



Lesson Plans Digital Booklet

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Introduction

Exploring Africa is a comprehensive curriculum designed to educate about Africa in a true, objective way. Each unit is designed with a theme in mind: *Why Study Africa?*, *Studying Africa through the Social Studies*, *Studying Africa through the Humanities*, *Regional Perspectives*, and *Country Case Studies*. Using these themes allows Exploring Africa to provide a well-rounded, interdisciplinary, and holistic approach to learning about Africa. Within each unit, there are modules constructed in a more specific thematic organization, which creates an even more accessible format for learning in a systematic way. Finally, within each module there are activities designed to help students comprehend the lessons they just learned. Each of these activities is aligned to the Common Core State Standards (CCSS). It is here in this Exploring Africa Lesson Plan Digital Booklet that we offer lesson plans designed for the physical classroom space, to be used and implemented in your own classroom, and adjusted in any way you see fit to meet your individual classroom's needs. It is highly recommended that these lesson plans for activities are supplemental to the lessons in the modules in Exploring Africa. These lesson plans are for the activities only, and not the lessons for which they are designed.

Unit Four

Regional Perspectives

Module Nineteen: East Africa

The purpose of Module Nineteen is to introduce students to the region called East Africa. East Africa is a vast area encompassing the countries of Sudan, Eritrea, Ethiopia, Somalia, Djibouti, Kenya, Tanzania, Uganda, Rwanda, Burundi, Seychelles, and Comoros. As with other regions of Africa (see [Introduction to Module Twenty: Regional Perspectives](#)), the countries that are included in East Africa can vary somewhat depending on whom you talk to. Some of the countries listed here can also fit into the regions of Central, Southern, or Northern Africa. But for the sake of this module, we will refer to East Africa as the twelve countries listed above.

Module Nineteen

The Region called East Africa

Independence in East Africa

COMESA

The Geography of East Africa

Population of East Africa

Tourism in East Africa

Life in East Africa

A History of Power Imbalances in Rwanda

The Rwandan Genocide

Hotel Rwanda (Suggested Activity)

HIV/Aids Background

HIV/Aids in Uganda

The Region Called East Africa

Time Needed	Approximately 45 min
Prior Knowledge	Basic geography and trade knowledge
Lesson Assessment	Formative: Worksheets, exit slips, participation
Standards	<p>CCSS.ELA-LITERACY.RH.9-10.1 <i>Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</i></p> <p>CCSS.ELA-LITERACY.RH.9-10.2 <i>Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</i></p> <p>CCSS.ELA-LITERACY.RH.9-10.3 <i>Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</i></p>
Materials Needed	Exploring Africa, internet access, 1-1 technology, exit slip, The Region Called East Africa Worksheet ¹ , Early East African Kingdoms and Trade Networks worksheet ²

Objectives

Students will be able to...

- Make predictions based on prior knowledge
- Discover new information through reading
- Apply new information to making predictions

Time	Learning Task	Methods or Procedures
20 min	Intro	Distribute the Region Called East Africa handout to each student. Go over the different countries included in East Africa. Point out its location in respect to other areas of the world as well. Then, have students make a guess at the questions on the sheet with partners or in small groups. Have each group share their guesses and rationale for each guess they provide. (When a student says trade, ask them how far back into history do they think trade was occurring. This will be a good transition!)

¹ Handouts and Worksheets, pg. 30

² Handouts and Worksheets, pg. 31

15 min	Read and discover	Have students go to Unit 4, Module 19, Activity 1 in Exploring Africa. While they are navigating to the site, distribute the Early East African Kingdoms and Trade Networks worksheet. Once they are at the correct page on Exploring Africa and everyone has their worksheet, read the directions and answer question 1 as a class. Then, instruct students to read from the beginning of Activity 1 until they finish the section titled "Early East African Kingdoms and Trade Networks." While they read independently, they should be answering questions on their worksheet as they find them.
10 min	Exit Slip	Have students turn in an exit slip that answers this opinion-based question: <i>What do you think were the benefits and constraints of colonization in East Africa?</i>

Independence in East Africa

Time Needed	Approximately 50 min
Prior Knowledge	Previous lesson on East Africa
Lesson Assessment	Formative: journal entry, participation in reading, pro/con chart
Standards	<p>CCSS.ELA-LITERACY.RH.9-10.1 <i>Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</i></p> <p>CCSS.ELA-LITERACY.RH.9-10.3 <i>Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</i></p> <p>CCSS.ELA-LITERACY.RH.9-10.8 <i>Assess the extent to which the reasoning and evidence in a text support the author's claims.</i></p>
Materials Needed	Journals, Exploring Africa, internet, 1-1 technology, pro/con chart worksheets ³

Objectives

Students will be able to...

- Make predictions based on prior knowledge
- Make connections to previous lesson activities
- Organize informational text into a concise lists to further comprehension
- Analyze new information, question it, and come to own conclusions

Time	Learning Task	Methods or Procedures
20 min	Intro	Have students get out their journals and respond to this question: <i>After so many decades of being under colonial rule, what challenges might East Africa face in gaining independence?</i> Once finished, ask for volunteers to share their responses, and have a discussion about it. Ask them to refer back to their answers on the exit slips from yesterday. Are some of the benefits of colonialism now a challenge in independence? Visa versa?
20 min	Pro/con chart	Distribute the East Africa Pro/Con Chart worksheet to each student. Read the instructions. Have students navigate to the

		correct location in Exploring Africa. Once there, ask if there are any questions, and then have students begin reading and filling out their charts. They should stop reading once they finish the section.
10 min	Discussion	As a class, discuss the pros and cons they had written down in the reading. Ask what surprised them and confused them about what they read.

