

The History of Modern Rwanda through Photos

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LESSON

Target Audience:

Grade 8-12
History/English

Time Required:

1 Day (50-minute Period)

Content Standards Addressed:

Common Core Standards

*English Language Arts and Literacy
in History/Social Studies*

1. RI.9-10.7 — Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
2. W.9-10.2 — Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
3. 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.
4. 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.

Lesson Goal

After evaluating some photos and an abridged timeline, students will understand the basic backdrop of the history of Rwanda leading up to the genocide in 1994.

Student Objectives

To provide students with a basic history of Rwanda leading up to the genocide in 1994, and the significance of colonialism and racism that contributed to the genocide.

Prior Knowledge/Background Information

This lesson was designed to be utilized as the first in a three-lesson set at the end of a Holocaust unit or at the beginning of a study on genocide.

NOTE: The following photos/history events from Rwanda were chosen to help give students a very basic understanding of the history of the country in the 20th century during the turmoil of German/Belgian Colonialism through independence, leading up to the eve of the genocide in 1994. It is not intended to teach the genocide itself but merely to give students some contextualization of the history prior to hearing survivor testimony in the main lesson, *Using Rwandan Video Testimony to Understand the Patterns of Genocide*.

Materials

- Photos Links with Historical Descriptions handout

Procedure

(30 minutes, may vary depending on procedural option chosen)

1. Decide the method of delivering the photos to the students.

OPTION 1: If a computer lab is available with internet access, students can be assigned a photo link and description directly from the USC Shoah Foundation's website via the Photos Links with Historical Descriptions handout.

OPTION 2: Teacher can access the handout, cut it into strips, and distribute the strips to student groups for them to access the URL on the strip.

OPTION 3: Teacher can use the handout to access the photos and historical descriptions to print and distribute to student groups.

2. Break class into 9 smaller groups; depending on class size, it is possible to double up the photos and have a smaller number of

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Language Arts Standards (cont'd)

5. RH.9-10.10 — By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

Procedure (cont'd)

- groups. Using the procedure decided upon in 1, have each group member write a bulleted list of key ideas about the event depicted in the photo as discussed by the group. Teacher should circulate among groups to make sure that the notes are being completed by all so that each student will be able to assist his/her larger, reordered groups in building the timeline in the next step. (3-5 minutes or dependent upon procedure option used)
3. Using the jigsaw technique, adjust groups so that each has a representative from each of the original 9-photo/event groups. For example, there may be a total of 3 groups with 9 students in each group. Ensure that all photos are represented in the new larger groups. They will discuss their photo and share their bulleted list of notes with other students to assist the larger group in determining the proper sequence of the photos to build a time line of events. (7-10 minutes)
 4. At the end, each student will have presented to the larger group and will each have a time line with the 9 events in the proper sequence.
 5. To conclude, the teacher can assemble and present a Power Point with the photos in the correct order to ensure the students' time lines are correct. For teacher reference, below is the correct order of the photos which were randomized on the handout.
 - **The Berlin Conference, 1884-1885**
 - **Belgian Colonial Rule, 1919-1962**
 - **Ethnic Differentiation between Hutus and Tutsis, 1920's**
 - **Rwandan Ethnic ID Card, 1932-1933**
 - **Rwandan Independence, 1962**
 - **Tutsis Fled Ethnic Violence After Independence, 1959-1962**
 - **Rise of the Rwandan Patriotic Front, 1987-1993**
 - **The UN Mission in Rwanda (UNAMIR) Headed by General Romeo Dallaire, 1993**
 - **The President's Plane Crash, April 6th, 1994**
 6. Once the students complete the time line, have them journal on the following predicting question:

"We know that a genocide is about to occur, based on your time line can you find any cause/effect relationships that may have contributed to this level of violence?"

[For example, the students might refer to the Rwandan Ethnic ID card, focusing on the fact that the Belgians forced the Rwandans to carry ID that classified them by their ethnicity, falsely based on Belgians perception of race. Later, these ID cards would be important during the genocide to identify Tutsis. The cause of this classification system was Belgian colonization.]

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7. As a class discuss student responses. (7-10 minutes)

Procedure (cont'd)

8. As teacher begins the testimony lesson, the first pattern discussed is called Warning Signs. This will make for an effective transition for when the main lesson begins.

Assessment

For evaluating the written analysis of cause and effect use the rubric at:

<http://www.teachervision.fen.com/rubrics/printable/26745.html>

Sample score:

-----/10	Photo/Event notes (taken from the group photo)
-----/10	Completed timeline of all events taken during the larger presentation.
-----/20	Written journal analysis on the cause/effect relationship
-----/40	TOTAL