type in Rwanda or genocide, you will be able to access a considerable range of information including the latest update on what is occurring.
Who Is Responsible When Genocide Occurs? http://www.ushmm.org/lesson-plans-who-is-responsible
I Witness **USC Shoah Foundation.** http://iwitness.usc.edu/SFI/Default.aspx Educators must register to use this site but registration is free. Once registered, you may access many testimonies from the Holocaust and Rwanda. There are also lesson plans, suggested activities. etc.
Supporting Survivors. **Outreach Programme on the Rwanda Genocide and the United Nations.**
http://www.un.org/en/preventgenocide/rwanda/about/support.shtml
Survivor Testimonies. **Outreach Programme on the Rwanda Genocide and the United Nations.**
http://www.un.org/en/preventgenocide/rwanda/education/survivortestimonies.shtml

Background for lesson (if necessary)

Knowledge of the history of ethnic tensions, build up to the genocide, and the genocide in Rwanda.

Instructional Activity/Procedures

1. Go to the Internet sites for *Rwandan Stories, Outreach Programme on the Rwandan Genocide and the United Nations* survivor stories, *IWitness survivor testimonies,* and the *United States Holocaust Memorial Museum* on Genocide and Rwanda. Make a selection of testimonies about rescuers and survivors, preferably those that you have not used with the class in previous lessons. The first showing of a video should be *Defying Genocide.* Provide some guide questions for students to think about during the showing of the videos.

Examples:

a. What does it take to be a rescuer in genocide? (What characteristics?)

b. What risks does a rescuer take for her/himself? For others?

c. How would most rescuers be viewed by the community before s/he became a rescuer? Ordinary? Extraordinary? Leader? Follower? Everyday Person?

d. How would a rescuer be viewed by the community after the genocide has ended and the rescue efforts become known?

e. Would the rescuer's community and the national/international community have the same or different view of the rescuer?

f. Others questions written by teacher, suggested by students, or from other sources.

2. Following the video, discuss the decisions made by individuals. Using the Classroom Guide For Defying Genocide downloaded from the USHMM site, have the students respond orally in the class discussion or in writing to the four questions under How Did Students Understand The Main Stories Presented In The Film on page 3.

3. From a list of videos you have selected from the sources above, assign students to watch three testimonies individually or in pairs or small groups. Each student should write 2 or 3 sentences for each video in response to the questions below (or other teacher questions).

   a. What were the main concerns of the rescuer?

   b. Why did the rescuer decide to rescue?

   c. What risks did the rescuer take by holding on to her/his values?

   d. How did the rescuer view the people s/he rescued?

   e. How did the rescuer view her/himself after the genocide?

4. Using the Guidelines for Teaching About Genocide and Who Is Responsible When Genocide Occurs from the USHMM site, introduce the question of how the international community responds or should respond to the threat of genocide. Consider the questions raised in the Analyze American and World Response section of the guidelines. Emphasize the complexity of the situation when a nation makes a decision to be a "bystander" or to intervene.

   a. What is the role of the private citizen when the government is weighing the choices?

   b. What is the role of humanitarian or political organizations?

   c. What are some of the questions a government official should consider?

   d. Other questions from the guide and the teacher and students.

5. After the discussions following the video viewing, have the students write individual essays responding to questions:

   a. Do you agree or disagree with the response of the UN to the Rwandan genocide?

   b. Do you agree or disagree with the response of the United States?

   c. Explain your response to both questions. What do think the United States should have done or, given the same situation, should do in the future?

   d. Is there a response that should have been made by religions from the world community? Explain your response.

   e. What responses from non-governmental aid groups were made? What do you think these groups could or should have done?

f. As the end of the genocide came, do you think the aid given to the perpetrators side-by-side with their victims was appropriate? How would you have handled the situation?

6. Assisting the survivors and the nation of Rwanda. Prepare and distribute to students the two pages "Supporting Survivors" and "Sexual Violence: A Tool of War" from the Outreach Programme on the Rwandan Genocide and the United Nations. Students should also have access to the page listing International Human Rights and Humanitarian Law. (Site addresses provided in Materials).
7. Sexual violence against women is not a new occurrence during wars but it received new attention and consideration after the Rwandan Genocide. Have the students read the essay "Sexual Violence: A Tool of War" and discuss the reasons why the UN changed its attitude in 1992-93 and designated rape and slavery (including sexual slavery) a crime against humanity. In 1994, the International Criminal Tribune of Rwanda declared rape to be a war crime and a crime against humanity. In 1998, the ICTR declared Jean-Paul Akayesu guilty of rape as a crime of genocide. The Rome Statute of the International Criminal Court broadened the definition further in 2002. What was the broadened definition?
8. Why do critics say the change in the laws is not enough although those laws are important steps? What does Dr. Denis Mukwege Mukengere of the Democratic Republic of the Congo say needs to occur? What are some of the steps taken by the UN Security Council in recent years? Identify other actions the UN has taken. Make a chart listing steps take since the Rwandan genocide to recognize and enforce sexual crimes as war crimes, crimes against humanity, and humanitarian crimes.
9. Read the interview "Valentina's Nightmare: The Rwandan Girl Who Refused to Die" by journalist and author Fergal Keane. (**FRONTLINE PBS** http://www.pbs.org.wgbh/pages/frontline/shows/rwanda/reports/refuse.html) Type Valentina's Nightmare into the search engine of the Frontline site if necessary.
10. "Supporting Survivors." (http://www.un.org/en/preventgenocide/rwanda/about/support.html Provide the students with the information regarding the victims of sexual violence, orphans, and widows. Ask them to think of Valentina and the other survivors they read about, whose testimonies they have viewed and/or read, and the stories recounted by witnesses like journalists Fergal Keane and Philip Gourevitch, author/photographer Kimberlee Acquaro, military officer Major General Romeo Dallaire and many others in addition to the testimonies of both survivors and persecutors. Now ask the students to help create a list of the things that the victims of this genocide needed at the end of the genocide and what they need 20 years later. Consider needs of all types – physical, emotional, spiritual, educational, economic, etc.
11. One of the after effects of the genocide was that so many of the men were killed that Rwanda was left with a population overwhelmingly of women many of whom were widows, orphans, mothers of murdered children, victims of assaults themselves. The UN has said that over 250,000 women were raped – most of them repeatedly. Of those women who did survive the rapes, it is estimated that 70 per cent of those women – and their children – have AIDS. ("Out of Madness, A Matriarchy" by Kimberlee Acquaro and Peter Landesman. **Mother Jones,** 2003/01. http://www.motherjones.com/politics/2003/01/out-madness-matriarchy) (Other stories by Kimberlee Acquaro on USHMM can be found by visiting the