COMESA

Time Needed	Approximately 50 minutes
Prior Knowledge	Previous East Africa Lessons
Lesson Assessment	Formative: Participation, worksheet, discussion
Standards	<p>CCSS.ELA-LITERACY.RH.9-10.1 <i>Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</i></p> <p>CCSS.ELA-LITERACY.RH.9-10.4 <i>Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</i></p> <p>CCSS.ELA-LITERACY.RH.9-10.2 <i>Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</i></p>
Materials Needed	COMESA Worksheet ⁴ , Exploring Africa, internet access, 1-1 technology

Objectives

Students will be able to...

- Obtain new information about COMESA through reading
- Organize new information on worksheet
- Conduct own research
- Form personal opinions founded upon research about this new information
- Share and discuss/debate personal opinions as a class

Time	Learning Task	Methods or Procedures
10 min	Intro	Distribute the COMESA worksheet to each student while they locate Module 19, Activity 1, section title “East African Regional Organizations.” Once they are there and everyone has a worksheet, read the instructions and the questions, then instruct them to read and complete the worksheet.
15 min	Read	Students have this time to read the assigned section and complete their worksheet.
15 min	Research	Have students go to the website:

⁴ Handouts and Worksheets, pg. 33

		<p>www.comesa.int and on the back of their COMESA worksheet, have them respond to the question: <i>Why is COMESA important to East Africa?</i> by researching and utilizing this website. Once they have answered that question, they should turn and talk to the person next to them about what they had written down.</p>
10 min	Discuss	<p>Next, as a whole class, ask for volunteers to share either what they or their turn and talk partner had written down on the back on their worksheet. Have them explain why they chose to write that down, why it's important, etc. Keep going to other students by asking if anyone had anything different, if anyone agrees/disagrees with the importance.</p>

Geography of East Africa

Time Needed	Approximately 50 minutes
Prior Knowledge	None needed
Lesson Assessment	Formative: worksheets, participation, journal entries
Standards	<p>CCSS.ELA-LITERACY.RH.9-10.7 <i>Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</i></p> <p>CCSS.ELA-LITERACY.RH.9-10.2 <i>Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</i></p>
Materials Needed	Vegetation of East Africa Worksheets ⁵ , Water in East Africa Worksheets ⁶ , Great Rift Valley Handout ⁷ , internet access, journals

Objectives

Students will be able to...

- Read and understand a map
- Connect findings of map to impact of the human experience
- Work collaboratively in a group of peers

Time	Learning Task	Methods or Procedures
10 min	Vegetation	Distribute the Vegetation of East Africa worksheet to each student, read the instructions, and allow students to work in small groups to complete the worksheet. When finished, go over the answers as a class with student volunteers to share what their group had answered. Make sure all students are on the same page before proceeding.
10 min	Water	Distribute the Water in East Africa worksheet to each student. Read the instructions, and allow students to stay in the same groups to work together and complete the worksheet.
10 min	Topography	Show students an image of the Great Rift Valley on a map (Map of Great Rift Valley) and as a class, ask them to identify which East African

⁵ Handouts and Worksheets, pg. 34

⁶ Handouts and Worksheets, pg.35-36

⁷ Handouts and Worksheets, pg.37

		countries the valley goes through. Then, show them images of the Great Rift Valley (Image 1 , Image 2 , Image 3) and ask them to report out what things they notice about the images, what questions they may have, etc.
20 min	Journal	Have students take out their journals and answer the following prompt: <i>What aspects of East Africa's vegetation, water, and topography do you think most impacts the people of East Africa? How does it impact them? How do you think they deal with these kinds of impacts?</i> When finished, ask for student volunteers to share and discuss their journal entries.

Population of East Africa

Time Needed	Approximately 50 minutes
Prior Knowledge	Completion of previous activity
Lesson Assessment	Formative: participation, journal entry
Standards	<p>CCSS.ELA-LITERACY.RH.9-10.1 <i>Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</i></p> <p>CCSS.ELA-LITERACY.RH.9-10.2 <i>Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</i></p> <p>CCSS.ELA-LITERACY.RH.9-10.5 <i>Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</i></p> <p>CCSS.ELA-LITERACY.RH.9-10.6 <i>Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</i></p>
Materials Needed	Internet, 1-1 technology, journals, Population Map of East Africa ⁸ , East Africa Population Article 1 ⁹ , East Africa Population Article 2 ¹⁰

Objectives

Students will be able to...

- Read and interpret a map
- Analyze various perspectives objectively
- Take a personal stance on an issue
- Compare and contrast the same topic from two different authors

Time	Learning Task	Methods or Procedures
10 min	Population	Display this map and key on the screen: Population of East Africa Ask students the following questions as a whole class: <i>Which countries have areas with a population of 500 or above people per square mile?</i>

