

DISTRICT OF COLUMBIA LEARNING STANDARDS:

The District of Columbia learning standards are divided by subject and grade. The Genocide Teaching Project lesson plan focuses on English and Social Studies with regard to 10th to 12th grade. Several learning standards that apply to our lesson plan are listed below.

More information on the District of Columbia learning standards can be found on: <http://www.k12.dc.us/DCPS/standards2005/standardsHome.htm>

ENGLISH

10th Grade:

Discussion

- 10.LD-D.1. Participate productively in self-directed teams for a particular purpose, including posing relevant questions; extracting essential information from others' input, building on the ideas of others, and contributing relevant information or ideas in group discussions; and summarizing orally, in a coherent and organized way, information and ideas learned.

Our lesson plan divides a class in several self-directed groups. These groups each have to survey a jigsaw piece and to discuss that what they have read with each other, after which the groups re-group again in order for students to summarize their jigsaw piece to students from other groups.

11th Grade:

Questioning, Listening, and Contributing

- 11.LD-Q.2. Our lesson plan enables the student to analyze differences in responses to focused group discussion in an organized and systematic way.

Argument and Persuasive Text

- 11.IT-A.11. Our lesson plan enables the student to evaluate the arguments the authors of the jigsaw pieces use to refute opposing or counterarguments and address reader or listener concerns.

12th Grade:

- 12.IT-A.8. Our lesson plan enables the student to evaluate the effectiveness of the logic and use of evidence in the authors of the jigsaw pieces' argument.
- 12.IT-A.9. Our jigsaw pieces enable the student to evaluate the merits of an argument, action, or policy by citing evidence offered in the jigsaw piece itself and by comparing the evidence with information available in other jigsaw pieces.
- 12.IT-A.10. The jigsaw pieces enable the student to evaluate the effectiveness of the authors' use of rhetorical devices in a persuasive argument.

- 12.IT-A.12. Our lesson plan enables the student to evaluate persuasive sources for adherence to ethics.

SOCIAL STUDIES

10th Grade:

- 10.3. Through our lesson plan, students describe some of the independence struggles of the colonized regions of the world, some through constitutional devolution of power and others as a result of armed revolution and the culture of classes because of different worldviews.
- 10.4. Through our discussion of the genocide definition, students also analyze the causes and course of the First World War and (...)
10.4.(6) human rights violations and genocide, including the Armenian genocide in Turkey.
- 10.10. Our lesson plan enables students to analyze major developments in Africa since World War II.

MARYLAND LEARNING STANDARDS:

Unlike the other States, the Maryland learning standards are not divided among the different grades but are the same for grades 9-12. The Genocide Teaching Project lesson plan focuses on English and Government. Several learning standards that apply to our lesson plan are listed below.

More information about the Maryland learning standards can be found on:

<http://mdk12.org/mspp/standards/9-12.html>

ENGLISH

Reading, Reviewing & Responding to Texts:

- 1.1.1. The student will use pre-reading strategies appropriate to both the text and purpose for reading by surveying the text, accessing prior knowledge, formulating questions, setting purpose(s), and making predictions.
With regard to our lesson plan, the students are being asked to access their prior knowledge about the Rwandan genocide after which they have to survey the jigsaw pieces. After this survey, the students have to discuss these jigsaw pieces with each other and work together in groups to answer the questions that are enclosed in these jigsaw pieces.
- 1.1.2. The student will use during-reading strategies appropriate to both the text and purpose for reading by visualizing, making connections, and using fix-up strategies such as re-reading, questioning, and summarizing.

Our lesson plan offers the possibility of showing a short documentary to visualize the Rwandan genocide for the students, after which they continue their survey of the jigsaw pieces. After they have read these pieces, and after their discussions and their attempt to resolve the questions, the students have to re-group again to summarize what they have learned to students from other groups.

- 1.1.3. The student will use after-reading strategies appropriate to both the text and purpose for reading by summarizing, comparing, contrasting, synthesizing, drawing conclusions, and validating the purpose for reading.

Our lesson plan asks students to summarize what they have read in their jigsaw piece for their fellow-students after which their fellow-students do the same, in order for all of them to compare what they have learned and to draw conclusions from this comparison.

Evaluating the Content, Organization and Language Use of Texts:

- 4.1.1. As part of our lesson plan, the student has to state and explain a personal response to the lesson plan materials.
- 4.3.3. Summarizing a jigsaw piece to other students, enables the student to alter a text to present the same content to a different audience via the same or different media.
- 4.3.4. Our lesson plan enables the students to compare the differences in effect of two texts on a given subject, since they have to re-group again after reading a jigsaw piece to compare their jigsaw piece with those of fellow-students.

GOVERNMENT

Political Systems:

- 1.1.4. The part of our lesson plan that discusses the Hutus and Tutsis, enables the student to analyze strategies individuals and groups may use to initiate change in governmental policy and institutions.

Peoples of the Nation and World:

- 2. Through our lesson plan, the student will be able to understand some of the history, diversity, and commonality of the peoples of the nation and the world, the reality of human interdependence, and the need for global cooperation, through a perspective that is both historical and multicultural.
- 2.1.2. The student will evaluate the effectiveness of international alliances and organizations (...).

Two jigsaw pieces deal with the international community response (the United Nations in particular) during the Rwandan genocide and with regard to post-genocide Rwanda.

VIRGINIA LEARNING STANDARDS:

The Virginia learning standards are divided by subject and grade. The Genocide Teaching Project lesson plan focuses on English, History and Social Science for 10th to 12th grade. Several learning standards that apply to our lesson plan are listed below.

More information about the Virginia learning standards can be found on:

<http://www.pen.k12.va.us/VDOE/Superintendent/Sols/home.shtml>

ENGLISH

The Virginia educational standards for English are divided in four levels of proficiency. The “Oral Language (Listening/Speaking)” and “Reading” components of each proficiency level are relevant for our lesson plan.

For example:

- Our lesson plan enables students from the different proficiency levels to demonstrate growth in the understanding and use of oral language (LEP 1.1/2.1/3.1/4.1) and to develop oral communication skills (LEP 1.2./2.2/3.2/4.2).
- Our lesson plan will also contribute to a student’s understanding how print is organized and read (LEP 1.3/2.3).
- Our lesson plan enables students to make and listen to oral presentations (LEP 3.3/4.3).
- Furthermore, our lesson plan will enable students to demonstrate interpretation and analysis of texts (LEP 2.6) and to expand their vocabulary (LEP 2.7/3.7/).

HISTORY AND SOCIAL SCIENCE

World History and Geography: From 1500 A.D. to the Present

- WHII.13. Our lesson plan will enable the student to demonstrate knowledge of political, economic, social and cultural aspects of independence movements and development efforts. (Hutus overthrowing Tutsi rule and declaring Rwanda as an independent republic).
- WHII.15. Our lesson plan will enable the student to demonstrate knowledge of cultural, economic and social conditions of (...) developing nations of the contemporary world.

- WG.1. Through our lesson plan, the student will use maps, (...) photographs and pictures in order to (...) (b) develop and refine his or her mental maps of world regions (...).
- WG.10. The student will also be able to analyze how the forces of conflict and cooperation affect the division and control of the Earth's surface.