web site http://www.ushmm.org/search/results/?q=kimberlee==in=Rwanda) "Woman by Women: Reconciliation and Reconstruction in Rwanda." USHMM

http://www.ushmm.org/confront-genocide/speakers-and-events/all-speakers-and-events/women. Have students read from the articles and internet sites to determine how the Rwandan Genocide has changed the culture and society of the people and especially of the role of women. How has it impacted the Hutu and Tutsi women's relationship and the reconciliation efforts of the nation? How has the male/female population balance changed the government of Rwanda? Professions? Business world? Education levels of girls? Give examples. How has this change in status and societal role been a burden as well as a responsibility and an opportunity for women?

12. Reconciliation and Reparations – http://www.pbs.org/wgbh/pages/frontline/teach/ghosts

    Go to this Internet site and then click on Lesson Extension: Reconciliation and Reparations in Rwanda. The page contains a lesson plan related to the International Criminal Tribunal of Rwanda and *gacaca* courts. Just follow the instructions provided to access the necessary materials and information for the lesson. (This lesson is part of the entire program for the Ghosts of Rwanda Frontline.

13. "The Justice and Reconciliation Process in Rwanda" page provides the explanation for the justice process that was set in place after the genocide. Students should be given the information to include in their documents about the Rwandan Genocide.

    http://www.un.org/en/preventgenocide/rwanda/education/backgrounders/shtml

14. "Ghosts of Rwanda", **FRONTLINE PBS.** Go to the post-viewing lesson "The Big Picture." http://www.pbs.org/wgbh/pages/frontline/teach/ghosts/postviewing/html. Although the lesson is based upon knowledge provided by viewing "Ghosts of Rwanda" and accompanying documents and materials, this lesson can be taught using materials from the program website and materials and other lessons in this unit of study.

15. "The Triumph of Evil", **FRONTLINE PBS.** Read the interview with Philip Gourevitch as a descriptive summary of the Rwandan Genocide, motives, plans of action, etc. If time is lacking and the entire interview cannot be read, read the last two paragraphs aloud to the class rather than everyone reading the article to themselves. Why is Gourevitch's concluding remarks so revealing of the mindset of both the perpetrators and the bystander nations and UN? http://www.pbs.org/wgbh/pages/frontline/shows/evil/interviews/gourevitch.html

16. Looking for Justice – "Genocide Hunters: Fight for Rwandan Justice." **BBC NEWS** AFRICA 4 February 2014 http://www.bbc.com/news/world-africa-26034073?print=true The story of Alain and Dafroza Gauthier who have spent 13 years hunting people living in France who are believed to have participated in the Rwandan genocide. Working without government support, they have gathered information and filed 25 complaints. Why do they finance their efforts with their own funds, travel at their own expense with some limited help from an organization, and search for those who may have been involved in the genocide? Why do they doubt the French government? Why does the government show little to no interest in finding and charging those who may be living among them in France? Should the search continue?

17. Trials of the accused by the International Tribunal – Go to the Timeline for the Outreach Programme on the Rwanda Genocide and the UN. November 8, 1994 through to 2014. Read all articles referring to any trials, court operations, verdicts in trials, etc. Make a list of those

accused, the court where the person is being tried (International Criminal Tribunal for Rwanda – ICTR – National courts – Gacaca courts), the crime of which they were accused, the verdict (if it has been reached), and the punishment if convicted. Were there any trials of special or unusual note at the ICTR level? What is the result at the national court level in terms of number tried, crime accused of, verdict if reached. etc.

