

The described lesson below is the result of a desire to integrate more simulative materials into classroom structure, as well as introduce a stronger emphasis on map instruction in our high school social studies department's curriculum. We have been attempting to standardize our curriculum as much as possible while allowing for teacher agency in the classroom, the Rwandan Genocide was chosen as a case study for 10th grade International Relations students to explore the theories behind what causes conflict, what justifies conflict, and what the results of conflict can be.

One avenue we have settled on for our curriculum is to include at least three simulations per semester as we prepare students for a grade-wide collaborative, 10 class period simulative exercise called Statecraft which operates much like a Model UN. By including simulations at the classroom level before this massive undertaking at the end of the semester, students become more comfortable engaging with and using, to great effect, various tools of diplomacy. The practice simulations in the classroom allow for the Statecraft sessions to run much more like the United Nations and less like an awkward 10th grade classroom. Referenced below are materials from the Council of Foreign Relations, a free diplomacy tool that offers incredible simulation resources for classrooms. A great diversity of role descriptors and research links, advocacy guides and positionalities, and thematic issue-based "tutorials" accompany a series of modern, historical, and fictional situations which require(d) a great level of diplomacy to resolve.

The other goal, map integration, is less of a curriculum goal at the department level and more of a skills development exercise. While I would have loved to have the Osher Library be the sole provider of the map resources library, I could not find enough African-centered maps to make that happen. Maine newspapers however have been a treasure trove of map resources for students to peruse. I provided a few links for students but will encourage them to use newspaper archives for even more study when connecting to the Maine community.

Though this lesson as written is intended for an International Relations class, there are many elements outside of the theory that could be applied to European or African history study, a discussion on economic aid, or even any class looking for an anthropological lens to a relevant topic. Depending on the message you want to send or the lesson you want to instill, the Rwandan Genocide can likely serve as a catalyst for starting a discussion.

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| Lesson Name | Rwandan Genocide and Human Security Through Maps |
| Grade Level | 10th Grade |
| Estimated number of lessons | <p>Five 80 minute lessons</p> <ul style="list-style-type: none"> ● One for each inquiry objective ● One for simulation preparation ● One to conduct the simulation |

Compelling Question:

To what extent did various elements of Human Security influence the origination and implementation of the Rwandan Genocide?

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| <p>Applicable Standards</p> <ul style="list-style-type: none"> ● Civics and Government (3) ● Geography (1) ● History (2) | <p><u>Civics and Government 3:</u> (D2) Analyzing the political structures, political power, and political perspectives of the diverse historic and current cultures of the United States and the world.</p> <p><u>Geography 1:</u> (F1) Analyzing local, national, and global geographic data on physical, environmental, and cultural processes that shape and change places and regions.</p> <p>(D1) Proposing a solution to a geographic issue that reflects physical, environmental, and cultural features at local, state, national, and global levels.</p> <p><u>History 2:</u> (D2) Making use of primary and secondary sources, identifying and analyzing major turning points and events in the history of world cultures as it pertains to various historical and recent migrant groups</p> |
| Inquiry Objectives | <ol style="list-style-type: none"> 1. Identify the elements of Human Security 2. Explain the external and internal influences that resulted in the Rwandan genocide 3. Describe the stages of genocide in the context of the Rwandan genocide |

| Supporting Question 1 | Supporting Question 2 | Supporting Question 3 |
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| Which elements of Human Security most frequently result in conflict on the Sub-Saharan African Continent? | What external and internal influences resulted in the Rwandan Genocide? | Which stages of genocide are most frequently seen on the Sub-Saharan African Continent? |
| Formative Assessment / Performance Task | Formative Assessment / Performance Task | Formative Assessment / Performance Task |

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| <p>Have students create a map highlighting regions where human security threats have led to conflict in the past decade, and annotate the map with specific elements of human security that were predominant in these conflicts. Additionally, students will analyze the map to write a NSC memo summarizing the geographical distribution of conflicts related to different human security elements.</p> | <p>Have students develop a layered map of Rwanda showing external and internal influences that contributed to the genocide. They will use different colors or symbols to distinguish between external factors (e.g., Belgian colonial history, UN interventions) and internal factors (e.g., ethnic tensions, political power struggles). Students will hold a classwide debate evaluating which influenced more, external vs. internal.</p> | <p><i>Students will create a comparative map of the African continent indicating areas that have experienced various stages of genocide using a legend to represent each stage. In groups, students will discuss patterns and trends observed in the maps and suggest possible reasons for these patterns based on historical and socio-political contexts.</i></p> |
| <p>Featured Sources</p> | <p>Featured Sources</p> | <p>Featured Sources</p> |
| <p>Ethnic Distribution Population Density Economic Activity Mining Deposits Pre-conflict refugees and IDPs Rainfall</p> | <p>UNHCR Responses Demilitarization efforts Post-conflict travel advisory Pre-colonization Deaths by region</p> | <p>Pre-Colonization Africa * Genocide after Holocaust 2011-2015 genocide predictions Darfur Image of Maine Refugees * PPH - Maine Refugees</p> |

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| <p>Summative Performance Task</p> | <p>Students will conduct a NSC simulation taking place in the 1990s, ultimately having the President making a decision on how to address the Rwandan Genocide. The Council on Foreign Relations has a series of simulations that have students break out into 15-20 various roles (President, Director of National Security, Advisor to the President, etc.), study the goals/actions of each role, and research preparation materials in order to be able to conduct a simulation. Though there isn't prepared simulation content on Rwanda, students will model the same structure with one day of preparation in studying roles and materials, and one day of conducting the simulation. Students will be graded according to the Civic Participation and Application rubrics standardized to the MTA Social Studies skills tree.</p> |
| <p>Modifications</p> | <p><u>ELL Students:</u> Provide translated role descriptions and key documents in their native language, and pair them with bilingual peers or use language support tools.</p> |

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| | <p><u>IEP/504 Students:</u> Offer personalized role modifications, such as breaking tasks into smaller steps, providing additional scaffolding, and allowing the use of assistive technology.</p> <p><u>Gifted Students:</u> Challenge them facilitating the group discussion</p> <p><u>Struggling Students (without identified needs):</u> Pair them with supportive peers and provide clear, concise summaries and graphic organizers to aid in understanding.</p> |
| Taking Informed Action | <p>Students will create a video presentation where they share insights and decisions from their National Security Council simulation on the Rwandan Genocide. Each student will contribute by summarizing their role, the key influences they considered, and the collective decisions made. They will decide on and include visual aids such as maps and charts to illustrate their points, and engage the audience in a sample Q&A session to further explain the complexities of the situation. This presentation will be then shared to parents, local officials, and community members who are interested.</p> |