Introduction

Inspired by Canada’s 150th anniversary, we want our students to question and unpack commonly understood tenets of Canadian identity, in particular our national reputation as a peacekeeping country. Our intention is also to help students frame their own opinions about our national identity with historical evidence and analysis rather than stereotypes they may commonly hear (i.e. Canadians are ‘nice’ and always apologize). Canada’s status as a peacekeeper in particular is highly relevant to current international affairs, and Canada’s involvement in civil war and strife in countries such as Syria. Instead of having a self-congratulatory and surface-level understanding of Canada’s involvement, we want students to probe deeply through an exploration of historical events and ideas.

Our unit is based off the Ontario’s Canada and World Studies curriculum course Canadian History since World War I. We will begin the unit by helping students gain context and background knowledge on the creation of both the United Nations (UN) and the North American Treaty Organization (NATO). In order for students to understand a complicated term such as ‘peacekeeping,’ they require knowledge of the context in which this term emerged and its intended use. The bulk of the unit will be comprised of case studies, or lessons focused on different UN peacekeeping missions and Canada’s role within them. Our first case study will be the United Nations Assistance Mission in Rwanda (UNAMIR). Throughout this lesson, students will unpack the term genocide in order to learn about the main events and political ideologies that underlie this very complex series of events. Bearing in mind the large scope of the Rwanda Genocide, our aim is not to have students feel they have learned everything about this historical tragedy, but to come out of this lesson feeling the weight and complexity of genocide, and to continue learning and asking questions about it. Students will then learn about the United Nations Mission in Bosnia Herzegovina (UNMIBH).

During this case study, students will read through documents and distinguish key differences between primary and secondary sources, with a chance to interrogate the validity of different pieces of evidence. Our final case study will focus on the United Nations Iraq Kuwait Observation Mission (UNIKOM), which will allow students to learn about a unique peacekeeping mission from which Canadian leaders decided to distance the nation. Throughout these case studies, we have designed engaging activities and performance tasks that require students to think through questions such as why Canada chose to be directly involved in some conflicts and not others, what constitutes a successful peacekeeping mission, and whether or not we should consider Canada a peacekeeping nation.

One of the culminating lessons of the unit explores popular representations of peacekeeping in the media. Media literacy is a very important component of history, as it allows students to confront and think critically about the messages they consume through social media and news outlets, which often shape perceptions about historical issues far more than we realize. Finally, the unit will conclude with a class debate about whether or not Canada should be considered a peacekeeping nation – this is the summative evaluation. Students will be introduced to this assignment at the beginning of the unit and will be collecting research throughout the lessons to prepare. We chose debate as the format of our summative assignment because it requires students to practice both strong research skills and an ability to understand an issue from multiple perspectives. That is the historical thinking concept most centrally rooted within our unit: learning that the interpretation of evidence shifts depending on whose perspective we adopt, and there is often not a clear answer to our deepest questions about history.
Unit Learning Goals

1. Students will effectively read, interpret, and understand the differences between primary and secondary sources.

2. Students will learn and practice public speaking skills including eye contact, voice projection/pitch, clarity of communication, ability answer questions effectively, and think on the spot.

3. Students will be able to explain with a critical lens Canada’s role in UN peacekeeping missions including Rwanda, Iraq, and Bosnia, as well as causes and consequences of these conflicts.

4. Students will unpack and critically analyze the concepts of peacekeeping and genocide.

Authors:
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Unit Plan Timeline
Lesson 1: Canada and Conflict

Context of Lesson: As the introductory lesson to the unit the goal of this lesson is to lay the foundation for future topics and develop students ideas on national identity, conflict, and genocide. Canada began the 20th century as a key ally to Britain within the British Commonwealth. The moment that Britain declared war in WWI it was not only accepted, but celebrated by Canadians. By the time WWII Canada had fostered a sense of individual identity from Britain and the notion of going to war was very different. Finally with the Korean War Canada had established a high level of independence from Britain and grown much closer to the USA. Though Canada insisted it wait until the United Nations pass a resolution to joint the Korean conflict, they showed signs throughout that they would support the USA. Each declaration of war offers a unique opportunity to review Canadian ideals and identity.

Highlighted Learning Skills:
- Organization
- Independent work
- Collaboration

Learning Goals:
- Students will be able to analyze differences in Canadian Identity based on media covering Canadian declarations of war.
- Students will continue to develop their ability to work collaboratively, analyze evidence, and recognize continuity and change.

Success Criteria:
- I am successful if I am able to extract information from a newspaper resource, which demonstrates the context and concepts of Canadian identity.
- I am successful if I continue to work in a group to analyze primary source data to better understand continuity and change.

Ministry Expectations:

Specific Expectations:
A1.4 interpret and analyze evidence and information relevant to their investigation using various tools, strategies, and approaches appropriate for historical inquiry.

B2.1 explain the main causes of World War I and of Canada’s participation in the war and analyze some of the consequences of Canada’s military participation in the war.

C2.2 Analyze how some key issues and/or developments affected Canada’s relationship with Great Britain and the United States during this period.

D2.4 describe some of the key developments related to Canada’s participation in the international community during this period, with a particular focus in the context of the Cold War, and assess whether these developments marked a change in Canada’s approach to or role in international relations.
Lesson 1: Canada and Conflict

Getting Started:
- **Activating Prior Knowledge (5 minutes):** Up to this point students should have already learned about the details related to WWI, WWII, and Korea. Spend the first few minutes of class checking to see what they can recall about those wars.

Delivery of New Ideas:
- **Using online databases (5 minutes):** Spend a few minutes at the beginning of class familiarizing students with Google’s Newspaper Archives and how they work.

- **Introduction (5 minutes):** Explain to students that you’ve heard that Canada’s identity rapidly changed in the first half of the 20th century. We go from being a strong ally of Britain and the Commonwealth to an independent nation with closer ties to the United States. They need to prove it! They have a few suggested newspapers to look at for their information, but can look at the other newspapers available (Appendix 1.1)

- **Analysis (20 minutes):** Group students and send them off with a question of “how did Canada’s declaration of war change in the 20th century?” Send them to the suggested newspapers to see how the declaration of war was different for each conflict. As a group they must decide what were some of the factors and what they noticed that seemed different. They must compile their ideas on a sheet of chart paper in either a list or web format.

- **Extension (15 minutes):** For students that finish their analysis early they can begin to look at how the Canadian government not getting involved in conflict reflects on Canadian identity. In particular they are to research Cuba and the Vietnam War.
Lesson 1: Canada and Conflict

Consolidation – Wrap Up:

Journal Entry (10 minutes)
- Students are developing their own journals to track their ideas and thinking in this unit. Each student will get a small booklet to write in. The task for the end of this lesson is to answer the question of “how Canada’s role in conflict changed and how that was reflective of Canadian identity change?”
- Answers should be one paragraph in length. This can be completed for homework if students are unable to finish in class.
- Students should use evidence to support response to this question. Online research will be expected.
- Teacher will check homework at the beginning of next class to ensure understanding and completion.

