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Hotel Rwanda

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Hotel Rwanda

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Grade Level (Req.): 11-12	Content Area (Req.): English (World Lit elective)	Unit (Opt.): African Unit
Connections to Other Disciplines (Opt.): • • •		
Time Frame (Req.): 5-6 days	Goal (Req.): To help students understand the historical, political, sociological, and psychological factors that created conditions that led to the Rwandan genocide, how the international community at that time responded, and what has happened since then in Rwanda.	
	Objective (Req.): Students will....understand the impact of European colonization on African countries; analyze the film Hotel Rwanda (the context of the genocide and the archetypes in Paul Rusesabagina's character); understand the historical context of the Rwandan genocide; understand the psychological, sociological, and historical causes of genocides	
Materials Needed (Req.): <ul style="list-style-type: none"> • the film Hotel Rwanda • copies of excerpts from Philip Gourevitch's book We wish to inform you that tomorrow we will be killed with our families: Stories from Rwanda-----from Chapter 4, pages 47-61; from Chapter 6, pages 80-84; from Chapter 7, pages 85-95 • copies of handout from Genocide Watch called "The 8 Stages of Genocide" • copies of handout from SURF called "The International Response to Genocide" • Computer access so students can examine blogs, interviews, and video clips on the following site: http://www.rwandanstories.org/genocide.html • 	New Vocabulary (Opt.): <ul style="list-style-type: none"> • Hutus, Tutsis, interahamwe (Hutu Power militia; the word means "those who attack together"), RPF (Rwandese Patriotic Front) • Mwami, "Hamitic myth", "race science", colonization, apartheid, postcolonial, akazu, oligarchy • • • 	
Click here to enter text.		
Anticipatory Set/Introduction [Inquiry Question is required] (Req.): What is the definition of genocide? What are the psychological, sociological, and historical causes of genocide? Do you think you could ever get swept up in the commission of a genocide—or any crimes against humanity? What can societies do to prevent genocide—and other crimes against humanity—from occurring? If a group to which you belonged became the target of a genocide, do you think you could eventually find forgiveness? How would you rebuild and move past those crimes?		

Instructional Sequence/Procedure (Req.):

1. Opening whole-class discussion of anticipatory questions—with the official, legal definition of genocide provided once students narrow in on it
2. Distribution of Hotel Rwanda response sheet (asking students to record their responses, insights, and questions during and after viewing; also providing students with a list of names and terms at the bottom of the sheet)
3. Map of Africa on overhead screen, or projector screen, to point out Rwanda’s location
4. Brief introduction to the film: names, basics of the conflict (Hutus, Tutsis, interahamwe, RPF, Belgians, UN, etc.)
5. Show film
6. Whole-class discussion over film, including students sharing their written responses, insights, and questions—questions can then be answered
7. Distribution of excerpts from Gourevitch’s book “We wish to inform you that tomorrow we will be killed by our families”, along with response chart —students will read the excerpts on their own, annotating their packets and then organizing their thoughts on the response chart
8. Small groups will discuss the excerpts and response charts, clarifying their comprehension; small groups will then share out and pose lingering questions that need clarification
9. In stations, students will move through three activities: 1) reading and responding to the handout “The International Response to Genocide”; 2) reading the handout “The 8 Stages of Genocide”, applying the stages to Rwanda and also drawing connections of various stages to other historic or current situations to see HOW groups of people can move incrementally toward the possibility of genocide (or other crimes against humanity); 3) exploring the website rwandandstories.org—watching video clips, reading blogs and interviews, and discussing what they find.
10. Whole-class share out from stations---what they learned, what connections they made to other historic or current events or issues, and what resonated the most with them.
11. Revisit our initial anticipatory questions—especially the one on forgiveness and moving past a tragedy. This will serve as an effective transition into the next part of the unit, *Invictus*, in which we see the power of forgiveness and the possibility of rebuilding a nation after division, hatred, and violence have ruled it.
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Formative Evaluation (Req.): whole-class and small-group discussions; response charts that all individual students will turn in

Assessment (Req.): Students will write a final 4-page synthesis paper over this week-long exploration of film, nonfiction, and online resources, sharing their understanding and insights, overarching themes or issues, and the relevance they found. They must include supporting details and quotations, citing sources.

Iowa Core Curriculum Standards Used (Req.):

- Behavioral Sciences 2., Grades 9-12: Understand the influences on individual and group behavior and group decision making.
- Behavioral Sciences 5., Grades 9-12: Understand how social status, social groups, social change, and social institutions influence individual and group behaviors.
- Geography 6., Grades 9-12: Understand how culture affects the interaction of human populations through time and space.

- History 2., Grades 9-12: Understand how and why people create, maintain, or change systems of power, authority, and governance.
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Common Core Curriculum Standards Used (Opt.):

- CCSS.ELA-Literacy.RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
CCSS.ELA-Literacy.RI.11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
CCSS.ELA-Literacy.RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
CCSS.ELA-Literacy.RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text
CCSS.ELA-Literacy.RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- CCSS.ELA-Literacy.CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CCSS.ELA-Literacy.CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- CCSS.ELA-Literacy.W.11-12.2 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.
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NGS Standards Used (Req.):

- 4. The physical and human characteristics of places
- 6. How culture and experience influence people's perceptions of places and regions
- 9. The characteristics, distribution, and migration of human populations on Earth's surface
- 10. The characteristics, distribution, and complexity of Earth's cultural mosaics
- 13. How the forces of cooperation and conflict among people influence the division and control of Earth's surface
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Five Themes of Geography Used (Req.):

- Location
- Place
- Movement

School District Standards and Benchmarks (Opt.):

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<ul style="list-style-type: none">• Region•	
21 st Century Universal Constructs (Opt.):	
Other Disciplinary Standards (Opt.): <ul style="list-style-type: none">•••••	
Other Essential Information (Opt.):	
Other Resources (Opt.): <ul style="list-style-type: none">••••	