Table of Contents - Rwanda Secondary Instructional Plan: Impacts of Historical Globalization

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Selected Elementary Outcomes for Instructional Plans (2005 Social Studies Program of Studies - Alberta)

The following are possible from the contents and instructional plans provided in this site; not all are directly addressed in the instructional plan.

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<th>Gr</th>
<th>Values</th>
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| 10 | 10.04.02 recognize and appreciate the importance of human rights in determining quality of life | 10.02.10 analyze contemporary issues that originate from legislation enacted by post-colonial governments in Canada and other locations (consequences of residential schools, social impact on indigenous peoples, loss of language, impact of civil strife) | 10.S.02 develop skills of historical thinking:
   - compare similarities and differences among historical narratives
   - evaluate the impact of significant historical periods and patterns of change on the contemporary world
   - discern historical facts from historical interpretations through an examination of multiple sources
   - develop a reasoned position that is informed by historical and contemporary evidence |

Rationale

*Colonialism* is a pattern of economic, cultural, and environmental domination that has occurred repeatedly all over the world. Over the past 500 years, various European nations launched a wave of colonialism on a global scale. Colonialism has shaped the world in many important aspects. It has had a long-lasting impact and has created situations that contemporary society is dealing with today and will continue to deal with for generations to come. In this instructional plan, students are exploring the meaning of colonialism, its impacts on indigenous peoples, and the contemporary issues that are the direct result of colonialist practices.
Background Information

Colonialism

Colonialism is defined by the American Heritage Dictionary of the English Language as “A policy by which a nation maintains or extends its control over foreign dependencies.”

This practice was very popular in European countries such as Great Britain, France, Belgium, Spain, and Portugal in the late 1800s and the first half of the 1900s. The countries that were most routinely colonized were African and tropical lands rich in resources. If we take Great Britain, France, and Belgium as examples, in 1939 they ruled over a combined 183,400,000 square miles of colonies while their own combined area was a mere 318,400 square miles.

The hallmark of colonial culture is the assumption of superiority by the colonizing power over the “natives,” meaning any of the original inhabitants of the colonized country. It is a bias that usually leaves a strong impact on the culture of the country even after independence had been granted. An example in point can be seen in the Philippines where mixed Caucasian/Filipinos dominate the entertainment industry even though they constitute only about 1 percent of the population. This is happening because people with some Caucasian ancestry are considered more beautiful than the natives following a change in the ideals of beauty cause by the colonization of the Philippines.

Sometimes colonialist impact can have much more dire consequences, as is the case in Rwanda. The Belgian colonialists decided that the Tutsis (who were already the ruling caste) were superior to the Hutus and favoured them in many ways, such as in education so that Tutsis were literate and Hutus were not. They later did an about-face of this policy when the Hutu majority rebelled against Tutsi leadership in 1959, and the Belgians began to support the Hutus and their leadership of the country. All in all, they did much to polarize these two tribes, and the impact is evident in the horrible events that occurred in 1994.

Works Consulted

http://dictionary.reference.com/search?q=colonialism
http://www.answers.com/topic/colonial-mentality&method=8
http://www.answers.com/topic/history-of-rwanda

The Rwanda Situation

In 1994, Rwanda was the stage for one of the most horrible genocides in history. The root causes of this event are quite complex and can be traced back to the impact of colonialism on tribal issues.

Rwanda’s population is composed of three major tribal people: the Twa, who are the earliest inhabitants, the Tutsis, and the Hutus. They had lived in peace for many years, until the Belgian favoured the Tutsis over the Hutus, declaring them to be superior. This led to tension between the two tribes that culminated in a series of riots in 1959. When Belgium granted Rwanda independence in 1962, the Hutus took the place of the Tutsis and became the ruling tribe.
In 1994, the president, Juvenal Habyarimana, a moderate Hutu who was losing popularity, was assassinated and a faction of extremist Hutus immediately began the widespread massacre of Tutsis and moderate Hutus. The killings went on for over three months or just about 100 days.

During that time, Romeo Dallaire, who was part of a UN mission in Rwanda, did his best first to alert the world community to the horrors that were happening and then to save as many people (mostly Tutsis) from massacre by giving them refuge in his compound and protecting them as best as he could. There is still no satisfactory answer as to why the world sat by and watched as this happened.