18. What are gacaca courts? What are the origins of such courts? Why did the government decide to use such courts for some trials? What is the record of these courts in terms of verdicts, outcome of trials, nature of the punishment for those convicted, etc. Do you think the gacaca courts are a satisfactory means of finding justice for the victim? Explain your reasoning. (Use the Internet sites for information on the gacaca courts.) also, read the article "What Burundi could teach Rwanda about reconciliation" **BBC NEWS** AFRICA 13 August 2012. http://www.bbc.com/news/world-africa-19182107 . Do you agree or disagree with the Burundi interpretation of its violence and killing as political not ethnic based? Explain you view. Do you think the same reasoning should be applied to both nations?
19. Go to the Classroom Guide for Defying Genocide on the USHMM site. On the third page, second column, under "Can Hatred Be Banished?", discuss the questions or assign the students to write individual responses to them.
20. "Rwanda and Genocide Today" – same page as in above #19. Discuss the first question "What challenges does Rwanda face today?" Make a list of challenges suggested by the students and then check at risk part of the site identified.
21. http://www.un.org/en/preventgenocide/rwanda/resources/videos.shtml. The videos listed in this resource section are accessible for viewing. Divide the class into small groups and assign each group one of the videos to view.
    a. Interview with the UN Special Adviser
    b. Forging a New Future
    c. Hydropower Brings Hope
    d. Reviving the Tea Industry
    e. Lessons from a hero
    f. Rising from the ashes
    g. After the small group has viewed the assigned video, the members should write a short essay summarizing the theme of the video, why the topic is or is not important to the future of the nation in some way (economically, politically, culturally, educationally, etc.).
22. Write an essay of approximately one page identifying what you think is the most difficult problem Rwandans face in healing their nation and building a safe, sound future for all of the people of their nation.

Evidence of Understanding

1. Student evaluations will be based upon the small and large group work, written responses to assigned tasks, quality of critical thinking in analyzing questions and solutions addressed in the readings, videos, testimonies and stories, discussions, etc.
2. Write a short critique of the response by the United Nations to the situation in Rwanda before and during the genocide and the steps the UN has taken since the genocide ended to improve its response to potential genocidal situations and humanitarian crises.

Extension Activities

1. Read Samantha Power's article in the September 2001 issue of **The Atlantic** of her investigation into the U.S. turning away from many opportunities to intervene in the genocides of the 20th century. (http://www.theatlantic.com/past/docs/unbound/interviews/int2002-03-14.htm) Also, read the article "Never Again – The World's Most Unfulfilled Promise" on the **PBS Frontline** web site for "Ghosts of Rwanda" under Interviews. Write an essay about her articles responding to the following questions in your essay.
   a. What conclusions does Power reach about the reasoning and motives for the U.S. decisions not to intervene? Do you agree with her analysis?
   b. Was the behavior of the U.S. significantly different than the other nations of the world?
   c. Did the decisions not to take action reflect or not reflect the principles and beliefs that the U.S. states as its goals and motivations in standing for justice and humanitarian rights? How do you believe the U.S. will respond to such situations in the future? Explain your response.
2. Examine the Universal Declaration of Human Rights, The Geneva Convention, and the Convention on the Prevention and Punishment of the Crime of Genocide. Also, consider any additions to these documents that have been adopted. Analyze and evaluate the documents in terms of the following items and explain your reasons for your response to each question.
   a. Are the contents of these documents practical in terms of enforcing them?
   b. Is there a value in the existence of these agreements despite the difficulties in enforcing them?
   c. Which specific items in the documents do you believe are violated most often and what is the human impact of those violations?
   d. Is there a significant risk to the international community or to a nation or organization that attempts to enforce the documents?
   e. What would be the disadvantages and human cost if none of these documents existed?
3. "Rwanda's Neighborhood" is one of the most dangerous in the world with the intensity of its many conflicts. The "neighborhood" includes Rwanda, Congo, Burundi, Uganda, and Tanzania. This region – Africa's Great Lakes region – continues to be torn by civil wars, revolutions, humanitarian crimes, wars between nations, and a range of acts of violence and massacres. Research the history of violence in these nations from 1970 to the present and create a timeline of events. Write a short paragraph identifying any actions or negotiations that you believe hold the hope of bringing peace to the region and explain why. If you do not think that any such hope exists at this time, what do you think could be done by the UN, some other international organization of a group of nations, or a small handful of nations to foster the develop of a plan to begin to build that hope.

Unit: Rwandan Genocide

Lesson Title: Child Survivors in Rwanda: Recovery and Art

Common Core Standards

RH 1/9-10/6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

RH/11-12/7 Integrate and evaluate multiple courses of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

RH/11-12/9 integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea ir event, noting discrepancies among sources.

Key Questions/Issues Addressed

- The importance of art therapy in the lives of children who experience trauma.
- How art therapy can help child survivors of genocide communicate feelings.

Lesson Goals/Objectives

- Examine art and drawings of Rwandan children who survived the genocide in 1994.

Key Terms

Trauma

Art therapy

Materials

Witness to Genocide: The Children of Rwanda: Drawings of Child Survivors of the Rwandan Genocide of 1994 (Richard A. Salem).

Background for lesson (if necessary)

Some study of the Rwandan Genocide.

Instructional Activity/Procedures

1. Before students enter the classroom, display drawings throughout the classroom, by Rwandan children who survived the 1994 genocide.
2. Introduce topic by having students pair up and brainstorm answers to the following question: How can art therapists get children, who have experienced trauma, to express themselves? Have students share their answers. Transition to the Rwandan genocide: Direct students' attention to the drawings and artwork by child survivors of the Rwandan genocide, displayed in the classroom. Students will then walk around the room to observe the drawings. Instruct students to select 1 drawing for an indepth analysis. Students will answer the following questions:
   a. What people, objects, activities, and experiences are in the drawing?
   b. Based on what you have observed, list 3 things you might want to infer from the drawing.
   c. What questions does this drawing raise in your mind?
   d. Where could you find answers to them?
3. Debriefing: Have students volunteer their answers.