Assessment:

Assessment for Learning – Diagnostic/Formative (gauging previous learning/ongoing learning; provides information for you, the teacher, and feedback to the students; not graded): Checking for understanding to begin the class the teacher will be able to process how well the students understand materials previously covered liked WWI, WWII, and the Korean War.

Assessment as Learning – Formative (assessment as a learning opportunity; the goal is to get students involved in the assessment process; e.g., self-assessment and peer-assessment, checklists, metacognitive reflections; not graded): The responses on the large chart paper will allow the teacher to provide feedback to students on their learning about differences in Canada’s declaration of war. The journal entries will also allow students to reflect on their own learning throughout the unit.
Lesson 2: Canada, United Nations, and NATO

Context of Lesson: Two of the most powerful international organizations are the United Nations and the North Atlantic Treaty Organization. Canada has been a member of each since their conception. In the postwar era, these two organizations have played a pivotal role in managing Canada’s military intervention in foreign affairs. These two have very different purposes, but have worked harmoniously to try maintaining world peace and prevent genocide. Understanding their roles and how Canada has been involved is important in understanding Canada’s role on the world stage and how it was perceived internationally.

Highlighted Learning Skills:
- Organization
- Independent work
- Meta-Cognition

Learning Goals:
- Students will understand Canada’s role with the United Nations and NATO and what their objectives are.
- Students will analyze organizations founding documents to gain a better understanding of their objectives and why they were created.

Success Criteria:
- I am successful if I am able to connect Canada role in the development and ongoing activities of the United Nations and NATO.
- I am successful if I am able to analyze charters and organizational documents to better grasp the objectives of the organization.

Ministry Expectations:
Specific Expectations:

A1.2 select and organize relevant evidence and information on aspects of Canadian history since 1914 from a variety of primary and secondary sources.

A1.6 Evaluate and synthesize their findings to formulate conclusions and/or predictions about the issues, events, and/or developments they are investigating.

D2.4 describe some of the key developments related to Canada’s participation in the international community during this period, with a particular focus on the context of the Cold War, and assess whether these developments marked a change in Canada’s approach to or role in international relations.

E2.4 describe some of the ways in which Canada and Canadians have participated in the international community.
Lesson 2: Canada, United Nations, and NATO

Getting Started:

**Inspiring Inquiry (7 minutes):** Begin the class by posing the question of why Canada gets involved with events that have no direct impact on life within the country? Why would we fight in WWI, WWII, and Korea, but not get involved in Cuba or Vietnam? Have students speculate, discuss, and write down their answers.

**Delivery of New Ideas:**

- **Research (13 minutes):** Have students look up the original North Atlantic Treaty 1949 and the United Nations Charter. Depending on their skill level you can direct them to different areas, for example read chapter 5 and chapter 7 of the United Nations charter, or allow them to browse the documents without guidance. Their goal is to locate reasons why Canada as a member of these two organizations would get involved in foreign conflicts.

- **Discovery (7 minutes):** Have student’s pair up and discuss their findings with their peers. Have them reflect on either other findings. Were they different, if so what did they find that the other person missed? If they were the same they could reach out to another pairing to see if other groups confirm their findings.

- **Extension (13 minutes):** As students wrap up their findings have them do independent research to locate findings about Canadian involvement in developing NATO and UN. If they require assistance you can direct them to look into Lester. B Pearson’s work with the UN and his work with developing NATO’s non-military involvement report.
Lesson 2: Canada, United Nations, and NATO

Consolidation – Wrap Up:

Journal Entry (20 minutes)
- Students will continue to write a reflection in their journals they must answer two questions. First being “why does Canada get involved with foreign conflicts that have no direct impact within the country,” and “what roles has Canada played in the development of international organizations like the United Nations and NATO.”
- Answers should be one paragraph in length. This can be completed for homework if students are unable to finish in class.
- Students should use evidence to support response to this question. Online research will be expected.
- Teacher will check homework at the beginning of next class to ensure understanding and completion.

Assessment:

Assessment as Learning – Formative (assessment as a learning opportunity; the goal is to get students involved in the assessment process; e.g., self-assessment and peer-assessment, checklists, metacognitive reflections; not graded): Teachers can circulate around the room when students are discussing their findings and are able to offer further research areas and important considerations. The journal entries will offer the students research and reflections based on the questions at the beginning of the lesson.
Lesson 3: Thinking About Genocide

Context of Lesson: Students have explored Canada as a peacekeeping nation and non-involvement in conflicts like Cuba and Vietnam. We have also reflected on NATO and the UN as entities that must be considered and evaluated when thinking about our inquiry question for the unit. In this lesson, students will begin to develop an understanding of what genocide is and how it has occurred throughout history. Students will be able to co-create a working definition for genocide using scholarly and legal works as a branching point for study. Students will partake in the interactive PowerPoint activity as a way of introducing the content needed to fully understand genocide while still staying engaged and participatory members of the class. The journal entry reflection opportunity will wrap-up this lesson and prompt students to think deeper about the idea of responsibility during complicated historical instances of genocide. This lesson incorporates ideas from Research Professor Dr. Gregory Stanton’s genocide work.

Learning Skills:
- Meta-cognition
- Independent work
- Collaboration

Learning Goals:
- Students will be able to understand and explain what genocide is and begin to deduce how and why it has occurred throughout history.
- Students will continue to develop good writing skills by participating in the interactive PowerPoint activity and reflect on lesson within journal entry as consolidation.

Success Criteria:
- I am successful if I can collaborate within my group to decide on the importance of language within historical definitions of genocide.
- I am successful if I can communicate and think about genocide in a respectful and informed manner.
- I am successful if I analyze cause and consequence properly and answer the journal entry question at the end of class.

Ministry Expectations:

Overall Expectations:
D2. Communities, Conflict, and Cooperation: analyze some key experiences and interactions between different communities in Canada, as well as interactions between Canada and the international community, from 1982 to the present, and how key issues and developments have affected these interactions.

Specific Expectations:
E2.5. Describe some ways in which Canada and Canadians have participated in the international community since 1982, with a focus on Canada’s response to international conflict and Canadians’ cooperation in humanitarian work.
Lesson 3: Thinking About Genocide

Getting Started:

Independent Brainstorm Hook (10 minutes)
- Have the following questions written on the board:
  1. What do you know about genocide?
  2. What words or phrases can we use to describe “genocide” using historic reasoning?
- Tell students that the topic being explored is rather complicated and serious, and thus a heightened level of professionalism and respect is absolutely necessary.
- Give each student a cue card. Tell students they must answer both questions presented on the board on their cue card independently. Answers can be in point form. Remind students these responses will be collected in order to gauge communal understanding.
- Once each student has answered the questions, ask them to switch cue cards with the person next to them. The person next to them will then share cue card answers orally with the class and teacher will record words or important phrases on the board and discussion progresses.

Delivery of New Ideas:

PART 1: Defining Genocide (15 minutes):
- Explain to students that in order to continue with this unit, we need to understand how genocide is defined historically.
- Ask students to get into groups of 4. Each group will be given an envelop with six slips of paper inside. Each paper will have a scholarly or legal definition of genocide, highlighting the different perspectives/authorities on the complicated topic.
- Within their groups, students must read each definition and decide how to rank the definitions in terms of accuracy and detail based on what they know about genocide thus far. Students should physically lay out the slips in a selected order.
- Once students have had time to discuss, they will be expected to explain to the class their top definition, showing an understanding of how and why they chose to rank the slips in the order they did.
- Once each group has presented their ideas, class will create a working definition together on the board to use as a starting point for thinking about genocide in a meaningful and empathetic manner. Teacher will guide definition creation using historical accuracy.