⁸ Handouts and Worksheets, pg.39

⁹ Handouts and Worksheets, pg.40-42

¹⁰ Handouts and Worksheets, pg.43-48

		<p><i>Which country has an uninhabited region?</i></p> <p><i>Why do you think each country shown has such a wide range of population density?</i></p> <p><i>What factors affect population of a region?</i></p>
15 min	Journal	<p>Have students take out their journals and respond to the following prompt:</p> <p><i>The population in East Africa is increasing every year. This is due to higher birth rates, modernization of medicine, and improved hygiene. Some people of East Africa are concerned about population growth, and others are happy about it. What reasons might each side have for their responses?</i></p> <p>When finished, ask for volunteers to share their responses.</p>
25 min	Perspective on growing the population	<p>Have students choose one of the following articles to independently read and analyze the perspective of the argument:</p> <p>Article 1</p> <p>Article 2</p> <p>Once they've read, they will divide into common article groups to discuss with peers their thoughts and opinions about the article.</p> <p>Next, they will be divided into new groups that are mixed with students who read article 1 and article 2. This jigsaw will allow students to teach classmates about the contents and opinions surrounding their article, as well as debate the similarities and differences between both articles.</p> <p>Finally, as a whole class, discuss each article thoroughly and compare and contrast both perspectives.</p>

Tourism in East Africa

Time Needed	Approximately 50 minutes
Prior Knowledge	Previous lessons in this module
Lesson Assessment	Formative: participation, whip around presentation
Standards	<p>CCSS.ELA-LITERACY.RH.9-10.2 <i>Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</i></p> <p>CCSS.ELA-LITERACY.RH.9-10.3 <i>Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</i></p> <p>CCSS.ELA-LITERACY.RH.9-10.6 <i>Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</i></p>
Materials Needed	Internet access, 1-1 technology, Tourist Destinations in East Africa photos ¹¹

Objectives

Students will be able to...

- Think of cause and effect relationships as it relates to the tourism industry
- Conduct their own research
- Work with peers
- Report findings in a concise, thorough, and effective manner

Time	Learning Task	Methods or Procedures
10 min	Intro brainstorm	Using the information we have learned about East Africa, have the class brainstorm a list of all the things a tourist might want to see and do in East Africa. Write this list on the board/screen in the front of the room. Next, ask students to think about each of the items in the list, and how they impact the environment and people of East Africa. Have them explain their reasoning.
10 min	Tourist destinations in East Africa	Show students images of the various tourist destinations in East Africa: Diani Beach, Kenya

¹¹ Handouts and Worksheets, pg.49

		<p>Mombasa Port, Kenya Zanzibar Museum, Tanzania Gondar Palace, Ethiopia Serengeti National Park, Tanzania Virunga Mountain Gorillas, Rwanda & Uganda Ngorongoro Crater Lodge, Tanzania</p> <p>Then ask students the same question: <i>How would tourists in these destinations impact East African people and the environment?</i></p>
30 min	Research	<p>Have students find a partner, and choose one tourist destination in an East African country. It can be one of the examples shown, or they can find their own. They should then research this tourist destination, find out what to do there, who goes there, who lives there, how the environment is impacted, etc. They should be prepared to give a quick whip-around report of the destination and its impact.</p>

Life in East Africa

Time Needed	Approximately 50 minutes
Prior Knowledge	The meaning of term 'culture'
Lesson Assessment	Formative: Journal entry, participation
Standards	<p>CCSS.ELA-LITERACY.RH.9-10.2 <i>Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</i></p> <p>CCSS.ELA-LITERACY.RH.9-10.4 <i>Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</i></p>
Materials Needed	Journals, Exploring Africa, 1-1 technology with internet access

Objectives

Students will be able to...

- Make personal connections to the topic
- Understand different perspectives of a common idea
- Learn new things from reading informational text
- Utilize visual media to gain more insight into the topic of study

Time	Learning Task	Methods or Procedures
15 min	Intro writing	Have students get out their journals and write a paragraph describing what 'culture' means to them, and have them describe their personal culture. Have them share what they have written with the person next to them when they finish. Next, have them write a paragraph describing what they think culture means to people in East Africa, if the definition of culture is the same or different from the definition of culture to them, and how the cultures are similar or different from one another. Share as a whole class when finished.
20 min	Read	Have students get to Exploring Africa, Unit 4, Module 19, Activity 3. They should read independently from the beginning until they reach the heading titled "I. A History of Power Imbalances."

		As they read, have them write down a list of all the things they find out about East Africa's culture that is similar or different to their own culture.
10 min	Share	Have students share what they discovered from the reading: what is similar, and what is different to their own culture?
5 min	East African Culture Video Clips	Show students these short videos of different cultural aspects of East African countries: Dancing in Rwanda Daily life in Tanzania Art in Uganda Ask, <i>what do you notice? What interests you? What confuses you?</i>

A History of Power Imbalances in Rwanda

Time Needed	Approximately 50 minutes
Prior Knowledge	Some knowledge of the Rwandan Genocide
Lesson Assessment	Formative: participation, worksheet, exit slip
Standards	<p>CCSS.ELA-LITERACY.RH.9-10.1 <i>Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</i></p> <p>CCSS.ELA-LITERACY.RH.9-10.2 <i>Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</i></p> <p>CCSS.ELA-LITERACY.RH.9-10.3 <i>Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</i></p> <p>CCSS.ELA-LITERACY.RH.9-10.8 <i>Assess the extent to which the reasoning and evidence in a text support the author's claims.</i></p>
Materials Needed	Internet, Exploring Africa, 1-1 technology, exit slip, A History of Power Imbalances in Rwanda worksheet ¹²

Objectives

Students will be able to...