Finally, in July 1994, the RPF (Rwandan Patriotic Front, which was formed by Tutsi refugees living in Uganda in the preceding decades and became very active in Rwanda during the genocide) captured Kigali, putting an end to the genocide as well as sending hundreds of thousands of Hutus, many of whom had participated in the killings, into exile.

Even though the genocide is over, there are still many unresolved tensions in Rwanda, and the way to lasting peace has proved to be difficult. About 500 people have been sentenced to death, and another 100,000 are still in prison for their actions during the spring of 1994. But some of the ringleaders have managed to evade capture, and many who lost their loved ones are still waiting for justice.

The way the media reacted to the events is also noteworthy. While many reported on the assassination, they quickly downplayed the importance of the following events. They later played a large role in decrying the atrocities after the fact, as the whole world sat idly by while these events took place. The United Nations even withdrew forces, after some Belgian peacekeepers were killed, instead of bringing reinforcements as General Dallaire asked, leaving him with only 500 men to deal with the situation. General Dallaire tried to avert the genocide by sending an urgent fax on 11 January 1994 to the UN Secretary General Kofi Annan, describing the volatile situation.

In the United States, there was a debate going on at the highest levels of government about the use of the word “genocide” to describe the situation in Rwanda. The main fear was that official use of that word might require them to intervene under the 1948 Genocide Convention. It seems that the United States government was unwilling to get involved because of their recent debacle in Somalia. Still, the inaction of the other countries of the world and of the United Nations in spite of Dallaire’s warnings remains a mystery to this day.

Works Consulted

http://news.bbc.co.uk/1/hi/world/africa/1288230.stm
http://www.canadians.ca/more/profiles/d/d_romeo_dallaire.htm
http://www.pbs.org/wgbh/pages/frontline/shows/evil/warning/cable.html
http://www.commondreams.org/headlines04/0406-08.htm
**Materials**
- Access to computer lab (optional)
- Printout or poster of Africa
- Time-keeping device
- Enough copies of the character profiles (provided below) for the entire class
- Printouts of timeline (for traditional classroom)
- Printouts of glossary (for traditional classroom)
- Copy of word list for your own reference during the lesson
- Paper
- Markers
**Introductory Activities**

Consider whether or not you will hold this class in the lab or the usual classroom space. Classroom and lab options are provided. All supporting information and research can be found in the Teacher Information section of this Edukit. *Bolded italicized* words appear in the glossary of the secondary student zone.

1. Ask students to jot down their understanding of colonialism. Ask student to answer the following questions in their response.
2. Possible here to survey knowledge of terms, colony, differences with province? i.e. terminology survey. - Maybe a master list of terms that apply.—Brain drain.
   - What is Colonialism?
   - How does it work?
   - What are the positive aspects? (colonizer/colonized)
   - What are the negative aspects? (colonizer/colonized)

Ask for students to volunteer to share their ideas with the rest of the class. Provide correction and feedback about student responses during the discussion.

On pieces of paper large enough that the entire class can read them from their seats, write each word from the word list below on separate pieces of paper. Write the definitions on other pieces of paper. Randomly tape (or use a magnet or Velcro) the paper on a surface where all the items can be seen (blackboard). Ask the students to help you to match the words with the correct definition. Once the information is correct, ask the class to provide you with examples from world history or their own experience, which demonstrate each of the items on the word list.

**Word List:**
Historical globalization
Colonialism
Racism
Ethnic cleansing
Genocide
Discrimination

*See Teacher Information at the beginning of this lesson for relevant information about this activity*

**Perspectives on Colonization:** Divide the class in half, one side will be the colonizers and the other side will be the indigenous peoples of Africa. Each student in each group should get a copy of the character profile for their assigned group.

Ask students to read their profile carefully and to try and put themselves in the ‘shoes” of a person in that group. In response to the character profiles, have students write a brief scene with dialogue that would capture the meeting of these two groups from their perspective.

Once this is done ask several students from each side to read their scenes aloud. While students are listening they should note the differences in world view and perspectives of the two groups.
Use the following questions to generate a discussion:

1. What did you notice about the opposing group’s perspective/world view concerning colonization compared to yours?
2. What did you notice (similarities/differences) about the perspective/world view concerning colonization of other dialogues from your own side?
3. What do you think motivated the actions and behaviours of each group?