Evidence of Understanding

Accuracy and thoroughness of students' oberservations and analysis.

Extension Activities

1. Art has been used as a method to express emotions and to communicate traumatic experiences by many people. Using the internet to research, find examples of art work created by children after the Holocaust, after Bosnia, and after September 11, 2001. Select at least one or two examples of the art from each of the three traumatic experiences identified above. What common themes do you find expressed in the art work? What unique features do you find in the art? What artistic medium did the children use (paint, chalk, pencil, watercolors, etc.) ?
2. Another creative form used by children who have experienced traumatic events is poetry. Using the Internet or a library, find examples of children's poetry expressing their feelings in response to the trauma they are suffering. Use the Holocaust, Bosnia, and September 11, 2001 as the traumatic events to explore for poetry examples. Find one poetry sample for each. Copy the poems and after each one, write a short annotation telling the event, the date, age and sex of the child, and the primary theme of the poem.

Unit: Rwandan Genocide

Lesson Title: A Rwandan Genocide Memorial Museum

Common Core Standards

RH/9-10/4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

RH/9-10/9 Compare and contrast treatments of the same topic in several primary and secondary sources.

RH/11-12/7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

Key Questions/Issues Addressed

- What is the significance or importance of a memorial museum?
- What artifacts or information should be included in a memorial museum?

Lesson Goals/Objectives

- To evaluate a memorial musem dedicated to the Rwandan genocide.

Key Terms

Museum

Memorial

Artifact

Curator

Materials

Access to website: www.Kigalimemorialcentre.org

Background for lesson (if necessary)

General knowledge about the Rwandan Genocide

Instructional Activity/Procedures

1. Opening: Ask students the purpose of a museum or memorial. Then, ask them if they ever visited a museum. Which museum did they visit? What did they see exhibited in the museum? What did they learn from the visit?
2. Research: Have students research and analyze the information on the Kigali Genocide Memorial Center at www.Kigalimemorialcentre.org (opened in Rwanda on the 10th anniversary of the Rwandan genocide in April 2004). Have students critique the substance and style of the website by addressing the following:
   a. Communication of key ideas
   b. Effectiveness of design
   c. Information on specific topics or issues
   d. Ease of access
   e. Overall impression

Evidence of Understanding

1. Write a memo regarding the strengths and weaknesses of the the Kigali Genocide Memorial Center's website (See attached assignment handout).

Extension Activities

1. Have the students work in groups to design a layout for a Rwandan Memorial website in the United States. Depending on ability level and the accessibility of technology, students could create a "mock" website. Ask the students to explain what they included on their website and how they used the design to increase knowledge of the Rwandan genocide.

2. Rwandan Genocide Memorial and Museum Assignments (See attached handouts).

"The Rwandan Genocide Memorial Museum"

Introduction:
From April to July 1994, the Hutu ethnic majority in the African nation of Rwanda murdered 800,000 – 1,000,000 people, most of which were the Tutsi minority. Begun in by extreme Hutu nationalists in the capital of Kigali, the genocide spread throughout the country with staggering speed and brutality. Ordinary citizens were incited by the Hutu government to take up arms against their neighbors. By the time the Tutsi-led Rwandan Patriotic Front (RPF) gained control of the country through a military offensive in early July, hundreds of thousands of Rwandans were dead and many were displaced from their homes.

Task:
You have been selected to be the potential curators for a Rwandan Memorial museum in Rwanda. The objective of this museum is to ensure that future generations do not forget those who were murdered during the 1994 genocide. It should also serve as a place for surviving family members to remember their loved ones and as a place of reflection and learning for visitors.

You will be responsible for the selection of artifacts to include in the museum. These artifacts should include pictures, eyewitness accounts, music or movies, or anything else that you may find documenting this event. You have limited space so you need to be careful in the selection of items and your use of your area. You want to make sure that you select the most important and powerful images.

You will only have room for **10 items** in this museum. You will also need to "sell" your ideas for the museum to the museum's board of trustees. You will be competing for the curator job against other teams. Your will need to prepare a proposal of your choices with detailed explanations as to why you believe your choices are the best ones to include in the museum. The board of trustees will be making the ultimate decisions as to which items will be included in the museum based on how well you "sell" your ideas.

Process:

- The first page of your proposal should be an introduction that includes some background information on why this museum is important.

- Each item you choose should be on a separate page of your museum proposal. Included on the page should be a picture of the item as well as a detailed description of the item.

- The last page of your proposal needs to be a bibliography page giving credit to all of the reference books and web sites you imported pictures and/or information from.

- Some suggestions of things to include in your museum: Pre-genocide information, Eyewitness accounts and the International response.

Rwandan Memorial/Museum

1. Explain why you think there should be a memorial/museum dedicated to the Rwandan genocide.
   a. Compare what you know about the genocide to each of the 8 steps of genocide. Does it meet each step? Explain.
   b. Compare what you know about the genocide in the official definition of genocide. Does it meet the requirements? Explain.

2. What significant events and/or persons demonstrate the atrocities of the genocide?
   a. List at least 2 events and/or persons. Explain/justify your choices.

3. What would you like visitors to this memorial/museum to experience? Explain/justify your choices.
   a. What should they see?
   b. What should they feel emotionally?
   c. What should they touch?