- Generate a personal interest in the subject matter at hand
- Create research questions to propel them through the activities
- Read informative text and conduct research to begin answering their questions

Time	Learning Task	Methods or Procedures
10 min	Preview to Rwandan Genocide	<p>Ask class “how many of you have heard of the Rwandan Genocide?” and see how many hands go up. Then, ask those students who have heard of the genocide to share what they have heard about it.</p> <p>Then, share the movie trailer for the film <i>Hotel Rwanda</i> (Hotel Rwanda movie trailer) and ask students what questions they had while watching the trailer. Tell them when they’ve finished asking their questions that these are the</p>

		<p>questions we will be aiming to answer, but first we need to answer the question, “how did this happen?”</p> <p><i>*I recommend watching the entire film in class once the lessons on Rwanda are finished</i></p>
5 min	Intro	Distribute the A History of Power Imbalance in Rwanda worksheet to each student and read the directions. Tell students that we need to find out who was involved; who were the key players in this tragedy? What are their similarities and differences? Why are they fighting?
20 min	Read/research	Have students read the short section in Exploring Africa, and begin filling out their tables. Then, students need to conduct research of their own to fill the table with information specific to each ethnic group.
10 min	Share	When finished reading and researching, ask them to share what they found out about each ethnic group. Then, ask them if they still have questions.
5 min	Exit slip	Make a list of all the questions you still have about the Rwandan Genocide.

The Rwandan Genocide

Time Needed	Approximately 55 minutes
Prior Knowledge	Previous lesson on Rwanda
Lesson Assessment	Formative: participation
Standards	<p>CCSS.ELA-LITERACY.RH.9-10.1 <i>Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</i></p> <p>CCSS.ELA-LITERACY.RH.9-10.3 <i>Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</i></p> <p>CCSS.ELA-LITERACY.RH.9-10.5 <i>Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</i></p> <p>CCSS.ELA-LITERACY.RH.9-10.6 <i>Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</i></p> <p>CCSS.ELA-LITERACY.RH.9-10.8 <i>Assess the extent to which the reasoning and evidence in a text support the author's claims.</i></p> <p>CCSS.ELA-LITERACY.RH.9-10.9 <i>Compare and contrast treatments of the same topic in several primary and secondary sources.</i></p>
Materials Needed	Internet, UN Failed Rwanda Handout ¹³ , UNAMIR Handout ¹⁴

Objectives

Students will be able to...

- Build on prior knowledge from previous lesson
- Develop research questions
- Discuss answers to research questions
- Compare/contrast different perspectives of the same event in history
- Form educated opinions about an historical event

Time	Learning Task	Methods or Procedures
5 min	Intro	Recap: so, now we know the differences

¹³ Handouts and Worksheets, pg.51-52

¹⁴ Handouts and Worksheets, pg.53-55

		<p>between the groups -- do we understand or even agree with their reason for hating one another? Do you think these reasons are enough to engage in a total genocide?</p> <p>Further questioning: We need to find out what, exactly, happened to start the genocide. What was the linchpin that set the wheel in motion?</p>
10 min	Quick history	<p>Have students watch this brief video about the build up to the genocide: (A VERY Short History of Rwanda)</p> <p>Then, ask them what they noticed. Can they answer the question? Do they now know what happened to trigger the genocide? What was it? Is this justifiable?</p>
10 min	Complicating Further	<p>Despite what we think about why it was started, it happened. So what was done about it? Someone surely stepped in to help, right? Ask the class what they think. Do they think they received help? If so, from whom? If not, why not?</p>
30 min	Article Analysis	<p>Have students read this report from the Global Policy Forum first: (UN Failed Rwanda)</p> <p>When finished, ask students what they think. Allow them to speak freely.</p> <p>Then, have students read the report from the UN perspective (UNAMIR)</p> <p>How is this report different? How did the perspective change the way the tragedy was reported? Allow students to speak freely.</p>

Hotel Rwanda (Suggested Activity)

Time Needed	Approximately 2 hours (may be completed in the course of 2+ days)
Prior Knowledge	Completion of previous lessons on Rwandan Genocide
Lesson Assessment	Formative: participation
Standards	<p>CCSS.ELA-LITERACY.RH.9-10.9 <i>Compare and contrast treatments of the same topic in several primary and secondary sources.</i></p> <p>CCSS.ELA-LITERACY.RH.9-10.8 <i>Assess the extent to which the reasoning and evidence in a text support the author's claims.</i></p> <p>CCSS.ELA-LITERACY.RH.9-10.6 <i>Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</i></p> <p>CCSS.ELA-LITERACY.RH.9-10.5 <i>Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</i></p>
Materials Needed	<p>The film <i>Hotel Rwanda</i> and a way to show the film in class</p> <p>**Teachers may want to view the movie before showing it to their students, as well as get this film approved by the proper administrator.</p>

Objectives

Students will be able to...

- Use prior knowledge to understand and analyze the director's perspective on the Rwandan Genocide
- Formulate opinions about a text

Time	Learning Task	Methods or Procedures
2 hr 2 min	Show film	Have students watch the film, <i>Hotel Rwanda</i> in class, and ask them to pay close attention to how the film portrays each ethnic group, the UN involvement, etc. They should be prepared to answer questions about the format, style, accuracy, etc. after viewing the film.

HIV/AIDS Background

Time Needed	Approximately 50 minutes
Prior Knowledge	Having heard about HIV/AIDS
Lesson Assessment	Formative: journal entry, participation
Standards	<p>CCSS.ELA-LITERACY.RH.9-10.1 <i>Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</i></p> <p>CCSS.ELA-LITERACY.RH.9-10.2 <i>Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</i></p>
Materials Needed	Internet, 1-1 technology, Exploring Africa, journals, chalk/white/smart board, exit slips

Objectives

Students will be able to...

