

**Goal-directed Instructional Design Plan - World History - Rwandan Genocide
(MI STATE STANDARD CG4)
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1. **A problem or a need** – Not only is the Rwandan Genocide covered in the World History State Standards (CG4), but it is also an important lesson to teach students about Genocides and why they occur throughout history. This lesson serves two basic needs; one, to educate in order to prevent future genocide, two, to have students create additional technology based resources to educate others. It is part a students "civic duty" to raise awareness about injustice and inequality. This lesson will enable students to be active citizens who fight against discrimination by creating educational resources.

2. **A real-world performance** – Genocides have occurred numerous times throughout history. Genocides are horrific acts committed by groups who convince others to kill through propaganda. This lesson is designed to spread awareness about the Rwandan Genocide and how to prevent Genocides from occurring in the future. Students will design an instructional tool to teach students, adults, and the global community about this Genocide and how to present them in the future. This resource will allow students to collaborate with other students and the global community.

3. **An instructional objective** –

- a. *Students will gain a firm understanding of the stages of the Rwandan Genocide*
- b. *Students will be able to demonstrate their knowledge of the Rwandan Genocide through their group project.*
- c. *Students will be able to share creative ideas about how to prevent future Genocides based on what they have learned.*

4. **A set of essential content** –

Part 1 – Background Reading – Students will read 100 Days in The Land of a Thousand Hills, a graphic novel about the Rwandan Genocide. Students will answer questions about the Rwandan Genocide as they read. (assignment link <http://www.scribd.com/doc/99646997/Lesson-ReCreation-Part-1>)

Part 2 – The Assignment – Students will be placed by the teacher into mixed ability groups. Students will be asked to create a creative project "public service announcement" sharing what they have learned about the Rwandan Genocide. Students may choose between creating a skit, music video, or graphic novel/story. This assignment allows students to be creative and share what they have learned about Genocide with their classmates and the larger community.(assignment link <http://www.scribd.com/doc/99647018/Lesson-ReCreation-Part-2>)

Part 3 – The Assessment – The teacher will assess what the students have learned through their group projects (rubric attached). Students will assess each other and themselves through their presentations. Students will share what they have learned

through a class discussion/wrap-up at the end of the presentations. (assignment link <http://www.scribd.com/doc/99647036/Lesson-ReCreation-Part-3>)

5. **An evaluation consisting of a test or observation** – Students will be assessed through a creative group project. The teacher will assess what they have learned through the students representation of the Rwandan Genocide and suggestions for how to prevent Genocides in the future.

6. **A method to help participants learn** –

- The teacher will model how to read and analyze the written document through examples.
- Students will collaborate with classmates while reading the document.
- The teacher will provide examples of the group projects and the expectations.
- Students will collaborate with their group to share what they have learned.
- Students will be allowed to use their strengths and interests to create a resource to assess what they have learned.
- Students will “peer share” in a class presentation.

● **Motivation:**

○ Meaningfulness – The Rwandan Genocide is a meaningful and “scary” lesson for students. Students gain a new understanding about what mankind is capable of doing. Students will also gain an understanding of the ways to prevent Genocides in the future. This lesson is also meaningful because it allows students to be creative and create a resource to benefit the “Genocide awareness cause”. Through this Genocide project students will be able to develop their understanding of the content in a way that is interesting to them.

○ Pleasant consequences – Students will become active global citizens who can share their understanding of the Rwandan Genocide with the world. Students becoming active, global citizens is important to the overall civic goal of this course to make students interested and aware of the world around them. Lastly, students are creating educational tools that will benefit themselves and other interested people through the internet.

○ Novelty – A creative lesson such as this allows students to express their understanding of the content in unique ways. Students will share their interests, talents, and technology hobbies to educate. This lesson will drive students to gain an interest in the social studies and content in a creative way.

● **Socialization** – This lesson allows students to socialize with other students, peers, and the global community in the following ways; Students will analyze the text (100 Days in the Land of a Thousand Hills) in groups, Students will create group projects to share what they have learned, and students create web technology resources to share with the school and global community.

- **Audience** – For what audience are you designing this lesson?
 - Age - World History is a Freshman (9th Grade) Course taught to 14-15 year old students.
 - Skill level – Students have been taught to analyze various texts using critical thinking and reading skills. Students have had training in how to navigate the Internet and analyze web sources. Students have had training in how to use iMovie and Storybird.
 - Prerequisite knowledge – Students must have an understanding of what Genocide is, and the 8 stages of a Genocide (covered in prior lessons). Students must have a basic understanding of African history including Imperialism/the legacy of Imperialism. Technology prerequisites include knowledge of how to use the Internet, imovie, video cameras, Youtube, and Storybird.

- **Technology Needs** – computers, video cameras, printers, Internet access, iMovie, time in the computer lab (roughly three days), at home internet access and computers.