PART 2: Interactive PowerPoint Activity (20 minutes):
- Interactive PowerPoint activity will begin. The PowerPoint outlines the concepts students need to know and understand in order to navigate this unit properly.
- Students should take out a sheet of paper separate from their binder. Students will be asked to take notes and fill in the blanks presented on each slide by actively listening to the lesson being presented. There will also be prompting questions included that students should answer in the form of discussion.
Lesson 3: Thinking About Genocide

Consolidation – Wrap Up:

Journal Entry (15 minutes)

- Students will answer the following question in their unit journal: “How can we assess who is responsible for genocide? Is this even possible? Explain.”
- Answers should be one paragraph in length. This can be completed for homework if students are unable to finish in class.
- Students should use evidence to support response to this question. Online research will be expected.
- Teacher will check homework at the beginning of next class to ensure understanding and completion.
- Additional homework: Conduct independent online research on the Rwanda genocide and Canada’s involvement. Students should try to familiarize themselves with this event before next class.

Assessment:

Assessment for Learning – Diagnostic/Formative (gauging previous learning/ongoing learning; provides information for you, the teacher, and feedback to the students; not graded): By collecting and analyzing student cue card responses, the teacher will be able to process how well the students understand the concept of genocide and the ideas/opinions they might already hold on the topic. Due to the sensitive nature of this material, the teacher will also be able to discern professional judgement in terms of potential emotional responses to content that will be presented in future classes.

Assessment as Learning – Formative (assessment as a learning opportunity; the goal is to get students involved in the assessment process; e.g., self-assessment and peer-assessment, checklists, metacognitive reflections; not graded): The journal response activity allows students to showcase what they have learned thus far by answering the assigned question with grace. Students will be able to gage how well they understand the concept of genocide on a personal inquiry level by completing their paragraph response in a thoughtful and historically informed manner, using independent research to aid in evidence collection.
Lesson 4: Rwanda

Context of Lesson: In the previous lesson, students created a working definition of genocide and explored the idea of assessing responsibility when it comes to complex tragedy in their journal reflection task. In this lesson, students will look at the Rwanda genocide and develop a general understanding of the conflict. Students will work in groups to analyze and evaluate primary sources that highlight different experiences of the genocide in Rwanda. Students will watch a testimonial from a survivor of the genocide and be prompted to think about the value of oral history. The class will also have an opportunity to conduct research on how the genocide relates to Canada as a peacekeeping nation. The journal entry for this class will focus on the idea of guilt when it comes to international intervention.

Highlighted Learning Skills:
- Digital literacy
- Evaluating primary sources
- Historical thinking in terms of perspective and experience

Learning Goals:
- Students will be able to think about the Rwanda genocide from a critical perspective through the use and evaluation of primary source documents and photographs.
- Students will begin to navigate and piece together Canada’s relationship with Rwanda during the 1994 genocide and how the country did (or did not) act as a peacekeeping nation.

Success Criteria:
- I am successful if I can participate in discussion and evaluate the primary source mystery documents with sensitivity and historical thinking processes in mind, particularly thinking about cause and consequence.
- I am successful if I can show proper and successful digital literacy during online research tasks in class.

Ministry Expectations:

Overall Expectations:
D2. Communities, Conflict, and Cooperation: analyze some key experiences and interactions between different communities in Canada, as well as interactions between Canada and the international community, from 1982 to the present, and how key issues and developments have affected these interactions.

Specific Expectations:
E2.5. Describe some ways in which Canada and Canadians have participated in the international community since 1982, with a focus on Canada’s response to international conflict and Canadians’ cooperation in humanitarian work.
Lesson 4: Rwanda

Getting Started:

Minds On Video and Discussion (10 Minutes)
- Show students an introductory clip on the history of Rwanda.
- Ask students if they have heard of the Rwanda Genocide before and what they discovered on the topic during assigned homework research.

Prompting Questions:
1. When did the genocide occur?
2. Where is Rwanda? Who was involved?
3. How/why did the conflict escalate?
4. What does Canada have to do with it? (Beneficial to show a map of Africa and point to the area for better context)

- Teacher will record answers on the board in the form of a mind map as discussion progresses so students can have this information recorded in their notes.

Delivery of New Ideas:

PART 1: Mystery Document Analysis (20 minutes)
- Have the following question written on a piece of chart paper: “What questions do we need to ask ourselves when analyzing a primary source document in history class?”
- Give students one sticky note each. Ask students to write down everything that must be considered when working with original documents.
- Potential answers for this exercise will include: 1. Who wrote it? 2. When was it produced? 3. Why was it produced? 4. What perspective does it reveal? 5. Why is it important to study?
- Collect all student responses and place sticky notes on large piece of chart paper. Discuss answers and keep chart paper displayed in the classroom for continual reference during primary source analysis activities.
- Distribute one mystery document per table, face down. 4 mystery documents in total, so students should be in 4 groups to make this activity flow smoothly.
Lesson 4: Rwanda

Delivery of New Ideas Continued:
- Have students flip over their group document and talk about first impressions with peers, this should only take 2 minutes. Once complete, ask students to share their initial impression of the document being presented, keeping in mind the inquiry questions the class created on the chart paper.
- Once each group has shared, distribute the question sheets that deal with each source and ask students to collaborate with peers to answer the questions being presented about each original document.
- Students will also have chrome books available for further research within groups if anything is unclear. Teacher will circulate to help guide answers.

PART 2: The Importance of Testimonials (5 minutes)
- Explain to students that testimonials of those who experienced such historical raptures like the Rwanda genocide are extremely valuable and important in terms of historical inquiry.
- Watch the testimonial of a young man named Jonathan Kubakundimana talking about surviving the genocide in 1994.
- Ask students to independently reflect on what stands out to them by taking point form notes during the video.
- Discuss as a class the value of his testimonial in understanding historical perspective.

PART 3: Brainstorm Walk Activity (20 minutes)
- Ask students to research the Canadian connection to Rwanda using their chrome books. Once the research is complete, show students the brainstorm bubbles hanging in different sections of the classroom on chart paper. Each brainstorm page will pose a different question. Questions will be:
  1. What did Canada do in Rwanda?
  2. Why did Canada get involved in the conflict?
  3. What other countries were involved?
  4. How did Canada provide support?
  5. Was Canada acting as a peacekeeping nation in Rwanda?
- Students will need to move around the room and record answers and ideas on each piece of chart paper in point form using the research they conducted in class.
- Each person should try to visit each piece of chart paper and contribute one answer.
- Discuss brainstorm responses.
Lesson 4: Rwanda

Consolidation – Wrap Up:
Dealing with Guilt: Journal Entry (5 minutes)
- Show students this video about dealing with guilt from a Canadian perspective in response to the Rwanda genocide.
- Ask students to answer the following question in their journal: What does this video reveal about Canada’s role in Rwanda? Explain why a country would feel a sense of guilt after an event like the Rwanda genocide. How can we deal with this guilt as a nation?
- This journal response will be for homework if class time is limited.