- Build on their own prior knowledge
- Gain new knowledge through reading informational text
- Correct prior misconceptions through learning new facts
- Make educated predictions

Time	Learning Task	Methods or Procedures
15 min	Intro journal	Have students take out their journals and respond to the following prompt: <i>What is HIV? What is AIDS? What is the difference? How does someone contract it? What happens to a person who has HIV or AIDS? How does the media portray HIV/AIDS?</i> When finished, ask for students to volunteer their answers.
15 min	Read	Have students read Exploring Africa, Unit 4, Module 19, Activity 4, starting at the beginning of the activity, and stopping when they finish the section titled, "HIV/AIDS in East Africa."
10 min	Create fact list	As a class, have students share the facts about HIV/AIDS that they have read in the assigned section. Write a list of these facts on the board in the front of the room for all students to see.

		Have students copy the list in their journals.
10 min	Exit slip	Have students fill out an exit slip in response to the following question: <i>If HIV/AIDS is incurable, how do we stop it from spreading?</i>

HIV/AIDS in Uganda

Time Needed	Approximately 50 minutes
Prior Knowledge	Previous lesson on HIV/AIDS
Lesson Assessment	Formative: Journal entries, participation
Standards	<p>CCSS.ELA-LITERACY.RH.9-10.2 <i>Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</i></p> <p>CCSS.ELA-LITERACY.RH.9-10.3 <i>Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</i></p> <p>CCSS.ELA-LITERACY.RH.9-10.8 <i>Assess the extent to which the reasoning and evidence in a text support the author's claims.</i></p>
Materials Needed	Journal, Exploring Africa, internet access, 1-1 technology

Objectives

Students will be able to...

- Build upon previous knowledge from the last lesson
- Read informational text to gain more insight on the facts
- Make personal connections with the subject matter
- Compare/contrast the treatment of HIV/AIDS in two different countries

Time	Learning Task	Methods or Procedures
10 min	Reflect on exit slips	Ask students to share their thoughts and ideas from the exit slip. How <i>do</i> we stop HIV/AIDS from spreading? What do they think?
10 min	Continue reading	Have students pick up from where they left off in the reading from last lesson, and stop once they have finished the activity.
15 min	Compare/contrast	<p>Students should get out their journals and respond to the following prompt: <i>How has the United States dealt with HIV/AIDS? Do you know of any programs or laws in place to protect people from and prevent the spreading of HIV/AIDS? How does your society treat those infected with HIV/AIDS?</i></p> <p>Ask for students to share their writing with the people around them. When finished, have them</p>

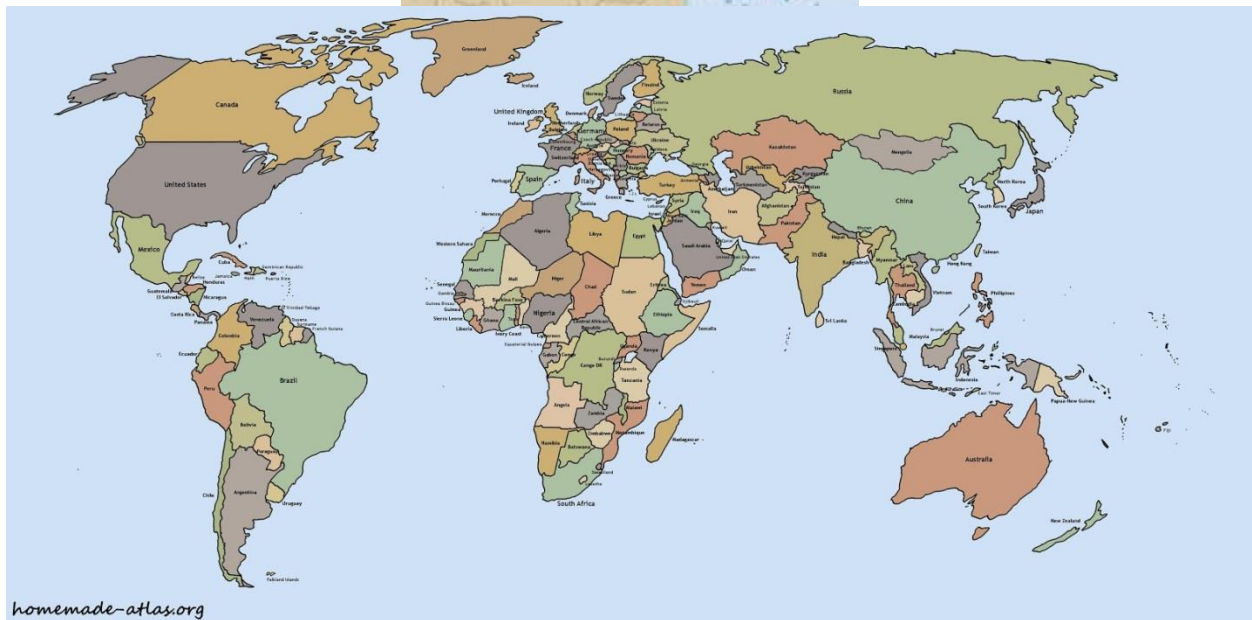
		return to their writing and respond to this additional question: <i>What are the differences in the way that Uganda responds to and treats the HIV/AIDS crisis and the way the United States does? What are the similarities? Do you agree or disagree with any of the methods? Why or why not?</i>
15 min	Discuss	As a whole class now, have students volunteer to share and discuss their thoughts and ideas from the journal writing. Have a discussion about their thoughts as a whole class.