4. Who is the target audience for your memorial/museum? Make sure to justify all of your choices.
   a. Design your memorial/museum.
   b. What would you entitle the memorial? Explain.
   c. Describe the décor/details in architecture and/or interior design. Include descriptions of colors and materials.
   d. What quotations and/or historical data will be read by visitors? Explain.
   e. What picture/video/sculpture/audio will the visitors use to learn about the genocide?

MEMO

RE: Analysis of Kigali Genocide Memorial Center

TO:

FROM:

Strengths of the website:

Weaknesses of the website:

Recommendations for improvement:

The most important advice I can give regarding the design and content of this website is:

20 points each	A (20-19)	B (18-17)	C (16-15)	D (14)	F (13 and under)
Rationale	Student fully provides a detailed explanation	Student provides a detailed explanation	Student provides an explanation	Student provides a weak explanation	Student provides little to no explanation
Eight Steps	Student provides a detailed explanation and analysis with all 8 steps.	Student provides an explanation and analysis with all 8 steps.	Student provides an explanation and analysis with most steps.	Student provides a weak explanation and analysis with some steps.	Provides little explanation and no analysis
Definition	Students provides a detailed explanation and analysis	Students provides an explanation and analysis	Student provides an explanation with weak analysis	Student provides a weak explanation	Student provides little explanation
Events/People/Atrocities	Student includes 2 or more choices with full justification	Student includes 2 choices with adequate justification	Student includes 2 choices with a weak justification	Student includes 1 choice with a weak justification	Student includes 1 choice with little to no justification
Visitors: See/Feel/Touch	Student fully develops experience including strong explanation of sight, feel and touch	Student fully develops experience including adequate explanation of sight, feel and touch	Student develops experience including a weak explanation of sight, feel and touch	Student develops experience including a weak explanation of 2 senses only	Student develops experience including little explanation of only one sense
Target Audience	Student provides a strong explanation for select visitors	Student provides a full explanation for select visitors	Student provides an adequate explanation for select visitors	Student provides a weak explanation for select visitors	Student provides little to no explanation for select visitors
Title	Student provides a strong	Student provides a full	Student provides an adequate	Student provides a weak	Student provides little to no

	explanation for title	explanation for title	explanation for title	explanation for title	explanation for title
Décor/Design	Student fully develops a detailed design including specific elements	Student fully develops a design including specific elements	Student develops a design including specific elements	Student develops a design omitting some specific elements	Student develops a design
Inscriptions	Student provides a strong explanation of choice	Student provides a full explanation of choice	Student provides an adequate explanation of choice	Student provides a weak explanation of choice	Student provides little to no explanation of choice
Pictures/Video/Sculpture/Audio	Student fully explains choice of items	Student adequately explains choice of items	Student explains choice of items	Student explains choice of some items	Student explains choice of 1 element

Rwandan Memorial Museum Rubric

(Maximum Point Value = 80 points)

	Beginning	**Developing**	**Accomplished**	**Exemplary**
	D	***C***	***B***	***A***
Quality of Items Chosen (20)	Demonstrates some detail and insight. Demonstrates an emerging knowledge of items chosen	Demonstrates good detail with good insight. Demonstrates good knowledge of the items chosen	Demonstrates very good detail with very good insight. Demonstrates very good knowledge of the topic	Demonstrates extensive detail with considerable insight. Demonstrates a strong knowledge of topic
Number of Items Included (20)	Included seven or less artifacts	Included eight artifacts	Included nine artifacts	Included ten or more artifacts
Presentation (creative and organizational) (20)	Demonstrates emerging organization; not much creativity and effort	Demonstrates good organization; some creativity and effort	Well organized and thorough; good creativity and effort	Extremely well organized; extremely thorough; excellent creativity and effort
Bibliography **(20)**	Missing	Incomplete	Adequate	Thorough

TOTAL SCORE

Unit: Rwandan Genocide

Lesson Title: News Article Activity on Rwanda Today

Common Core Standards

RH/9-10/5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

RH/11-12/9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Key Questions/Issues Addressed

- What issues are confronting Rwanda post-genocide?

Lesson Goals/Objectives

The student will be able to:

- Examine and analyze a recent news story about Rwanda

Key Terms

Materials

Newspapers; online news sources

Background for lesson (if necessary)

This lesson would be appropriate after examination of the Rwandan genocide.

Instructional Activity/Procedures

1. Go over the journalistic elements of a well-written news story (Who? What? Where? When? Why? How?). Review the differences between a news story and an editorial.
2. Distribute recent news article about Rwanda or have students research online news sources for an article. Then, have students write a current event report (current event assignment handout).
3. Students share their stories with the class. At conclusion of newspaper story sharing, discuss new things learned about Rwanda as a result of the research and writing of a current event article.

Evidence of Understanding

1. Meet the rigors of the assignment by thoroughly addressing all parts of the current event assignment.

Extension Activities

1. Select one topic from the newspaper articles prepared about Rwanda today and engage in a deeper research of that topic or a related issue. Develop a follow-up article to the original article.

Current Event Report

Objective:
To examine a news story about Rwanda.

Assignment:
1. Read a recent news story about Rwanda. Possible sources of information include newspapers, news magazines and journals.

2. Submit a report on a news story.

3. The report must consist of the following parts:
   - **Summary** (main points of news story; answers the questions: who? what? where? when? why? how?)
   - **Critique** (evaluation of news story; is the news story interesting and engaging? is the news story well-organized and explained? what didn't you find out from this news story that you want to know?)
   - **Connection to Course** (draw a detailed connection (a parallel) between the event/situation described in the news story and a topic described in class reading, assignments, presentations and/or discussions about the genocide in Rwanda.