Assessment:
Assessment for Learning – Diagnostic/Formative (gauging previous learning/ongoing learning; provides information for you, the teacher, and feedback to the students; not graded): The main form of assessment within this lesson will be diagnostic in nature, as the teacher will be continually evaluating the way students interact with and analyze primary source material. The teacher will also be able to assess ability in terms of meaningful discussion contributions. If the students are struggling as a group with important questions during the discussion period, the teacher can help guide thinking with prompts and opportunities to express ideas in different ways.

https://prezi.com/ei0lueamnt-i/rwandan-genocide/
Lesson 5: Canada and Rwanda

Context of Lesson: In the previous lesson, students were introduced to the Rwanda genocide and analyzed primary source documents in groups. The class also discussed the value of personal testimonials and brainstormed the Canadian peacekeeping connection to conflict in Rwanda through online research. In this lesson, students will look more closely at Canada as a peacekeeping nation and think about the lasting impacts of the Rwanda genocide. Students will look at various primary and secondary sources in this lesson to develop a deeper understanding of the conflict. The class will watch a documentary highlighting the experience of Canadian Romeo Dallaire. For the journal entry in this class, students will explore the powerful words of Dallaire and think about how Canada views other cultures and societies today. This lesson incorporates ideas and questions from the Holocaust Museum Houston online education department.

Highlighted Learning Skills:
- Collaboration
- Critical thinking
- Online research
- Active listening

Learning Goals:
- Students will examine different primary and secondary sources dealing with the Rwanda genocide and explain how and why they are significant.
- Students will listen and watch a documentary and mine for understanding by answering discussion questions.

Success Criteria:
- I am successful if I can work in a group to analyze and explain assigned resource to the larger classroom audience.
- I am successful if I can interpret Canada’s role in Rwanda with confidence and clarity.
- I am successful if I can quietly concentrate on the documentary, take notes to help aid in discussion and participate respectfully.

Ministry Expectations:

Overall Expectations:
D2. Communities, Conflict, and Cooperation: analyze some key experiences and interactions between different communities in Canada, as well as interactions between Canada and the international community, from 1982 to the present, and how key issues and developments have affected these interactions.

Specific Expectations:
E2.5. Describe some ways in which Canada and Canadians have participated in the international community since 1982, with a focus on Canada’s response to international conflict and Canadians’ cooperation in humanitarian work.
Lesson 5: Canada and Rwanda

Getting Started:
Inquiry Hook (5 minutes)
- Ask students to recall what we have learned thus far about Rwanda in our previous class. Review historical facts if necessary.
- Write the inquiry unit question on the board: “Is Canada a Peacekeeping Nation?” and ask students to specifically think about what we know about Canadian involvement in Rwanda. Tell students we are building toward a solid answer and explanation to this question, and thinking about the Rwanda genocide and how Canada responded is a major component to consider.
- Ask students if anyone would like to share their journal entry from last class. Check student homework to ensure all have completed this entry before moving forward.

Delivery of New Ideas:
PART 1: Rwanda Revisited (30 minutes)
- This activity will be done in pairs. Students will first be instructed to choose a partner and arrange their desks so they are sitting next to each other before the activity begins. Each group will have a chrome book and will be allowed to use their personal device for research purposes. Teacher must circulate and ensure technology is being used responsibly throughout the activity.
- Each group of students will be assigned one of the following tasks:
  1. Create a mind-map to explain the ethnic history of Rwanda using the reading sections of the PBS production entitled “The Triumph of Evil.”
  2. Find and summarize two news articles that explain the Rwanda genocide from a Canadian perspective.
  3. Explain what UNAMIR was, who led it, and what the United Nations thought this organization should do. Be sure to include a Canadian perspective, if possible.
  4. Create a timeline of events for the Rwanda genocide.
  5. Find a first hand account/testimonial of a Rwanda genocide survivor and explain its value and significance in the study of this major historical event.
- Give students time in class to research and work within their pairings. Teacher will circulate to answer questions and ensure proper historical inquiry is being conducted.
- Tell students the material they develop here will be beneficial during the summative assessment task for this unit.
- Once sufficient time has been allotted, create a timeline for the Rwanda genocide together as a class on chart paper, using the ideas of the groups as guidance and reference.

http://www.rwandanstories.org
Lesson 5: Canada and Rwanda

Delivery of New Ideas Continued:
PART 2: Genocide through the eyes of Canadian Romeo Dallaire (20 minutes)
- Watch “A Good Man in Hell: General Romeo Dallaire and the Rwanda Genocide” together as a class (12 minutes in length)
- Lead a class discussion considering the questions below once the video has concluded. Have the following questions projected during documentary so students can take notes to help aid in answering questions during discussion.
1. What is Dallaire’s attitude toward the actions of the United Nations’ Department of Peacekeeping Operations and the Security Council? (see also the interview with Romeo Dallaire in the PBS production, “Ghosts of Rwanda”).
2. Dallaire is critical of several Western countries. Which ones and why?
3. Dallaire says, "My quitting would have been a 15-second sound bite." What was he talking about and what did he mean?
4. In the interview, Ted Koppel says, "Nations don't have friends. They have interests." What did he mean? Was it in the interests of the United States to take any action to protect the Tutsi civilian population of Rwanda?
5. "Rwanda was on nobody’s radar." What did Dallaire mean?
6. "These people didn't count. There are no people more human than others." What did Dallaire mean? How does he compare the world’s concern with Bosnia and its concern for Rwanda? What role does Dallaire believe racism played in the world’s response to events in these two countries?
Lesson 5: Canada and Rwanda

Consolidation – Wrap Up:

Journal Entry (5 minutes)
- Students will reflect in their journal on today’s lesson, using the following prompting question for guidance: "There are no humans more human than others" – What does Romeo Dallaire mean when he says this? Explain. Do you think Canada, as a country believes this today? Why or why not? Use modern examples to explain and justify your response.
- This journal entry can be completed for homework if class time is insufficient.

Assessment:

Assessment for Learning –
Diagnostic/Formative (gauging previous learning/ongoing learning; provides information for you, the teacher, and feedback to the students; not graded): Similar to the previous two lessons, the main type of assessment in this lesson will be formative in nature and scope. Teacher will concentrate on how students contribute and participate in discussion within their groups during the research task and will circulate during documentary screening to see if students are taking adequate notes and watching with purpose.

http://www.un.org
Lesson 6: Bosnia

Context of Lesson: This lesson will constitute the second peacekeeping case study for students. The case studies follow a chronological order, and we began with the Rwandan Genocide in order to teach students about genocide as a historical concept as well as Canada’s role and implications therein. Although there are many UN peacekeeping missions from which to choose, we’ve selected the mission in the Balkans because Canada has gained a positive reputation as a peacekeeper through their work in negotiating peace during this mission. During this lesson, students will also think deeply about concepts of security (state security vs. human security) as it relates to national defence.