Handouts and Worksheets

The Region Called East Africa.....	30
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The Region Called East Africa

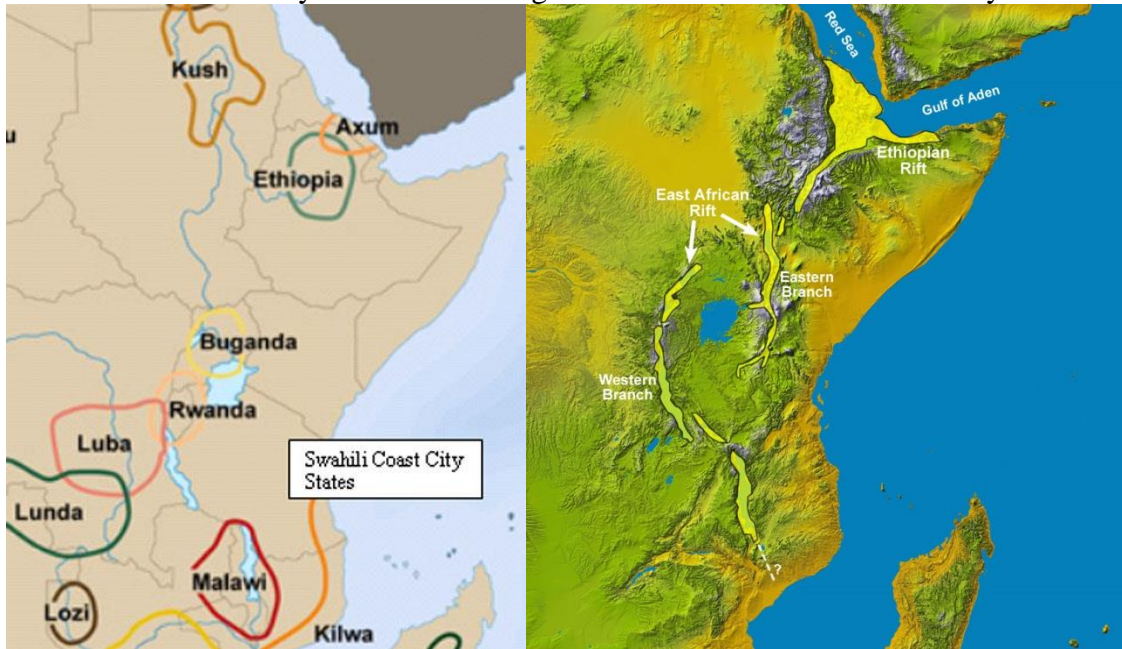
Sudan, Eritrea, Ethiopia, Somalia, Djibouti, Kenya, Uganda, Tanzania, Rwanda, Burundi, Seychelles, Comoros



1. How do you think East African countries have been connected to one another throughout history?
2. How do you think East Africa has been connected to other regions of the world?

Early East African Kingdoms and Trade Networks

Directions: By looking at the maps below and the reading in Module 19, Activity 1; determine the reason behind these early East African kingdoms trade networks and what they traded.



1. Based on the topography of each kingdom, what do you think their trade product was?

Kush:

Axum:

Ethiopia:

Buganda:

Rwanda:

Luba:

Lunda:

Malawi:

Lozi:

Swahili Coast City States:

2. Where did urban centers began developing, and why?

3. Where did the Kiswahili language come from?

4. What was traded along the Swahili coast?

East Africa Independence Pro/Con Chart

Directions: Complete this table using the information provided in Exploring Africa, Unit 4, Module 19, Activity 1 - beginning in the section titled "East Africa Since Independence."

Pros	Cons

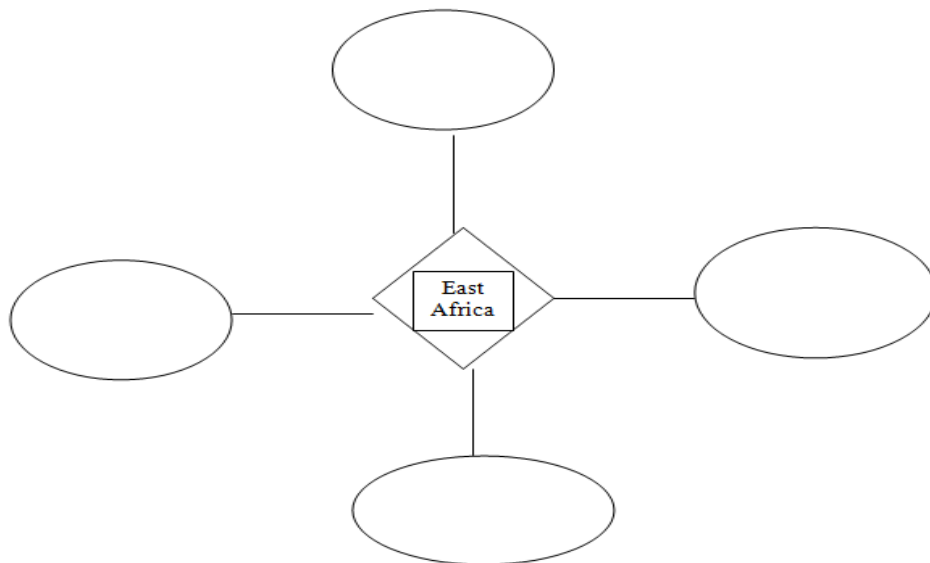
COMESA

Directions: Use the information from Exploring Africa, Unit 4, Module 19, Activity 1, section “East African Regional Organizations” to answer the following questions.

