

History – 12-14 years

Unit and Lesson Plans



History includes refugees

Throughout history, political turmoil has victimized many civilian families, forcing them to flee their homes. Refugee outflows and other massive displacements of people are a key aspect of many international crises. For children, in particular, looking at world events from the point of view of a refugee family can give new meaning and a sense of reality to events that may otherwise seem abstract and far away. The theme can be introduced in:

Medieval/early modern history: The religious wars.

Contemporary history: World War I, the Russian Revolution, the collapse of the Ottoman Empire, the Second World War and Nazism, colonization and decolonization in Africa, Soviet influence in Central and Eastern Europe, the Arab-Israeli conflict, the Vietnam War, the dictatorships in Latin-America – all these events and many more have victimized millions of people and forced them to flee their homes, families and communities.

UNIT PLAN FOR AGES 12-14 IN HISTORY: THE RWANDAN CONFLICT 1994

UNIT OBJECTIVES

Knowledge

To understand the background of events which shook Rwanda in 1994.
To understand the processes of political manipulation of social groups which led to genocide.

Skills

To recognise in the Rwandan case a recurrent pattern: Ethnic rivalries which were inhibited by external causes have resurfaced and are manifesting themselves in the form of armed conflict and interethnic killing, provoking movements of large numbers of refugees.

To practise research skills:

- defining a problem
- seeking appropriate information sources
- identifying relevant information from the sources
- critically analysing the information
- organising the information to answer particular questions
- clear written expression



Values

To appreciate the importance of moral values in political life.

To appreciate the importance of respect for others, particularly people different from oneself.

LESSONS 1 and 2

CONTENT	TEACHING STRATEGIES	METHODS/LEARNING
Where is Rwanda? What are its neighbouring countries? Who are the ethnic groups living in each country? In what proportions were these groups represented in the Rwandan population in 1994?	Introduction: On a wall map of Africa, the students are shown the relative positions of Rwanda and its neighbouring countries, and the international borders which were crossed by refugees fleeing Rwanda in 1994.	
Overview of the history of Rwanda, focusing on the contributing events and factors that led to the 1994 genocide and the flight of Rwandan Hutu refugees into the neighbouring countries.	On the map on the activity sheet, the students should note each country's ethnic composition prior to the 1994 upheaval, to reveal that international boundaries do not separate the ethnic groups into individual nations.	Development Students spend class time reading through the resources that outline the historical events. These resources are listed in the next column. The teacher can check the students' factual understanding with the accompanying comprehension questions.
RESOURCES		
Activity Sheet: Rwanda and its neighbours		
Lynne Duke, "Size, Scope of Hutu Crisis Hotly Debated", Washington Post Foreign Service, 24 November 1996, p. 3-7		
Jill Rutter, We Left Because We Had To, (London, Refugee Council, 1996), p.66-73		
UNHCR, The State of the World's Refugees 1995: In Search of Solutions (Oxford, OUP, 1995), p.32-33		

LESSON 3

CONTENT	TEACHING STRATEGIES	METHODS/LEARNING
Moral issues raised by these events: How is it possible for a nation to descend into such a level of barbarity? Who is responsible?	Teacher-guided, structured discussion, followed by individual writing exercise, answering the two questions opposite.	
RESOURCES Jill Rutter, <i>We Left Because We Had To</i> (London, Refugee Council, 1996), p.75-77		

LESSON PLANS FOR AGES 12-14 IN HISTORY THE RWANDA CONFLICT 1994

Background

One of the major conflicts that has shaken Africa this decade has been the ethnic strife between the Hutus and Tutsis of Rwanda. Since 1994, there has been much news coverage about the genocide of over 500,000 Tutsis and moderate Hutus which occurred that year, and of the exodus of 1.2 million Hutus, fleeing the possible vengeance of the new Tutsi-led government. The Hutu refugees, and the Hutu militia, some of whom were responsible for and had carried out the 1994 genocide, settled in the neighbouring countries of Tanzania, Burundi and Zaire, living in UNHCR-supervised refugee camps.

In Zaire, November 1996 was marked by the upheaval caused by the mass movement of the same Hutu refugees from their camps, some back to Rwanda, some deeper into Zaire, fleeing more armed conflict, this time between the Zairian Tutsis (called the *Banyamulenge*) and the Hutu militia, who had controlled through threats the majority of helpless Hutu refugees and prevented them from repatriating to Rwanda. Shortly afterwards, the Government of Tanzania declared that all Rwandan refugees had to return to Rwanda before the end of 1996. The Tanzanian camps were quickly emptied as hundreds of thousands of refugees headed home, to an uncertain future.