Highlighted Learning Skills:
- Meta-cognition
- Independent work
- Collaboration
- Critical Thinking

Learning Goals:
- Students will effectively read, interpret, and understand the differences between primary and secondary sources.
- Students will be able to explain with a critical lens Canada’s role in the UN peacekeeping mission in the Balkans.

Success Criteria:
- I am successful if I can critically reflect and distinguish between human security and state security
- I am successful if I can list common causes of internal conflict and understand these causes in relation to military conflicts in the Balkans in the 1990s.
- I am successful if I can critically evaluate a web source

Ministry Expectations:

Overall Expectations:
A1: Historical Inquiry: Use the historical inquiry process and the concepts of historical thinking when investigating aspects of Canadian history since 1914.

E3: Identity, Citizenship, and Heritage: Analyze how various significant individuals, groups, organizations, and events, both national and international, have contributed to the development of identity, citizenship, and heritage in Canada from 1982 to the present.

Specific Expectations:
A1.3: Assess the credibility of sources and information relevant to their investigations.
E3.3: Explain the significance of responses by Canada and Canadians to some key international events and/or developments since 1982.
Lesson 6: Bosnia

**Getting Started:**
- Activate student thinking on security by reading the following two quotations aloud to students, and have them do a think-pair-share. “True individual freedom cannot exist without economic security and independence.” - Franklin D. Roosevelt.

“No shift in the way we think or act is more critical than this: we must put people at the centre of everything we do. That is the essence of human security.” - Kofi Annan.

After students have discussed the quotations in a pair, ask them: What is the message of each quotation? Do you agree or disagree, and why? Extend the activity by having students answer the following questions on a sheet of paper (individually) and collect as a diagnostic assessment:

1. What does security mean to you? What different types of security exist?
2. Do you think your definition of the term depends on who you are, where you live, and when you live? Why or why not?
3. How should we balance the desire for personal freedom with the need for national security?

**Internal Security and Conflict:**
Explain state security versus human security using two diagrams from UN web pages (images below). Engage students in a whole-class discussion: Out of 108 conflicts since the end of the Cold War, 101 have been fought within states rather than between states. Is this surprising? Why do you think nation to nation conflict has shifted to interstate conflict?
Lesson 6: Bosnia

Class Note: Causes of Internal Conflict
After discussing the two images and hearing student ideas, give students information to take a note on common causes of internal conflict (information from UN web page: [http://learn.unac.org/wwwp/lessonsixplan.pdf](http://learn.unac.org/wwwp/lessonsixplan.pdf))
- Competition over land and resources
- Sudden and deep political and economic transitions
- Growing inequality among people and communities
- Increasing crime, corruption and illegal activities
- Weak and unstable political regimes and institutions
- Identity politics and historical legacies, such as colonialism

Explore these causes in relation to the UN peacekeeping mission in Bosnia. Have students divide into small groups and give each group a secondary source that attempts to summarize the conflict (sources listed below). Each group is responsible for presenting an overview of the 1990s peacekeeping mission. Review with the class what an overview should look like (who, what, where, when, and why). Each group should also explain their source (date, perspective, potential biases).

Secondary sources:
Canadian Veteran Affairs Summary ([http://www.veterans.gc.ca/eng/remembrance/history/canadian-armed-forces/balkans](http://www.veterans.gc.ca/eng/remembrance/history/canadian-armed-forces/balkans))
Lesson 6: Bosnia

Evaluating Web Sources:
Class discussion: provide handout titled “Evaluating Web Sources” (uploaded separately to DropBox by Abbey). Each group should have slight (or sometimes significant) differences in the information they provide. Conduct a class discussion that explores why and how these differences arise, even when reading seemingly accountable sources. Be sure to explain both the merits and limitations of reading a summary to gain context (missing primary source evidence, already an interpretation of events, not objective). Ensure all students have notes from each different source explaining the key events surrounding Bosnia.

Consolidation:
Written performance task/journal: Have students add a “historical significance” paragraph to their informative notes about Bosnia thus far. Focus on what the historical significance is of Canada’s presence in Bosnia and our national role in the UN mission. Have students finish this for homework and hand in the next day for descriptive feedback. They can use this paragraph to help construct an argument for their debate in future lessons.
Lesson 7: Iraq

Context of Lesson: This lesson will constitute the third and final peacekeeping case study for students. During this lesson, students will study the causes leading up to Iraq’s invasion of Kuwait in 1990, as well as the consequences of this military action (which include Canada’s military force). In this lesson, students will think critically about and elaborate on their definition of peacekeeping in light of the UN’s recommendations of force after Iraq failed to comply with their conditions.

Highlighted Learning Skills:
- Meta-cognition
- Independent work
- Collaboration
- Film analysis

Learning Goals:
- Students will unpack and critically analyze the concept of peacekeeping
- Students will be able to explain with a critical lens Canada’s role in the UN peacekeeping mission in Iraq

Success Criteria:
- I am successful if I can summarize and put in my own words someone else’s argument
- I am successful if I can describe the events leading up to Iraq’s invasion of Kuwait
- I am successful if I can clearly and confidently explain Canada’s role in the UN Peacekeeping Mission in Iraq, as well as in the Gulf War
- I am successful if I can form an opinion based on evidence regarding UN Resolutions 660 and 661

Ministry Expectations:

Overall Expectations:
A1: Historical Inquiry: Use the historical inquiry process and the concepts of historical thinking when investigating aspects of Canadian history since 1914
D2: Communities, Conflict, and Cooperation: Analyze some key experiences of and interactions between different communities in Canada, as well as interactions between Canada and the international community, from 1982 to the present, and how key issues and developments have affected these interactions

Specific Expectations:
A1.1: Formulate different types of questions to guide investigations into issues, events, and/or developments in Canadian history since 1914.
E3.3: Describe some ways in which Canada and Canadians have participated in the international community since 1982, with a focus on Canada’s response to international conflict and Canadians’ cooperation in humanitarian work.
Lesson 7: Iraq

Getting Started:
Homework leading up to class: students will read http://www.un.org/en/peacekeeping/missions/past/unikom/background.html (summary of UNIKOM mission). Take a note on the blackboard and have students explain the who, what, where, when, and why of UNIKOM and the Gulf War (verbal assessment for learning and help to activate new knowledge). Important questions to ask students include: Why did Canada decide to join the US in its attack against Iraq? What was the nature of Canada’s involvement?

CBC Archives Video Discussion:
Show students the reaction of Canadian politicians to the Gulf War: http://www.cbc.ca/archives/entry/the-gulf-war-begins. Ask students to take notes throughout the video clip on reasons PM Brian Mulroney gives for sending Canadian forces to Iraq. Discuss the justification Mulroney gives as a class after the video. Focus the discussion on Canadian loyalty towards multilateral peacekeeping and our alliance with the United States.

Underlying Conflicts:
Students have not been taught about the relationship between Iraq and Kuwait leading up to this military conflict. Pose the question: When studying Canada’s role in UNIKOM, why is it important to know the issues underlying Iraq’s invasion of Kuwait? Focus on key historical literacy concepts such as educating oneself on global affairs and political contexts before interpreting a historical event.

