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| Rwandan Genocide Lesson Plan | | |
| Subject/Grade: Grade 10 Canadian History | | Suggested Time: 75 Minutes |
| Course Code: CH2D1 | |  |
| Lesson Title: Segregation and Colonization | | |
| Lesson Description   * This activity allows students to begin to understand different perspectives and learn how to compare them. This skill is needed to complete the final culminating activity. It also develops critical thinking skills, collaborative skills and communication skills by participating in the activity’s challenges. | | |
| Planning Information: | | |
| * The activity and video will take the entire class. You will need a projector and computer to play the video clip, chart paper, markers and photocopies of Appendix A activity cards. | | |
| Planning Considerations | | |
| Accommodations/Special Needs: | | Lesson Assessment: |
| * Students with IEPs will need careful observation to make sure they are participating equally in groups. | | -Culminating Activity |
| Learning Goals: | | |
| The following goals are needed to complete the unit culminating activity.   1. Students will learn the impact of colonization of African countries, connecting to Canada’s role in Human Rights later in the unit. 2. They will develop analysis skills to identify the concept of segregation. 3. Students will be introduced to historical perspectives and communicate comparisons. | | |
| Strands: | | |
| * Methods of Historical Inquiry and Communication, Change and Continuity | | |
| Overall Expectations: | | |
| * MHV.04D - communicate effectively the results of research in presentations, and demonstrate an ability to apply insights from history to other situation. (Comprehension and Application) | | |
| Specific Expectations: | | |
| * MH3.01D - identify different viewpoints and explicit biases when evaluating information for a research report or participating in a discussion. (Knowledge and Evaluation) * CC3.03 - explain the impact in Canada of the experience and memory of the Holocaust (e.g., immigration of Holocaust survivors; introduction of human rights legislation; policy dealing with hate crimes and Nazi war criminals; nature of response to occurrences of genocide/ethnic cleansing in the world after World War II; participation in International War Crimes tribunal) (Knowledge and Application) | | |
| Prior Knowledge/Skills: | | |
| * Students must already have some critical thinking skills and some knowledge of segregation from elementary social sciences. | | |
| Resources: | | |
| * Website: <http://www.youtube.com/watch?v=CKcPboWAgO4> * Appendix A – Activity Cards | | |
| Agenda: | | |
| * Introduction * Number Card Activity * Perspectives and Comparisons (group work) * Discussion * Journal Entry | | |
| Teaching: Activity: Segregation | | |
| Duration:  60 Minutes | Differentiated Instruction:  Visual, audio, kinesthetic | |
| Time/Length | Minds On | |
| 5 Minutes | Introduction  *(this may differ depending on class characteristics, alter as needed.)*  Duration: 5 Minutes  Purpose: To create an unequally segregated class based on physical characteristics to illustrate Belgian colonization of Rwanda.  Instruction:   1. At the beginning of class have all students sit at their individual desks. 2. Have all students who are over the height of 5’6” stand up. 3. Of those students, ask the ones with brown hair to sit down. 4. Have those students who wear glasses sit down. 5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   (any additional criteria).   1. Give the students that are standing a **number 1 card**. 2. All students that are seated get a **number 2 card**. | |
| 2. Input/Modeling/Check for Understanding/Practice/Action | |
| 37 Minutes | Main Activity:  Purpose: To have the students identify unjust treatment while participating in class challenges that mirrors inequality of Hutu and Tutsi segregation leading up to the Rwandan Genocide.  Instruction  The class will participate in three challenges after being split up into two groups. Group 1 will have significantly less students than group 2. Group 1 and 2 will have an equal amount of time to complete each challenge. Teachers will have 3-4 minutes to explain each challenge. The students will have 8 minutes to complete each challenge; however the first group who finishes wins the challenge. | |
| 8 Minutes | Challenge 1: Each group must come up with a group name that incorporates the letter of each student’s first name. If more than one student has the same letter, only use that letter once. Example: Group 1 has Steve, Mary, Sam, Evan and David. The group comes up with a name called: The **E**xcellent, **D**ynamic **S**tudents of **M**s. Richards’ history class. The group with the least amount of students will have the advantage to complete the task the fastest. | |
| 8 Minutes | Challenge 2: Students in each group will stand in a circle and hold hands with TWO different students in the group. NONE of the students can hold the hands of someone directly beside them. The students must cooperate and become untangled without letting go of their hands. The first group to be standing in a circle will win the challenge. Group 1 has fewer students and therefore will have the advantage. | |
| 8 Minutes | Challenge 3: Have students stand in a circle facing the teacher in their groups. The teacher will explain the next challenge in between the two circles. Students will, WITHOUT speaking, arrange themselves in a line according to their birth month and day. After the group finishes or time is up, each student will say out loud (one at a time) their birth date to identify the proper order to the teacher. | |
| PART 1: 8 Minutes  PART 2: 10 Minutes | **WRAP UP**  PART 1:  Duration: 8 Minutes  Instruction:  In groups 1 and 2, students will receive 1 blank overhead or 1 blank piece of chart paper. They will be instructed to divide the paper/overhead in half (draw a line). They are to write down their feelings from their perspective during the challenges (in group 1 or 2). On the other half, students will write how they think the opposite group would feel during the challenges. (Compare sides) Each group will give responses out loud to the teacher and other group. Most ideas will range around the challenges being: unfair, better for those in a smaller groups, unreasonable way of selecting groups, group 2 could not win, group 2 began to dislike group 1, group 1 felt they were better than group 2, etc.  PART 2:  Duration: 10 Minutes  Instruction:  Show video of Belgian colonialism of Rwanda.  Web Access: <http://www.youtube.com/watch?v=CKcPboWAgO4>  DISCUSSION:  1. What were the main ideas presented in the video? Suggested answers: Colonialism, segregation, unfair treatment, etc.  2. How does group 1 and group 2 relate to the Tutsis and the Hutus? Suggested answers: Tutsis were favoured based on physical characteristics like group 1. Hutus were like group 2. Explain how the Tutsi group represents a small percentage of the population.  Remaining time is used for reflection in journal entry. | |
|  | 3. Consolidation and Connection | |
| 5 Minutes | * Students will complete an entry in their journal regarding today’s class in the last 5minutes of the class. * Journal entries will be completed for homework. | |

Teacher Reflection on Lesson:

APPENDIX A

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