1. What does COMESA stand for? _____
2. What does COMESA do?

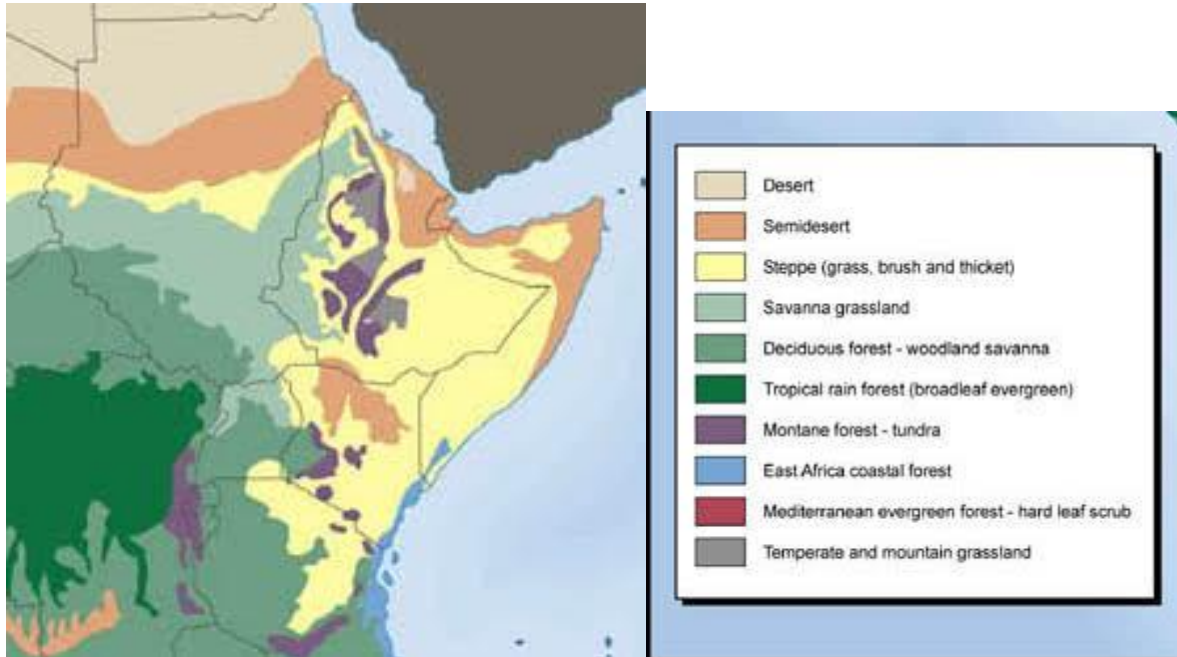
EAST AFRICAN COUNTRIES	COUNTRIES OUTSIDE EAST AFRICA

3. Who is included in COMESA?
4. Choose four connections East Africa has, and write them in the bubbles in this graphic organizer, then write next to the bubble what their connection to East Africa is:



Vegetation of East Africa

Directions: complete the worksheet by using the resources provided to you on this page and the people in your group. Be prepared to share and discuss your answers.



Water in East Africa

Directions: complete the worksheet by using the resources provided to you on this page and the people in your group. Be prepared to share and discuss your answers.



1. Make a list of the countries that have access to fresh water, and make sure to include the waterway the country has access to next to the name of the country in your list:

2. In what ways do humans use water in our societies? Why is it so helpful?

3. Which countries do *not* have access to waterways? How does this impact their society?

4. The amount of rainfall has been decreasing over time in East Africa. How does this impact the region?

Great Rift Valley



Image 1 (<http://www.zoharaficansafaris.com/the-great-rift-valley/>)

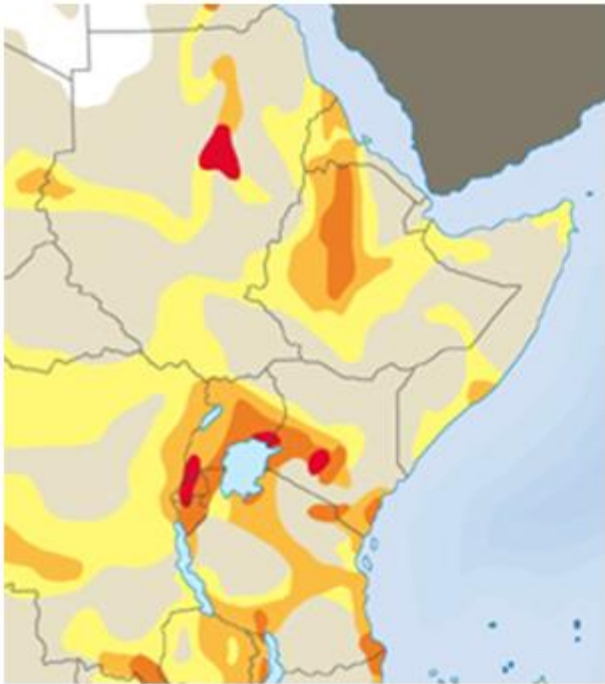


Image 2 (<https://www.rovos.com/great-rift-valley>)



Image 3 (<http://blog.msengonihomestays.com/kenyan-facts-great-rift-valley-future-sea-continent/>)

Population Map of East Africa



Which countries have areas with a population of 500 or above people per square mile?

Which country has an uninhabited region?

Why do you think each country shown has such a wide range of population density?

What factors affect population of a region?

East Africa Population Article 1

East Africa: How Can We Raise Leaders If We Cannot Develop Early Readers?

<http://allafrica.com/stories/201607110660.html>

OPINION By Connie Nshemereirwe

Not long ago, I visited a government primary school in a rural area with the intention of setting up a reading club.