Go through the timeline of events leading up to the Gulf War (provided by Al Jazeera): http://www.aljazeera.com/indepth/interactive/2015/08/timeline-iraq-invasion-kuwait-25-years-150802100248000.html What does this timeline add to our understanding of why Canada joined the war in Iraq? In order to ensure students have continued access to this information and to help them distill significant information from a large pool of content, have students create their own timelines based on the Al Jazeera one, but only containing the five most important details (they will hand this in as a formative assessment). Ask students to share with a partner which events they chose to write down and what process they used to select these events, and then discuss as a whole class. Why would one event be more historically significant than another?

Performance Task:
Whole class discussion and journal entry on definition of peace-keeping. Project image of bounding fragmentation mine used during UNIKOM, including details such as date/description of its use: http://www.warmuseum.ca/collections/artifact/1053429/. Have students independently reflect on how their knowledge of this type of weapon influences their understanding of the term “peacekeeping”. Also hand out to students the UN Resolutions 660 and 661: https://documents-dds-ny.un.org/doc/RESOLUTION/GEN/NR0/575/10/IMG/NR057510.pdf?OpenElement. A question to guide their reflection: when nations do not comply with non-violent sanctions and demands of the UN, should violence be the next step to keep international peace?
Lesson 8: Media and Perception of National Identity

Context of Lesson: For the latter half of the twentieth century, peacekeeping was an integral part of popular Canadian identity, and we want students to be aware of the different types of media consumption that inform our understanding of Canadian culture and identity. Students, at this point in the unit, have knowledge about the events and ideas leading up to different peacekeeping missions in which Canada has participated, but they also need to think about the types of sources they consume when they are not in the history classroom. This can include news broadcasts, articles, movies, social media posts, etc. The goal of this lesson is to have students think critically about how what they read and see impacts their perception of Canadian identity, and gain the skills to seek out a wide variety of sources from different perspectives.

Highlighted Learning Skills:
- Meta-cognition
- Independent work
- Collaboration
- Evaluating online material

Learning Goals:
- Students will unpack and critically analyze the concept of essentialism
- Students will critically evaluate online news and social media cites and practice recognizing bias

Success Criteria:
- I am successful if I can describe the term essentialism and connect it to news headlines
- I am successful if I can summarize the different perspectives in the debate on embedded journalism by CBC during the 2003 Iraq war

Ministry Expectations:

Overall Expectations:
A2: Developing Transferable Skills: Apply in everyday contexts skills developed through historical investigation, and identify some careers in which these skills might be useful
D2: Communities, Conflict, and Cooperation: Analyze some key experiences of and interactions between different communities in Canada, as well as interactions between Canada and the international community, from 1982 to the present, and how key issues and developments have affected these interactions

Specific Expectations:
A2.1: Describe several ways in which historical investigation can help them develop skills, including the essential skills in the Ontario Skills Passport
D2.5: Describe some ways in which Canada and Canadians have participated in the international community since 1982, with a focus on Canada’s response to international conflict and Canadians’ cooperation in humanitarian work
Lesson 8: Media and Perception of National Identity

Getting Started:
What words come to mind when you think of Canadian identity? Reflect on where you get these ideas and perceptions from. TV? Movies? Books? Parents? Ask students: has anyone ever been to another country? How did people treat you if they knew you were Canadian? (Reflect on Canadian identity from international perspective). **Important that students are aware of the impact that media has on all of us - it shapes our thinking and often in ways that essentialize an issue.

Essentialism:
What is essentialism? Draw a concept map on the board and have students participate verbally to help you fill it in. Break down the word into its main root, ‘essential,’ to help students gain an understanding. Some key points to ensure students know about articles that essentialize issues are that they often neglect context, present a group homogeneously, and show a simplified, stereotypical perspective. Include in your concept map ways to avoid essentializing an issue (be precise in your language and thinking and consider alternate perspectives).

To help students realize an everyday practice of essentialism, bring up a list of articles that come up when you Google “articles about racism” (image included). Many young people only read the headlines of articles. Make a list with your students of what information you can ascertain through the headlines, and what information is missing. Important take-away: headlines can be misleading and only give us a glimpse into the article.
Lesson 8: Media and Perceptions of National Identity

Embedded Journalism:
Show video debate about embedded journalism during second Iraq war (2003) from CBC Archives: http://www.cbc.ca/archives/entry/the-embedding-debate. Prior to showing the video, explain the idea of embedded journalism (journalist traveling with a specific military unit on behalf of a news outlet). During the video, students should be making a t-chart (attached as an appendix) to write down information from the video that supports embedded journalism in this war, and other voices that take the opposite standpoint (against embedded journalism in Iraq war). With the summative debate task in mind, I want to scaffold student learning by having them participate in the generic structure of a debate and practice summarizing the evidence provided by different perspectives. Go through the justifications provided by each side in the video so that each student has a complete set of notes.

Recognizing Bias in Media:
Project the following resource for students: http://graphics.wsj.com/blue-feed-red-feed/. Ask students to put up their hand if they get their news mostly from social media (there will be many of them who raise their hands).

Did you know: Tell students that the articles and advertisements they see shared on Facebook largely reflect the political leanings of their Facebook friends.

Explain to students that the page provides a side-by-side comparison of articles that crop up on Facebook, and that the blue side represents Liberal-leaning news outlets and the red side represents Conservative-leaning news outlets. Choose a topic, and read through some of the headlines with students. Create a list on the blackboard of differences the students notice between the titles, and unpack the political terms “left” and “right” so that students fully understand how to read between the lines in their Facebook posts.

Consolidation: Journal Entry
After discussing the resource, have students write a journal entry on the following question (that you have written on the board): What do you think is the goal of this resource from the Wall Street Journal? How can you detect bias in the sources you read? What is your own bias?
Lesson 9: Is Canada a Peacekeeping Nation?  
- A Great Debate

Context of Lesson: This unit has been building up information for students to grapple with the idea of Canada being a peacekeeping nation. They have been given insight into Canadian military involvement in World War I, World War II, the Korean War, the Cuban Crisis, the Vietnam War, Rwanda, Bosnia, Iraq, and the media perceptions during this time. Students must now unpack their knowledge and create arguments based on whether Canada is or is not a peacekeeping nation.

Highlighted Learning Skills:
- Self Regulation
- Collaboration
- Communication

Learning Goals:
- Students will be able to gather information that they have obtained and create an argument that they will defend in a debate based on whether they believe Canada is a peacekeeping nation.
- Students will cooperate with each other to ensure that all students address the issue and all points are covered in their debate.

Success Criteria:
- To be successful I will have to draw on past sources that I have reviewed, develop an opinion, and defend my opinion in a debate.
- To be successful I will have to work with my team to create a strong argument for why Canada is/is not a peacekeeping nation. I must show good communication and teamwork skills.

Ministry Expectations:

Overall Expectations:
A2: Developing Transferable Skills: Apply in everyday contexts skills developed through historical investigation, and identify some careers in which these skills might be useful

Specific Expectations:
A2.1: Describe several ways in which historical investigation can help them develop skills, including the essential skills in the Ontario Skills Passport
A2.3: Apply knowledge and skills developed in the student of Canadian history when analyzing current social, economic, or political issues.
Lesson 9: Is Canada a Peacekeeping Nation?  
- A Great Debate

**The Ground Rules (5 minutes):** Set the rules for the debate. Ensure that students know to be respectful to others opinions. Make each student aware that everyone is expected to speak at least once and all should have input into their sides opinions. Once students understand the parameters of the debate randomly divide them into the different sides of “yes” and “no” to answer the question of whether Canada is a peacekeeping nation.