4. What are the requirements of the assignment?
   - The three parts of the assignment mentioned above (**Summary, Critique,** and **Connection**) must be identified as such.
   - Original copy of the news story must be stapled to the back of the paper
   - Narrative must be double spaced, 12 point font, with regular margins (about 2 pages)

Current Event -Rwanda

Criteria	Points	Comment
Proper format/free from errors: headings; copy of article is attached; no g/m errors	_____/ 5 points	
Summary: accurate, thorough	_____/ 15 points	
Critique: accurate, thoughtful	_____/ 15 points	
Evaluation/connections: detailed, accurate, thorough	_____/ 15 points	
TOTAL	**_____/ 50 points**	

Unit: Rwandan Genocide

Lesson Title: Rwanda: Twenty Years After the Genocide

Common Core Standards

RH/9-10/3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

RH/9-19/9 Compare and contrast treatments of the same topic in several primary and secondary sources.

RH/11-12/ Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

RH/11-12/8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

Key Questions/Issues Addressed

- Have the government and people of Rwanda developed affective strategies for building a sense of unity as a people rather than divisive ethnic attitudes or other form of separateness?
- Are the government and international community engaged in judicial practices that will result in as reasonable degree of justice as possible?
- Are adjustments being made in traditional cultural practices that will foster a healing process and encourage the development of a thriving nation?
- Is the memorialization and commemorative process being observed in such a manner that it permits respect and honor for the victims of the genocide while allowing the healing and building process to move forward without bitterness and resentment?
- Is it possible for the peoples of Rwanda to build a sense of trust with each other to truly become a united people?

Lesson Goals/Objectives

The student will be able to:

- Analyze and evaluate the process of memorialization in Rwanda and the problems inherent in the process.
- Identify significant adjustments being made in cultural customs and traditions in order to foster an environment that will encourage a more equitable, thriving society while adapting to the destructive losses resulting from the genocide.
- Recognize and evaluate the transformation of the role of women in Rwanda, the necessity for that transformation and the benefits of it.
- Recognize and describe the involvement of the international community – both government and ngo's – in the effort to seek justice and in the rebuilding of Rwanda.
- Recognize and understand the hardship imposed by the trauma of the genocide and the difficulty of the healing process for the young and old alike.

Key Terms

Memorials

Parliament

Materials

www.kwibuka.rw Kwibuka20 – remember-unite-renew

http://genocidememorials.cga.harvard.edu/home.html Through a Glass Darkly: Genocide Memorials in Rwanda 1994 – Present

http://www.ushmm.org – Go to Confront Genocide; click to go to Take Action-click on Resources – "Reconciliation and Reconstruction in Rwanda"; "Who Is Responsible When Genocide Occurs"- click Cases and then click Rwanda to gather further information

Internet sites from all lesson plans in this unit of study may be drawn upon for information for this lesson. Also, a web quest will yield nation statistics, government leaders, etc.

Background for lesson (if necessary)

A knowledge of the Rwandan genocide, the depth and breathe of its destruction, and the inaction of the international community.

Instructional Activity/Procedures

1. Rwanda has witnessed a transformation in the role of women in the 20 years since the end of genocide. Discuss the following:
   a. The conditions in Rwanda that necessitated those changes.
   b. The blending of traditional and new roles.
   c. What it has meant for the people of Rwanda to have women step into these roles.
   d. Identify the tensions it has created for the change in women's roles.
   e. Describe the hardships women faced at the end of genocide in terms of physical and emotional trauma, dislocated lives, loss of family, etc.
   f. Which changes in women's roles do you think have benefitted them the most, which have benefitted Rwanda the most, and which have caused women the most stress?
   g. Rwanda has a greater percentage of government roles filled by women than any other nation. What impact do you think this has on the policies and practices of the nation?
2. With the killing of 800,000 to 1,000,000 people in only 100 days, the injuries and illnesses inflicted on many more, the additional numbers of people fleeing or returning to the country, the number of orphans to provide with care, and the destruction of property (buildings, roads, bridges, crops, homes, businesses, etc.), the tasks facing this small nation were herculean.
   a. Research information on the conditions in Rwanda today and create a chart or make a list of how those conditions have improved today – if they have – and how much more needs to be done. Use the internet sites from the materials above and from previous lessons to find the information, particularly the United Nations, the USHMM, the Rwanda national site, Human Rights organizations, and a general web quest to gather the information.
   b. How much assistance did Rwanda receive from the international community of governments and from non-governmental organizations (ngo's)?
   c. What has been done to address the condition of orphans, most of whom would be grown now if they survived?
   d. As a result of the sexual violence and rapes carried out by the perpetrators, there were numerous children born and many of the babies and mothers had HIV-Aids as a result of being infected by the rapists. How has the government, humanitarian and health organizations, the community/society, and the women and children responded to the health crisis?

