

THOUGH MANY, WE ARE ONE

UNIT 7

Making a Difference in the World

Lesson 2

RWANDA

A Changing Country

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Rwanda: A Changing Country

Lesson Overview

Being able to “love one another as I have loved you”, is one of the most difficult tasks that has been modeled by Jesus. We are confronted by negative stories in the world. By looking at Rwanda since the genocide in 1994, we get a chance to see a country torn apart by hate, and rebuilding in love and acceptance.

CURRICULUM CONNECTIONS

Religious Education:

Grade 4: Living a Moral Life

ML1.1: Demonstrate an understanding of the importance of the Ten Commandments (i.e. Decalogue, Old Law) for living the Christian moral life.

Grade 5: Living a Moral Life

ML1.: Demonstrate an understanding how the New Law (i.e. Law of the Gospel, Jesus Christ, work of the Holy Spirit) expressed in the teaching of Jesus in the Sermon on the Mount and “The New Commandment” leads to the perfection of the Ten Commandments.

Grade 6: Living a Moral Life

ML1.: Demonstrate an understanding of how the Natural Moral Law is the foundation for the Decalogue (i.e. Ten Commandments) and that they express the norms of reason for judging human morality and the building of the human community.

ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS & CATHOLIC SOCIAL TEACHINGS

The Catholic Social Teachings evident in this lesson include:

Community
Solidarity
Rights and Responsibilities

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

A Caring Family Member who:

CGE6e: Ministers to the family, school, parish, and wider community through service

A Responsible Citizen who:

CGE7e: Seeks and grants forgiveness

CGE7f: Respects and affirms the diversity and interdependence of the world’s people and cultures

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GUIDING QUESTIONS (coming out of the Big Idea)

Big Idea:

- The dignity of the human person is the foundation of a moral vision for society.
 - What happens when a country does not follow those values? How does it rebuild?
 - How do you judge your neighbour fairly?
 - How would we act in a time of civil crisis like Rwanda? Would we be able to forgive?

Scripture Passages:

- John 13:34-35
"I give you a new commandment, that you love one another. Just as I have loved you, you also should love one another. By this everyone will know that you are my disciples, if you have love for one another."

LEARNING GOALS

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

- Understand basic information about the genocide in Rwanda in 1994

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:

- Rwanda
- RPF (Rwanda Patriotic Front)
- Paula Kagame
- Romeo Dallaire
- UNIFOR
- Arusha Accords
- Genocide
- Hutu
- Tutsi

Materials:

Resources:

- A VERY short history of Rwanda (3.5 minutes)
<https://www.youtube.com/watch?v=vwT9aTrAfQE>
- A new meaning about forgiveness
https://www.youtube.com/watch?v=Rwcp_oElwnU
- The Genocide handout (*see Appendix 1*)
- What Happened in Rwanda (*see Appendix 2*)
- Exit Card (*see Appendix 3*)

MINDS ON

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

Remind students of the Great Commandment, *Love one another as I have loved you*. The teacher should guide a whole class discussion about times when students have not treated others with this respect. Then hook the students with the video "A VERY Short History of Rwanda" <https://www.youtube.com/watch?v=vwT9aTrAfQE> which will explain the history of Rwanda up to 1994, and how the lack of love for one another led to a genocide.

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ACTION

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

Distribute reading assignment (*Appendix 1*) composed of the United Nations summary and the corresponding question sheet (*Appendix 2*) to the students.

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

Allow students 15 minutes to work together in groups of no more than 4 and answer the questions based on what they read. All students will complete the question sheet. If they are uncertain about an answer students are instructed to answer the questions based on their best idea.

**Differentiated instruction: Students may use assistive technology or a scribe.*

After 15 minutes have the students share orally their answers.

CONSOLIDATION

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

Show the students the video by Oprah about forgiveness

https://www.youtube.com/watch?v=Rwcp_oElwnU and ask the students:

- “If you were a survivor of the genocide, could you forgive your attacker?”

Students will complete their exit card at the end of the lesson.

CONTINUED LEARNING OPPORTUNITIES

Further extensions to this lesson might include:

- Drama- Work in a small group to develop a skit about an incident at school and how students could resolve this issue through positive means.
- Language: Develop an acrostic poem using the word forgiveness.

APPENDIX 1

The Genocide

(<http://www.un.org/en/preventgenocide/rwanda/education/rwandagenocide.shtml>)

On 6 April 1994, the deaths of the Presidents of Burundi and Rwanda in a plane crash caused by a rocket attack, ignited several weeks of intense and systematic massacres. The killings - as many as 1 million people, are estimated to have perished - shocked the international community and were clearly acts of genocide. An estimated 150,000 to 250,000 women were also raped. Members of the presidential guard started killing Tutsi civilians in a section of Kigali near the airport. Less than half an hour after the plane crash, roadblocks manned by Hutu militiamen often assisted by gendarmerie (paramilitary police) or military personnel were set up to identify Tutsis.

On 7 April, Radio Television Libres Des Mille Collines (RTLM) aired a broadcast attributing the plane crash to the RPF and a contingent of UN soldiers, as well as incitements to eliminate the "Tutsi cockroach". Later that day the Prime Minister, Agathe Uwilingiyimana and 10 Belgian peacekeepers assigned to protect her were brutally murdered by Rwandan government soldiers in an attack on her home. Other moderate Hutu leaders were similarly assassinated. After the massacre of its troops, Belgium withdrew the rest of its force. On 21 April, after other countries asked to withdraw troops, the UNAMIR force reduced from an initial 2,165 to 270.

If the absence of a resolute commitment to reconciliation by some of the Rwandan parties was one problem, the tragedy was compounded by the faltering response of the international community. The capacity of the United Nations to reduce human suffering in Rwanda was severely constrained by the unwillingness of Member States to respond to the changed circumstances in Rwanda by strengthening UNAMIR's mandate and contributing additional troops.

On June 22, the Security Council authorized French-led forces to mount a humanitarian mission. The mission, called Operation Turquoise, saved hundreds of civilians in South West Rwanda, but is also said to have allowed soldiers, officials and militiamen involved in the genocide to flee Rwanda through the areas under their control. In other areas, killings continued until 4 July 1994 when the RPF took military control of the entire territory of Rwanda.

APPENDIX 2

What Happened in Rwanda

1) Why do you think the genocide happened? _____

2) What could have been done to stop it? _____

3) Why do you think the world did nothing? _____

Rubric:

	Level 4	Level 3	Level 2	Level 1
Quality of Answers	Student has put thought and detail into his/her answers with descriptive responses.	Student has put thought into his/her answers by attempting to answer the questions with detailed responses.	Student has put some thought into his/her answers. The responses attempt to answer the questions with some details.	Student has put little thought into his/her answers. The responses do not answer the questions.

APPENDIX 3

Exit Card

If you survived the Rwanda Genocide, could you forgive someone who was a perpetrator of the genocide? Why or why not?

Student Name: _____