**Preparation (15 minutes):** Each side will be allowed time to meet and discuss what they believe to be their top points. Students are suggested to divide up their work to make sure that everyone speaks and every point is covered.

**Debate (30 minutes):** The debate will proceed as follows. Each side will have a chance to open the debate with opening remarks that address and state their opinion. Next each side will be able to ask a series of questions, the other side will respond, and there will be one follow up question and response for series. Each side will make a conclusion and that will finish the debate.

**Debrief (5 minutes):** The teacher will have an open discussion with the students to discuss their ideas and feeling about the debate format, what was said, and overall what they think.
Lesson 9: Is Canada a Peacekeeping Nation?  
- A Great Debate

**Consolidation: Journal Entry (10 minutes)**
Students will write a journal entry that is reflective of their opinion on the debate. This should be no more than one paragraph. Students will then be asked to answer the question “what is your own opinion, is Canada a peacekeeping nation? Be sure to include ideas discussed in this course as well as your own experiences,” this enables them to bring in their own current interpretations with the course material. If needed students may take home their journals to complete all entries.

**Assessment of Learning:** Students will be marked on their debate performance. The different categories include: presentation style, information, facts, rebuttal, respect for the other team, and knowledge of the topic. Each of these will be based on the attached rubric.

**Assessment as Learning:** The final journal entry will allow students to demonstrate their final understanding of the units contents. Reflecting on the whole unit will allow them to understand their learning. The teacher may utilize these entries in the event that a student misses the debate or has a low performance in the debate. Nevertheless the teacher should provide some feedback on the journal entries.
Is Canada a Peacekeeping Nation – A Great Debate

Peacekeepers or soldiers? That is a great question that surrounds thoughts about the Canadian military. For this unit we have showcased how Canada has been involved in many international conflicts. It is essential to our Canadian identity to settle this question once and for all!

Your task: you will be divided up into groups and expected to formulate an argument based on the facts you have seen in this unit. You may bring in additional sources, but the teacher must vet them. Everyone must speak at least once and have a part in creating the group’s argument.

The Format: the debate will begin with each side making an opening statement. Form there each side will take turns asking questions. The opposing side will get to respond, there is a chance for a follow up question, and final rebuttal. After each side has had a few questions asked we will move into the closing statements.

May the best side win and forever solve this ongoing debate!!!
# Summative Debate Rubric

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Presentation Style</strong></td>
<td>Team consistently used gestures, eye contact, tone of voice and a level of enthusiasm in a way that kept the attention of the audience.</td>
<td>Team usually used gestures, eye contact, tone of voice and a level of enthusiasm in a way that kept the attention of the audience.</td>
<td>Team sometimes used gestures, eye contact, tone of voice and a level of enthusiasm in a way that kept the attention of the audience.</td>
<td>One or more members of the team had a presentation style that did not keep the attention of the audience.</td>
</tr>
<tr>
<td><strong>Information</strong></td>
<td>All information presented in the debate was clear, accurate and thorough.</td>
<td>Most information presented in the debate was clear, accurate and thorough.</td>
<td>Most information presented in the debate was clear, accurate and thorough, but was not usually thorough.</td>
<td>Information had several inaccuracies OR was usually not clear.</td>
</tr>
<tr>
<td><strong>Use of Facts/Statistics</strong></td>
<td>Every major point was well supported with several relevant facts, statistics and/or examples.</td>
<td>Every major point was adequately supported with relevant facts, statistics and/or examples.</td>
<td>Every major point was supported with facts, statistics and/or examples, but the relevance of some was questionable.</td>
<td>Every point was not supported.</td>
</tr>
<tr>
<td><strong>Rebuttal</strong></td>
<td>All counter-arguments were accurate, relevant and strong.</td>
<td>Most counter-arguments were accurate, relevant, and strong.</td>
<td>Most counter-arguments were accurate and relevant, but several were weak.</td>
<td>Counter-arguments were not accurate and/or relevant.</td>
</tr>
<tr>
<td><strong>Respect for Other Team</strong></td>
<td>All statements, body language, and responses were respectful and were in appropriate language.</td>
<td>Statements and responses were respectful and used appropriate language, but once or twice body language was not.</td>
<td>Most statements and responses were respectful and in appropriate language, but there was one sarcastic remark.</td>
<td>Statements, responses and/or body language were consistently not respectful.</td>
</tr>
<tr>
<td><strong>Understanding of Topic</strong></td>
<td>The team clearly understood the topic in-depth and presented their information forcefully and convincingly.</td>
<td>The team clearly understood the topic in-depth and presented their information with ease.</td>
<td>The team seemed to understand the main points of the topic and presented those with ease.</td>
<td>The team did not show an adequate understanding of the topic.</td>
</tr>
</tbody>
</table>
Appendix

LESSON 1

• 1.1 Newspaper links

• WWI
  • https://news.google.com/newspapers?id=zgMuAAAAIBAJ&sjid=bSgDAAAAIBAJ&pg=5889%2C4723096
  • https://news.google.com/newspapers?id=0AMuAAAAIBAJ&sjid=bSgDAAAAIBAJ&pg=3732%2C4997388

• WWII -
  • https://news.google.com/newspapers?id=W_IuAAAAIBAJ&sjid=vNsFAAAAIBAJ&pg=7069%2C33544
  • https://news.google.com/newspapers?id=XvIuAAAAIBAJ&sjid=vNsFAAAAIBAJ&pg=5776%2C426820

• Korean War -
  • https://news.google.com/newspapers?id=EiBlAAAAIBAJ&sjid=DIgNAAAAIBAJ&pg=1370%2C4055411
  • https://news.google.com/newspapers?id=FCBIAAAAIBAJ&sjid=DIgNAAAAIBAJ&pg=1604%2C4443621
  • https://news.google.com/newspapers?id=mh1IAAAAIBAJ&sjid=BYgNAAAAIBAJ&pg=1434%2C825939
LESSON 2

• 2.1 Links for research

• North Atlantic Treaty Organization -

• United Nations
Appendix

**LESSON 3**

3.1

**GENOCIDE DEFINITION #1**

By "genocide" we mean the destruction of an ethnic group.... Generally speaking, genocide does not necessarily mean the immediate destruction of a nation, except when accomplished by mass killings of all members of a nation. It is intended rather to signify a coordinated plan of different actions aiming at the destruction of essential foundations of the life of national groups, with the aim of annihilating the groups themselves. The objectives of such a plan would be disintegration of the political and social institutions, of culture, language, national feelings, religion, and the economic existence of national groups, and the destruction of the personal security, liberty, health, dignity, and even the lives of the individuals belonging to such groups....

Raphael Lemkin, Polish Jewish jurist 1944

**GENOCIDE DEFINITION #2**

They (the defendants) conducted deliberate and systematic genocide—viz., the extermination of racial and national groups—against the civilian populations of certain occupied territories in order to destroy particular races and classes of people, and national, racial or religious groups, particularly Jews, Poles, Gypsies and others.

