

THOUGH MANY, WE ARE ONE

UNIT 7

Making a Difference in the World

Lesson 3

RWANDA

The World Response

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Making a Difference in the World

Rwanda: The World Response

Lesson Overview

It's easy to ignore tragedy when the events take place on the other side of the world. Students will get a chance to learn why it is important to defend those who need our help, even if they are far away.

CURRICULUM CONNECTIONS

Religious Education:

Grade 4 Living in Solidarity

LS1.3: Identify those individuals in society who exercise legitimate authority, who work and care for the good of all people and explain why their role is important for the proper functioning of the human community.

Grade 5 Living in Solidarity

LS1.3: List ways the Church exercises its authority both locally and globally through loving service which witnesses to Christ, i.e. promoting the common good.

Grade 6 Living in Solidarity

LS1.3: Identify the areas of "personal responsibility" that students assume in their lives and connect this to the vocation to participate in family, school and parish.

ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS & CATHOLIC SOCIAL TEACHINGS

The Catholic Social Teachings evident in this lesson include:

Community, Participation, Solidarity, Rights and Responsibilities

The Ontario Catholic School Graduate Expectations evident in this lesson include:

A Discerning Believer who:

CGE1j: Recognizes that "sin, human weakness, conflict and forgiveness are part of the human journey" and that the cross, the ultimate sign of forgiveness is at the heart of redemption

A Responsible Citizen who:

CGE7d: Promotes the sacredness of life

GUIDING QUESTIONS (coming out of the Big Idea)

Big Idea:

- The Ten Commandments are the backbone of our modern day laws; it is the promotion of these common laws that have helped tie nations and people together around the world. We must use the laws handed to us by God through Moses as a means of following what Isaiah teaches us.

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Scripture Passages:

- Isaiah 1:17
- Learn to do good; seek justice, rescue the oppressed, defend the orphan, plead for the widow.

LEARNING GOALS

At the end of this lesson, students will know, understand and/or be able to:

- that we must always be vigilant when the rights of human beings are being abused or taken away. As Catholics we must ensure that no one's human rights and life are taken away.
- learn about the failure of the world to help Rwanda during the genocide. They will recognize that we must be willing to help those who go into conflict situations and help them deal with the terror they have lived through and adjust to life out of the conflict zone.
- that it is important to defend the rights of those who cannot defend themselves and that the Ten Commandments are laws to obey and not abuse.

Success Criteria, based on the Learning Goals, can be co-constructed as a class in language meaningful to students. The success criteria help students understand what to look for during the learning and what it looks like once they have learned. They identify the significant aspects of student performance that are assessed and/or evaluated (i.e., the "look-fors") in relation to curriculum expectations.

INSTRUCTIONAL COMPONENTS AND CONTEXT

Terminology:

- Romeo Dallaire
- UNIFOR
- machete

Materials:

- Sticky notes - 2 per student
- Chart paper with the titles DOING GOOD, JUSTICE

Resources:

- Rwanda genocide: Canadian soldiers struggle with psychological legacy (*See Appendix 1, pages 1-4*)
- For the Heroes: A Pep Talk from Kid President
<https://www.youtube.com/watch?v=tgF1Enrgo2g>
- Exit Card (*See Appendix 2*)

MINDS ON

- Establishing a positive learning environment
- Connecting to prior learning and/or experiences
- Setting the context for learning

The teacher will lead the discussion by reading the scripture verse Isaiah 1:17.

Invite students to share what they believe these words from Isaiah mean.

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ACTION

- Introducing new learning or extending/reinforcing prior learning
- Providing opportunities for practice and application of learning (guided → independent)

Form groups of 4 students. Distribute the article from the CBC website (*Appendix A*) so that each student in the group has one page to read.

**Differentiated instruction: Students may use assistive technology such as Kurzweil or read with a partner.*

Using each of their sticky notes, students will attempt to find an example of each of the titles from the chart paper at the front of the class.

The teacher will direct discussion about what they learned from the article.

CONSOLIDATION

- Providing opportunities for consolidation and reflection
- Helping students demonstrate what they have learned

- Students will view the *Kid President* video on heroes
<https://www.youtube.com/watch?v=tgF1Enrgo2g>
- Students will complete an exit card (*Appendix 2*) about the acts of the people from the article.

CONTINUED LEARNING OPPORTUNITIES

Further extensions to this lesson might include:

- Social Studies: Students may wish to go online through Google Maps and explore Rwanda through satellite links.
- Drama: Students could perform a skit that allows the students to show everyday scenarios that allow students to be heroes to someone else.

Rwanda Genocide:

Canadian soldiers struggle with psychological legacy

20 years after massacre, Canadians who tried to protect Rwandans struggle with horrific memories

By Sylvia Thomson, [CBC News](#) Posted: Apr 06, 2014 5:00 AM ET Last Updated: Apr 06, 2014 5:36 PM ET



Rows of human skulls and bones form a memorial to those who died in the redbrick church in the village of Nyarubuye, the scene of one of many massacres during the 1994 Rwandan genocide. Between 800,000 and 1 million were killed in Rwanda over a period of 100 days. (Ben Curtis/The Associated Press)

It's been 20 years since the Rwandan genocide, but for the Canadian soldiers who were there as part of a doomed UN peacekeeping mission, the sights, sounds and smells have not faded from memory.

“There was an overpowering stench of death,” said Major Brent Beardsley, who served alongside General Romeo Dallaire (both are now retired).

Rwanda was a country of seven million people in 1994, 85 per cent of them Hutu. Extremists within the Hutu ethnic group had been inflaming cultural tensions for years, blaming the Tutsi minority for economic and social problems.