3. Many of the perpetrators including government officials and military officers fled Rwanda and went to neighboring countries. Many have returned but many others remain in the neighboring countries where they often pose a threat to the refugee camps and add to the unrest and lack of security in those nations. How much of a threat do they pose for Rwanda today? What precautions and security measures does the current Rwandan government have to protect the country against these threats? Why do these perpetrators living in neighboring countries create tensions between Rwanda and the governments and people of the neighboring nations? Do the international agencies and organizations provide any assistance to Rwanda and their neighbors with this problem?
4. The people and government of Rwanda and the United Nations as well as many international ngo's realize that the children of Rwanda must be aware of their country's history, come to terms with it, and work as one nation to build a stronger, more prosperous nation. They also recognize that one of the most important keys to reaching that goal is through education. There are efforts being made in this area.
   a. Two books that were written for the purpose of addressing the genocide and fostering the idea of respect for diversity and unity are a cartoon book **100 Days in the Land of a Thousand Hills** and a graphic book by Rupert Bazambanza titled **TUGIRE UBUMWE (LET'S UNITE!)**. (http://www.unictr.org and follow the link connections to access the cartoon book and http://www.un.org/en/preventgenocide/rwanda/education/education.shtml for the graphic book.) Access both books and look through them. Analyze and evaluate both books in terms of appealing to the intended audience of young children and the success in presenting the intended messages. Do you think books such as these are a good way to reach out to young children? Explain the attraction of storytelling to young children. Have you ever watched young children as they were being told a story? How do they often respond?
   b. What success has Rwanda had in rebuilding and building their schools? In training and preparing a sufficient number of teachers? How do the people of Rwanda respond to the value of education?
5. Building memorials and memorial museums very small and out in the countryside and larger and in urban areas has been a common occurrence since genocide was ended in 1994. Examine some photographs and information about the practice of memorializing in Rwanda. (http://genocidememorials.cga.harvard.edu/home.html "Through a Glass Darkly: Genocide Memorials in Rwanda 1994 – Present Project." Sites of memory.) Examine the photos but also read the information by clicking on the terms below the photos. Study the photos and the information carefully.
   a. Does the memorial seem to have a theme or dominant marking? If so, what is it?
   b. What materials were used to make the memorial?
   c. Was this memorial made by/for a particular person/family or was it made for a larger group?
   d. Is this memorial in a populated urban area or a more isolated rural area?
   e. What or who does it signify or represent?
   f. Are there any significant buildings or structures nearby? If so, are they related to the

purpose or reason for the memorial?

g. How do the people (those living near it, passing by, or on the national level) feel about or react to this memorial?

h. Why is the subject of memorialization one that is both desired and resented in Rwanda? Is the continued practice of memorialization a barrier to achieving a sense of unity in Rwanda or does it foster unity? How is the government addressing the issue?

i. What is the purpose of memorialization? How do we memorialize in the United States? Give some examples.

6. What are the most difficult problems that you think Rwanda continues to face? Name and briefly describe three. What do you think are Rwanda's greatest successes in problem-solving since the genocide? Give three examples and briefly explain your reasoning.

Evidence of Understanding

1. Plan and design a memorial honoring the victims of genocide in Rwanda that will avoid building resentment or hostility or raising ethnic issues. It should try to bring the people together while respecting and honoring those who suffered and/or did not survive. Explain the meaning of any symbols or designs on the memorial.
2. Create an annual award to be presented to the individual or organization in Rwanda who has contributed the most to the peace and welfare of the people and the growth and prosperity of the nation. Write a set of standards for the award. Design the medal, plaque, or statuette that will be given to the individual/organization. As part of this award, design a national means of displaying the names of those receiving the award as their names are added each year. Explain how your plan for the award will serve to encourage pride in the nation and a sense of achievement and unity.
3. "Rwanda's Neighborhood" is a region of much violent conflict. Develop a plan of action involving the neighboring governments (including Rwanda), the United Nations, powerful nations of today, non-governmental organizations, and African international organizations. The goal of your plan is to involve all of these as partners in bringing peace and healing to that region of Africa. Remember that not all of the neighboring governments will be willing partners in this and that there may be rebellious forces in some of the countries threatening the existing governments. What can be done to achieve peace and security? What will it take in terms of commitment on the part of all the partners in the process? Draw up your plan. Create a PowerPoint or some other graphics that may help to present your ideas and persuade others. Make a list of key points for your plan. Be a persuasive diplomat as you plan how to convince others to be partners in this process – and what do you do about those neighboring nations who refuse to join?

Extension Activities

1. Research one person who was a rescuer during the Rwandan genocide. Discover exactly what the person did. Who was saved? What did the person risk and why did the person take that risk? Did the rescuer survive? If so, what is the rescuer doing today? If the rescuer did not survive, where was the person buried? Is the person or the memory of the person well-respected among former neighbors and among government officials? Write a speech that could be delivered at a special banquet given in honor of the rescuer – or at a special service in the rescuer's honor.

2. Women in Rwanda have assumed an importance and an influence they were never permitted to hold in the past. Select one woman who symbolizes that rise to influence. It does not have to be a government figure. It could be in another area of life. Research for information about the woman's background, how she rose to her current position, and what she has contributed to her family/community/profession/nation. Write a biography of two pages about the woman.

Unit: Rwandan Genocide

Lesson Title: Developing a Multimedia Presentation on the Rwandan Genocide

Common Core Standards

RH/9-10/2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how events or ideas develop over the course of the text.

RH/11-12/7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

Key Questions/Issues Addressed

Have the issues of prejudice and discrimination been addressed?

Have the difficulties of prosecuting the perpetrators been addressed?

Are the post-genocide problems of unifying into a national people and rebuilding a nation been subjected to positive problem-solving strategies?

Are the people identifying with a national identity as "Rwandans" rather than by ethnic or other divisive practices?