Count 3 of the indictment of the 24 Nazi leaders at the Nuremberg Trials 1945

**GENOCIDE DEFINITION #3**

The crime of genocide should be recognized therein as a conspiracy to exterminate national, religious or racial groups. The overt acts of such a conspiracy may consist of attacks against life, liberty or property of members of such groups merely because of their affiliation with such groups. The formulation of the crime may be as follows: "Whoever, while participating in a conspiracy to destroy a national, racial or religious group, undertakes an attack against life, liberty or property of members of such groups is guilty of the crime of genocide.

Raphael Lemkin 1946
3.1

**GENOCIDE DEFINITION #4**

Genocide is a denial of the right of existence of entire human groups, as homicide is the denial of the right to live of individual human beings; such denial of the right of existence shocks the conscience of mankind, ... and is contrary to moral law and to the spirit and aims of the United Nations. ....

The General Assembly, therefore, affirms that genocide is a crime under international law... whether the crime is committed on religious, racial, political or any other grounds...

United Nations General Assembly Resolution 96 (I) 1946

**GENOCIDE DEFINITION #6**

[Genocide is] a structural and systematic destruction of innocent people by a state bureaucratic apparatus. ... Genocide represents a systematic effort over time to liquidate a national population, usually a minority...[and] functions as a fundamental political policy to assure conformity and participation of the citizenry.

Irving Louis Horowitz, sociologist 1976

**GENOCIDE DEFINITION #7**

Genocide occurs when a state, perceiving the integrity of its agenda to be threatened by an aggregate population—defined by the state as an organic collectivity, or series of collectivities—seeks to remedy the situation by the systematic, en masse physical elimination of that aggregate, in toto, or until it is no longer perceived to represent a threat.

Mark Levene, historian 2005

3.2

**Preventing Genocide®**

- Genocide succeeds when state sovereignty blocks international responsibility to protect.
- The UN represents states, not peoples.
- Since founding of UN:
  - Over 55 genocides and politicides
  - Over 70 million dead
- Genocide prevention ≠ conflict resolution

Dr. Gregory Stanton
Genocide Watch
Prevention requires:

1. Early warning
2. Rapid response
3. Courts for accountability

Genocide continues due to:

• Lack of authoritative international institutions to predict it
• Lack of ready rapid response forces to stop it

UNAMIR peacekeeper in Rwanda, April 1994

The 8 Stages of Genocide

- Understanding the genocidal process is one of the most important steps in preventing future genocides.
- The Eight Stages of Genocide were first outlined by Dr. Greg Stanton, Department of State: 1996.
- The first six stages are Early Warnings:
  - Classification
  - Symbolization
  - Dehumanization
  - Organization
  - Polarization
  - Preparation

Stage 1: Classification

- “Us versus them”
- Distinguish by nationality, ethnicity, race, or religion.
- Bipolar societies (Rwanda) most likely to have genocide because no way for classifications to fade away through inter-marriage.
- Classification is a primary method of dividing society and creating a power struggle between groups.
Stage 2: Symbolization (Rwanda)

“Ethnicity” was first noted on cards by Belgian Colonial Authorities in 1933.

Tutsis were given access to limited education programs and Catholic priesthood. Hutus were given less assistance by colonial authorities.

At independence, these preferences were reversed. Hutus were favored.

These ID cards were later used to distinguish Tutsis from Hutus in the 1994 massacres of Tutsis and moderate Hutus that resulted in 800,000+ deaths.

Organization (Rwanda)

- “Himbi Power” elites armed youth militias called Interahamwe (“Those Who Stand Together”).

- The government and Hutu Power businessmen provided the militias with over 500,000 machetes and other arms and set up camps to train them to protect their villages by exterminating every Tutsi.

Stage 3: Dehumanization

- One group denies the humanity of another group, and makes the victim group seem subhuman.

- Dehumanization overcomes the normal human revulsion against murder.

  - Der Stürmer Nazi Newspaper: “The Blood Flows; The Jew Grins”
  - Kangura Newspaper, Rwanda: “The Solution for Tutsi Cockroaches”

Stage 5: Polarization

- Extremists drive the groups apart.

- Hate groups broadcast and print polarizing propaganda.

- Laws are passed that forbid intermarriage or social interaction.

- Political moderates are silenced, threatened and intimidated, and killed.

  - Public demonstrations were organized against Jewish merchants.
  - Moderate German dissidents were the first to be arrested and sent to concentration camps.
Extermination (Genocide)

Government organized extermination of Tutsis in Rwanda in 1994

Stage 8: Denial

- Denial is always found in genocide, both during it and after it.
- Continuing denial is among the surest indicators of further genocidal massacres.
- Denial extends the crime of genocide to future generations of the victims. It is a continuation of the intent to destroy the group.
- The tactics of denial are predictable.

Never Again? Or Again and Again?

- How can we use the 8 Stages of Genocide to develop more effective ways to prevent genocide in the future?
- Would it be useful for the UN to establish a Genocide Prevention Center to work with the Special Adviser for Genocide Prevention?
- Even with Early Warning, how can we achieve effective Early Response to prevent and stop genocide?
LESSON 4

4.1 https://www.youtube.com/watch?v=vwT9aTrAfQE

4.2
4.2

Mystery Photo Analysis Question Sheet

Photo 1
1. What is the book? What is the American name for this book?
2. What social group does this person belong to? (Hutu or Tutsi)
3. Predict what role these identification cards had on the Rwandan genocide?
4. If you had a card, and were Tutsi, would you be prideful of your heritage or rid of it out of fear?

Photo 2
What is the crowd of people carrying?
Who is the man in the green hat?
Suggest the amount of protection this man can provide to this crowd?
Predict what social group the crowd belongs to?

Photo 3
Based on the people’s dress, identify the status of the peoples?
What religion is represented in this photo?
Who is the man placing flowers on the cross? (Hint: American President in 1994)
Explain the significance of having an American president come to Rwanda?

Photo 4
Identify the emotions and attitudes of the children?
Who lives in the tents?
Why is there such a high concentration of tents?
Describe the quality of life for occupants of this camp?
   (Access to water, food, shelter, security)


4.4 Video about dealing with guilt from a Canadian perspective in response to the Rwanda genocide: https://www.youtube.com/watch?v=p8j1LLSB2hw
• LESSON 5

5.1

Summary of Genocide - Timeline


April 7, 1994: Rwandan Forces (FAR) set up roadblocks, killing moderate Hutu and ethnic Tutsi. 10 Belgian peacekeepers murdered, sparking the withdrawal of foreigners living in Rwanda.

April 19, 1994: Human Rights Watch claims more than 100,000 people killed in Rwanda.


April 28, 1994: Oxfam counts 500,000 people dead.


July 15, 1994: RPF captures the capital, 2 million Hutu civilians and government reps flee.

July 1994
Websites Consulted

- http://ncta.osu.edu/lessons/eastasia/history/Fete1-EA.pdf
- http://www.nato.int
- http://unac.org/resources/educational-resources/