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The Geography of Rwanda's Genocide

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The Geography of Rwanda's Genocide

Rachel Hansen – Fort Dodge Senior High

Grade Level (Req.): 9th grade	Content Area (Req.): Humanities	Unit (Opt.): Human Rights
Connections to Other Disciplines (Opt.): <ul style="list-style-type: none"> • English • Geography • 		
Time Frame (Req.): 3 class periods, 55 minutes each	Goal (Req.): Students understand how physical and human characteristics define regions and shape cultures.	
	Objective (Req.): Students can (1) use Google Maps or Google Earth to examine the physical features of Rwanda; (2) apply knowledge of the Demographic Transition Model to Rwanda; (3) evaluate the role culture plays in conflict.	
Materials Needed (Req.): <ul style="list-style-type: none"> • Computers (for students) • Google Maps and/or Google Earth • Projector for demonstration (for teacher) • • • • 	New Vocabulary (Opt.): <ul style="list-style-type: none"> • Birth Rate • Death Rate • Population Pyramid • • 	
Anticipatory Set/Introduction [Inquiry Question is required] (Req.): (1) How big is Rwanda, and what is it like there? (2) How developed are the people of Rwanda? (3) What does it mean to be Rwandan?		
Instructional Sequence/Procedure (Req.): <ol style="list-style-type: none"> 1. Day 1: Review Five Themes of Geography – YouTube Video and Perfect Paragraph (State the daily objective for students: "I can write a well-organized paragraph that compares the geography of Rwanda to Iowa.") 2. Day 1: Class Brainstorm on the Inquiry Question – How big is Rwanda? What is it like there? 3. Day 1: Use Google Maps and/or Google Earth to explore the physical geography of Rwanda; Use CIA World Factbook to research population statistics 4. Day 1: Ticket Out – Comparative paragraph relating the physical geography of Rwanda to that of Iowa (landforms, regional neighbors, square miles, population) 5. Day 2: Review Demographic Transition Theory by having students sketch their own model (State the daily objective for students: "I can determine which stage of the demographic transition model Rwanda is currently experiencing.") 6. Day 2: Use the CIA World Fact Book and the International Data Base to determine the birth rate, death rate, and total population of Rwanda. Also determine whether Rwanda has shown growth or decline in these areas over the course of the last 60 years. 7. Day 2: Based on their research, students will develop an argumentative paragraph in which they provide evidence-based research to demonstrate which stage of the demographic transition model Rwanda is experiencing. 8. Day 3: Review "What is Culture?" - YouTube Video (State the daily objective for students: "I can participate in a Socratic Seminar that explores what it means to be Rwandan.") 9. Day 3: Review "What is Culture?" - YouTube Video (State the daily objective for students: "I can 		

participate in a Socratic Seminar that explores what it means to be Rwandan.)

10. Day 3: Jigsaw Activity - Assign students to one of the three groups on culture: academic perspective, tourist industry, or personal experience. Within those groups, students individually investigate their topic and then come together to collaborate in small groups.

11. Day 3: Socratic Seminar - After students have individually researched and discussed in small groups, bring the entire class together to create an overall understanding of what it means to be Rwandan by uniting the three perspectives in a Socratic discussion.

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Formative Evaluation (Req.): (1) Comparative Paragraph; (2) Argumentative Paragraph; (3) Participation in Socratic Seminar

Assessment (Req.): Knowledge gained from the formative evaluations will be used by students when they participate in an International Criminal Court simulation. (Assessment can be found under Aftermath --> International Criminal Court on Google Site.)

Iowa Core Curriculum Standards Used (Req.):

- Geography, grade 9-12: Understand the use of geographic tools to locate and analyze information about people, places, and environments.
- Geography, grade 9-12: Understand how physical and human characteristics create and define regions.
- Geography, grade 9-12: Understand how culture affects the interaction of human populations through space and time.
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Common Core Curriculum Standards Used (Opt.):

- Writing, grade 6-12: Write arguments to support claims in analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Writing, grade 6-12: 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.
- Speaking and Listening, grade 6-12: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
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NGS Standards Used (Req.):

- How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.

- How to analyze the spatial organization of people, places, and environments on Earth’s surface.
- The physical and human characteristics of places.
- How culture and experience influence people’s perceptions of places and regions.
- How to apply geography to interpret the present and plan for the future.
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Five Themes of Geography Used (Req.):

- Location
- Place
- Region
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School District Standards and Benchmarks (Opt.):

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21st Century Universal Constructs (Opt.): Critical Thinking, Collaboration, Productivity, and Accountability

Other Disciplinary Standards (Opt.):

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Other Essential Information (Opt.): Students already have prior knowledge on culture, the demographic transition model, and paragraph development.

Other Resources (Opt.):

- Google Site (<https://sites.google.com/site/globeologyfdsh/>)
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