Lesson Goals/Objectives

The student will be able to:

- To create an informational and commemorative multimedia presentation (audio, video, PowerPoint) about the 1994 genocide in Rwanda.
- To inspire people to take action against injustice.

Key Terms

multimedia

commemorative

Materials

Computers with Internet access

Background for lesson (if necessary)

Knowledge gained from this unit of study.

Instructional Activity/Procedures

1. This lesson will serve as a culminating project for the 1994 genocide in Rwanda.
2. **Warm-up:** Tell students to pair up and list as many famous or memorable lines from history, books, movies and/or songs on any topic. When they have finished, have pairs read their lists.
3. Now have the students (pairs) interpret 1 of the following quotes regarding genocide: Have students paraphrase or explain what the quote means in their own words.
   a. "In their greatest hour of need, the world failed the people of Rwanda." (Kofi Anan)
   b. "For evil to flourish, it only requires good men to do nothing." (Simon Wiesenthal)
   c. "Never Again is the rallying cry for all who believe that mankind must speak out against genocide." (Jon Corzine)
   d. "You will be judged in years to come by how you responded to genocide on your watch." (Nicholas D. Kristof)

4. **Activity:**

   Break up students into cooperative groups of 4 students. Assign groups to create an engaging and commemorative presentation about the Rwandan genocide. The video or PowerPoint presentation should include audio and visual clips and images to inspire students to take action against injustice. Students will incorporate information from previous lessons and research online sources about the Rwandan genocide.

5. **Student Guidelines for Video or PowerPoint Project:**
   a. **Team Work** Before you get started, if you are working in a team, you should consider how the team is going to divide up the responsibilities. Typical roles may include: writer, editor, director, and videographer.
   b. **Research** Research facts that you may include in your video or PowerPoint presentation. Organize your information and properly cite your sources.
   c. **Outline the Content** Before production, you may wish to create a script outline, including storyboards illustrating specific shots. It should include: locations to events to capture, situations to show, documents or still photos to include, artwork, quotations, video clips to insert, be sure any copyrighted material is used under "fair" use guidelines.
   d. **Shooting Video** There are some basic rules to follow when shooting your video footage. You should consider lighting, framing, positioning, camera steadiness, speed of camera movement, sound, how many seconds you hold a shot, etc. A note about interviewing--think carefully about the questions and answers, the preparation, position, location and appearance of the interviewee. Careful planning can lead to better video footage for your final product.
   e. **Editing** Editing is a critical phase of creating your video or PowerPoint presentation. Think of the editing process as similar to the writing process, and your video footage as the words you will use to tell your story. In what order will you arrange the story? What pieces work well together? What piece should be left out? How will it end? You may also realize you are missing some pieces and need to shoot more video or include more slides in your PowerPoint presentation.

Evidence of Understanding

Projects will be evaluated based on the following:

Content: Does the presentation have appropriate, accurate and relevant information?

Creativity: Is the information and message communicated in a creative way?

Effectiveness: Is the information in the presentation communicated clearly? Is it informative and compelling?

Execution: What is the overall quality of the presentation?

Extension Activities

RESOURCES

- *We Wish to Inform You That Tomorrow We Will be Killed With Our Families: Stories from Rwanda* by Philip Gourevitch

- *Chasing the Flame: One Man's Fight to Save the World* by Samantha Power

- *Season of Blood: A Rwandan Journey* by Fergus Keane

- *Shake Hands with the Devil: The Failure of Humanity in Rwanda* by Romeo Dallaire

- Human Rights Web http://www.hrweb.org human rights emergencies, human rights explanation and definition, legal and political documents, resources, and suggestions on how to promote human rights.

- IWitness USC Shoah Foundation http://iwitness.usc.edu/SFI/Default.aspx an account is required to use this site but the account is free. On the site, there are witness testimonies, tools and activities for working with testimony, a large array of prepared activities, opportunity to browse activities and to interact with other educators. A large collection of Holocaust testimony and a sizeable and growing collection of Rwandan testimony.

- Kwibuka20 http://www.kwibuka.rw/ Information about Rwanda today, activities and events for the 20th commemoration of genocide in Rwanda, recent news and updates about the nation that can be found on international news sources as well as Rwandan news sources, information about genocide, survivor support, and other resources about and for Rwanda today.

- Outome Programme on the Rwanda Genocide and the United Nations

- http://www.un.org/preventgenocide/rwanda Site provides a broad view of the genocide that occurred in Rwanda, the background to genocide, access to human rights and humanitarian law, humanitarian law, sexual violence as a tool of war, the path to genocide, the justice and reconciliation process, support for survivors, the International Criminal Tribunal for Rwanda, international human rights and human law, and updates to the situation in Rwanda.

- Rwandan Stories http://www.rwandanstories.org A site for a curriculum that examines the Rwandan genocide and recovery efforts using video, photography, journalism, and survivor, perpetrator, and witness testimonies, as well as examining international response.

- United States Holocaust Memorial Museum - The Center for Prevention of Genocide and the Committee on Conscience.

- http://www.ushmm.org/confront-genocide/ The USHMM site features extensive materials for educators on the subject of genocide, the Rwandan genocide, and other genocides, laws against humanity, human rights violations, and nations and regions where the warning signs of possible genocides may occur. There are extensive materials about the Rwandan genocide including diplomatic meetings, foreign policy statements, judicial proceedings, international laws on human rights and genocide, treaty negotiations, testimony, primary and secondary source documents, photographs, video, conferences on related subject matter, etc.