APPENDIX 1 – page 2

On April 6 the plane carrying President Juvenal Habyarimana (a Hutu) was shot down. His death sparked a wave of horrific violence in which more than 800,000 people, mostly Tutsi civilians, were massacred.

An [estimated quarter of Rwandans](#) continue to suffer the psychological effects of the genocide, a legacy that is also felt far beyond the country's borders.

For several of the 13 Canadians who were part of the United Nations Assistance Mission for Rwanda, UNAMIR, in April 1994, the memories are intertwined with continuing symptoms of post-traumatic stress disorder (PTSD).

In Beardsley's case, he developed symptoms in 2000 while working at a military support training centre, six years after returning home. It was triggered by the courses he was giving — the kind of training he never got before going into Rwanda. The scenarios became a little too realistic to bear.

He found he started having trouble concentrating, trouble sleeping and he became moody.

"Eventually one day I just got up and I couldn't put my boots on," he said. "I reached down to put on my boots and I just couldn't do it anymore."

His willingness to be treated and his religious faith helped him get back to work part-time six months later. But it was years before he was able to return to work full time, and even then it was with some restrictions.

Today, he recognizes his triggers — things such as strong body odour, bloody meat or big crowds - and avoids them.

Captain Jean-Yves St-Denis of Calgary went to Rwanda in late April 1994, and despite warnings of how bad the situation was going to be it still shocked him when he arrived and saw dead bodies within 10 minutes of landing. He was diagnosed with PTSD in 1997 as a result of his experiences, and the 54-year-old is still dealing with it today. (CBC)

His case and those of the other Canadian soldiers who were in Rwanda during the 100 days of the genocide are perhaps not as well-known as the anguish and [suicide attempts of their General](#), Romeo Dallaire, after he returned to Canada

APPENDIX 1 – page 3

In 1994, Dallaire warned UN headquarters about the ethnic trouble brewing in Rwanda. He urged action. He pleaded for backup. But he found his small UN force abandoned by the world's superpowers, unable to stop the killings, unable to protect so many Rwandans -- though the force did maintain some safe shelters.

Dallaire came back traumatized. He also set a model for talking openly about PTSD. His generation of soldiers largely kept quiet about their symptoms, known before Rwanda as “shell shock” or “battle fatigue.”

Dallaire was not available for an interview, but others who were with him describe the nightmare they lived through.

“In Rwanda you never really knew who would come after you, which side,” said retired Captain Jean-Yves St-Denis, 54, of Calgary. He specialized in logistics and supply chain management — a particular challenge in Rwanda. He was diagnosed with PTSD in 1997.

“There was no line in the sand. I was always wondering, ‘who should I watch?’”

St-Denis lives with his PTSD to this day, and is especially conscious of it in new environments.

“I will sit somewhere where I have control of the room,” said St-Denis. *“I check the exits.”*

He went to Rwanda in late April and had an early idea of how bad the situation was going to be. But the intensity took him by surprise when he arrived and saw dead bodies within 10 minutes of landing at the airport.

“It was no longer on TV,” he said. *“I felt disgust and fear. The smell of death is disgusting.”*

‘I honestly don’t know how I came back and wasn’t traumatized. I think I’ve seen the worse things that could be seen.’- Retired Major Jean Guy Plante

That’s a smell that he can recall to this day, a smell that can make him physically sick.

By the time he left a year later, in April 1995, he says his experiences in Rwanda had changed him. *“I was a weird person. If you had known me before, I was lighthearted, jovial. After that it rarely happened. I was intense, self-focused and I had nightmares.”*

He likens the symptoms to a cold. When it comes on he takes medication, talks to his doctor and tries to get over it.

Not everyone can get over it, though.

Maj. Luc Racine, another Canadian serving with Dallaire, suffered from PTSD for years. He killed himself, in Mali, in September 2008.

Dallaire spoke very highly of Racine before the Senate in 2009, saying he, *“was one of the 12 reinforcements who came to me in 1994 and, within the span of 42 hours, had saved an orphanage full of children ... Maj. Racine subsequently took command of a small battalion of unequipped Canadians and took over the humanitarian protection zone, which had within it 1.6 million internal refugees. He coordinated the humanitarian protection, support and, ultimately, the transfer to the Rwandan government.”*

“Maj. Luc Racine is a veteran and he is one of my heroes,” Dallaire added.

Retired Maj. Jean Guy Plante, 71, of Saint Bruno, was the media spokesperson for the mission. Somehow he managed to escape PTSD.

“I honestly don’t know how I came back and wasn’t traumatized,” said Plante. *“I think I’ve seen the worse things that could be seen.”*

However, he also mentions some moments of great generosity and beauty, such as the day he was out with media and he noticed an old woman who looked very hot and parched. He risked getting out of his vehicle to take her some water. The woman accepted it, but then turned and handed it to a younger woman who had a baby strapped to her back.

“I also saw some of the best acts of love that I have seen in my life,” said Plante.

Canadian soldiers who served under Dallaire in Rwanda will meet in Ottawa Monday to mark the anniversary together. Jean-Yves St-Denis will be there.

“It means closure.” he said. *“The passing of time and understanding where we have been and catching up with each other. Remembering those who pass away, and telling them as a group goodbye and they will be remembered.”*

APPENDIX 2

Exit Card - What is a Hero?

Name: _____

Based on the article you have read, how would you describe the soldiers who served in Rwanda?

Describe something heroic to you.

How can you be a hero?