**INDIGENOUS: Character Profile**

You and your people have lived off of the land for hundreds of years. You have well developed social, cultural, and political structures. Your intimate knowledge of nature allows you to lead a fulfilling life with access to adequate supplies to sustain you and your people. Your culture is an oral culture. You transmit various kinds of information from generation to generation through story-telling, song, dance, and apprenticeships. Children are educated by parents and elders through these means.

The community sustains connections between itself and the environment. You have great respect for what the earth provides you so you strive to live a balanced and harmonious life on earth. Everything you do is purposeful and harmonious with the earth, especially hunting and gathering practices. You take only what you need to survive from the earth, and you make everything yourself. You consider yourself to be wealthy and fortunate because the earth gives you everything, from food to medicines. Daily activities might include hunting, gathering, preparing hides, cooking, grooming, story-telling, and dance. Students can role play a few of these daily activities as well as a community meeting about where to locate a new dwelling in the community. You will use consensus decision-making to come to an agreement. Everyone must have the opportunity to voice an opinion on the matter. If you encounter foreigners, show them your curiosity and hospitality even if it is difficult to communicate with them because they don’t speak your language. When interacting with the foreigners, consider what is best for your people and act accordingly.

**COLONIZER: Character Profile**

All of Europe has been busy exploring other parts of the world. The explorations by nations such as England, Spain, Portugal, and France have proved to be extremely lucrative as adventurers return with valuable treasures. The nations have also been advancing their technology at a rapid rate and expanding their borders by creating colonies in remote locations. The increased wealth and prestige yielded from the establishment of colonies proves to be alluring as you decide your nation should do some exploring of its own. You decide to conduct your explorations in Africa.

You travel by canoes and walk trails with human freight bearers across the African continent to a land of extraordinary beauty. The landscape is exceptional with its beautiful mountains and volcanoes, gorgeous lakes and rivers, and lush jungle. You decide to make contact with the indigenous people. You find out that they don’t really have natural resources for you to consume. However, you will not return home to your king empty-handed.
Your party sets out to meet these people. When you arrive at the leader’s quarters, you notice the poverty in which these people live. They live without schools, proper clothing, medicines, Christianity, culture, or democracy. Your cultural attitude is one of duty to save these people from themselves and teach them how to live a proper life. You think your own king would agree because he has just established the International Association for the Civilization of Central Africa.
**Main Activities**

**Historical Globalization**

Instruct students to research and compile a historical timeline about Rwanda using the internet or any print resources you can get. Ask the students to check the glossary for any terms they need clarified. Alternatively, you can print out the pdf glossary available in the student zone if your class has limited access to the lab. Compare these with the timeline located in the Student Zone to ensure students have identified key dates in Rwanda’s history.

In groups, have students **analyze** their timeline. Give them twenty to thirty minutes. Ask students to form groups to try and answer the following questions:

- What were the countries colonizing?
- When were they active in Rwanda?
- What policies or laws were imposed on Rwanda by the colonizers?
- What other areas of the world were these countries colonizing?

Ask each group to share the results of their analysis with the rest of the class. Ask one student to volunteer to record these on the board. Once the findings are listed, provide feedback and draw out missing information by asking the students additional questions below. During the discussion, ensure that the terms in the below word list are discussed.

1. Did the colonizers favour one group over another?
   Answer: Yes, favoured Tutsi’s.

2. Why were Tutsi’s favoured?
   Answer: Appeared to have more wealth for commerce and trading. Belgians asked anthropologists to study whether or not Hutus were superior, and the anthropologists found this to be true based on biased and irrelevant criteria such as skull shape and size.

3. What purpose did the identity cards serve?
   Answer: To identify the different tribes within the society.

4. What impact did the identity cards and favouritism ultimately have?
   Answer: *Racism, discrimination, violence, genocide.*
Concluding Activities

Connections: To conclude the lesson, have each student fill out the table below using the information they have just covered. It is important that the students be able to make the connection between the general meanings of each term, and the specific meaning as it applies to the context of the Rwanda situation. You may ask to have students hand this in, or go over it as a class.

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<th>Meaning</th>
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