Purpose

In this unit, students will spend time in reading, learning and understanding the historical background and underlying causes that led to the atrocities of 1994. They will recognise a recurrent pattern that is demonstrated in the Rwandan situation: Ethnic rivalries which were inhibited by external causes have resurfaced and are manifesting themselves in the form of armed conflict and interethnic killing, provoking movements of large numbers of refugees.

LESSON 1 and 2



Preparation

A large map of Africa should be installed where all the students can see it clearly. Class sets of "Burundi and Rwanda" from Jill Rutter, *We Left Because We Had To* (London, Refugee Council, 1996), pp. 66-73; Lynne Duke, "Size, Scope of Hutu Crisis Hotly Debated", *Washington Post Foreign Service*, 24 November, 1996, pp. 3-7.

Procedure

To test entry behaviour, the students are asked the following questions:

Where is Rwanda? (a country in Central Africa)

Why has Rwanda been in the news? (e.g. there has been fighting between the different people who live there)

Who are the Hutus and Tutsis? (the two main groups of people who live in Rwanda)

For the first part of the lesson, students receive a copy of the Activity Sheet: Rwanda and its neighbours, and commence to fill in the sheet during the class discussion.

Tasks for the Activity Sheet

Write in the names of the countries of the Great Lakes Region:

- Country 1: Rwanda
- Country 2: Burundi
- Country 3: The Democratic Republic of Congo (formerly Zaire)
- Country 4: Tanzania
- Country 5: Uganda

Write within each country, where possible, its population composition:

- Rwanda: 85% Hutus, 14% Tutsis, 1% Twa (pygmies)
- Burundi: 85% Hutus, 14% Tutsis, 1% Twa
- The Democratic Republic of Congo: Over 200 ethnic groups, speaking many different languages and dialects.

The main ethnic groups are the Kikongo, Luba, Mongo, ethnic Rwandans and Bwaka.

Tanzania: 120 or so ethnic groups (with no single group large enough to control the country, Tanzania has not suffered the ethnic violence that has troubled other African nations.)

Uganda: Over 20 ethnic groups

Reading in class: Students spend class time reading, in the following order: "Burundi and Rwanda" from Jill Rutter, *We Left Because We Had To* (London, Refugee Council, 1996), pp. 66-73; Lynne Duke, "Size, Scope of Hutu Crisis Hotly Debated", *Washington Post Foreign Service*, 24 November, 1996, pp. 3-7. Extra background reading for the teacher is provided in UNHCR, *The State of the World's Refugees: In Search of Solutions*, (Oxford, OUP, 1995), p.32-33.



The following questions could be written on the blackboard, to be copied out by the students and answered during their reading time, or afterwards:

Who were the Interahamwe?

What is genocide?

What event precipitated the genocide of over 500,000 Tutsis by the Interahamwe?

The Rwandan Patriotic Front, who subsequently invaded Rwanda and formed a new government is dominated by which ethnic group?

Who fled to Tanzania and Zaire in great numbers in fear of revenge attacks from the RPF?

What is a non-combatant?

Who else fled to the refugee camps besides women, children and non-combatants?

LESSON 3

Preparation

Advanced reading by the teacher of the resource "Genocide" from Jill Rutter, *Refugees: We Left Because We Had To* (London, Refugee Council, 1996), pp. 75-77.

The following discussion questions could be produced as an overhead transparency, with each question revealed in sequence.

Procedure

In this lesson, the class discussion is structured by the following questions and statements which are based on the resource reading:

What is genocide?

Three groups are involved in genocide. Who could they be?

In the Rwandan genocide, who were the perpetrators? Who were the victims? Who were the bystanders?

"Genocide does not happen suddenly. There are many preconditions that must arise before a group of people become victims of genocide. These stages are...." Students copy down the seven stages.

Genocide in the 20th century: Teacher cites the examples provided in the resource reading, discussing and explaining.

For questions 6 and 7, the class members should be encouraged to discuss their responses to the questions, and then write out the questions and their answers.

How is it possible for a nation to descend into such a level of barbarity?

Who is responsible?

United Nations High Commissioner for Refugees

Office of the Representative for the United Kingdom

21st Floor, Millbank Tower, 21-24 Millbank, London SW1P 4QP

Tel: 020 7828 9191, Fax: 020 7630 5349,

E-mail: gbrlo@unhcr.ch, Website: <http://www.unhcr.ch>