The headmaster directed me to the lower school because the children in the upper school were too busy preparing for their primary leaving examinations to mess around with reading clubs.

I was given about 30 Primary 3 children, and I decided to ease them in by reading from the books the teachers used in class.

To my deep consternation, only a handful could read even a few of the words, and hardly any of them could make sense out of a single sentence.

The most recent report by Uwezo (2014) on learning outcomes among primary school children in Uganda reveals that they "remain low, static and inequitable." Nationally, only three out of 10 children between Primary 2 and Primary 7 can read a Primary 2 story. The situation is not much better in Kenya, where this figure stands at just about four out of 10 children.

In both cases, moreover, this picture conceals wide disparities between regions, and between public and private schools. What's more, the picture has hardly changed in either country over the five years that the assessments have been conducted.

This situation raises several concerns. For one, although Uganda has achieved almost universal enrolment in the first year of primary school, only about one-third of pupils make it to the last year of primary school, and even fewer continue to secondary school.

This means that there are hordes of dropouts who have left school without any skills. Second, even for those who do continue, it is well known that inadequate skills development at the lower levels of school makes it difficult to attain higher level skills farther up the education ladder.

The government recognises that something has to be done, and among other things is focusing on widening access to pre-primary education.

In my own view, however, a more fundamental change is needed. We need to realise that the way education was carried out for the elite of the past does not work for the much more diverse population of pupils today.

For instance, the large majority of those who enrol in the first year of primary school in Uganda do not have a single book in their homes, never mind having read one. Further, with the large classes of today, the teacher cannot pay enough attention to all the children.

Third, the instructional material is often inappropriate because it presents situations that are completely foreign to the pupils.

In the primary school that I mentioned earlier, the school books contained concepts such as "bouncing the ball" -- not only would these children have difficulty reading a word like "bouncing," they have no conceptualisation of a bouncing ball, having never seen one.

If we are to have any chance of bridging the gap for these children, we have to change our approach. Schooling and reading are things so far removed from the daily experience of these children that it is no wonder that they struggle to cope.

The other day, I was walking along in the vicinity of my rural university, and I found a two-year old eating some boiled maize. My first thought was that when she entered school, they would be telling her that A is for Apple, never mind that she has never seen an apple before.

The local language educational policy in Uganda has been resisted, but it has a lot of merit if implemented correctly.

If we want to improve the gains at the lowest levels of primary school, we need to adopt a different approach. To allow the children to make better sense of the education they receive, there has to be much more inquiry, discovery, and experimentation.

Although we are in the era of mass education, every child is unique, and not only brings a unique prior experience to school, she will follow a unique learning path.

What if, in math class, we could get children to count the fingers on a banana cluster, or assemble and disassemble (and multiply and divide) a pile of stones? What if we asked them to count the cows in their yard at home, and draw those cows, and make up or tell a small story about them? Why aren't children outside in the fresh air where they belong?

With our resource limitations, this kind of set-up would be difficult to achieve. Indeed, some educators believe that with such high rates of population growth, the pressure on the formal education system is only set to increase, and countries like ours cannot produce enough teachers, or build enough schools even to keep up, let alone improve quality. The system, as it is, is insupportable, and needs to be supplemented by efforts from individuals and communities through additional education projects.

We need to go beyond mere reform, which tends to move things around but essentially maintains the status quo, and instead think of transformation -- a real disruption of the status quo.

We need to embrace the possibilities that technology presents, and consider both formal and informal avenues of providing education. In order for this to happen, we all have to

assume combined responsibility for the education of the next generation by each of us doing their part.

Dr Connie Nshemereirwe is a senior lecturer in the Faculty of the Built Environment and the Faculty of Education at Uganda Martyrs University.

East Africa Population Article 2

Africa – the great opportunity

11 July 2016 00:00

<https://www.thelawyer.com/issues/11-july-2016/africa-the-great-opportunity/>

Africa is rapidly becoming the global economic growth engine. Half of the world's 25 fastest-growing nations are in Africa and almost 40 per cent of the continent will achieve GDP growth of more than 5 per cent in 2016. The population is set to grow by 50 per cent to 1.5bn by 2030, and by 2040, Africa's working-age population will rise to 1.1bn from about 500m today – greater than the working-age populations of China and India combined.

A burgeoning middle class is also catalysing growth across a range of sectors, including financial services, telecommunications, retail, residential and transportation.

These developments have caught the attention of international investors and multinational companies, many of which are rushing for alternative investment opportunities in response to diminishing growth prospects in BRIC (Brazil, Russia, India and China) and other emerging markets.

But despite the enormous potential, there are serious challenges to investing in Africa. Businesses are vulnerable to risks ranging from commodity price fluctuations and exchange rate volatility to weak regulatory institutions and emerging security threats. This creates misconceptions about doing business in Africa.

Perhaps the most obvious misconception is the belief that the difficulties of doing business are uniform across the continent. In the words of Dr Donald Kaberuka, former president of the African Development Bank and senior representative for the African Union's Commission for Peace Fund, "Africa is a complex mosaic which is very often misunderstood".

Another misconception is that the risk environment is more challenging than in other emerging economies in Latin America or Asia. In fact, studies by the World Bank indicate that doing business in many African countries is no more difficult than in many Latin American or Asian markets.

This article, which is an extract of an upcoming larger report, summarises discussions at Lex Mundi's Emerging Africa Conference in Cape Town in March 2016. The wide range of topics discussed included underlying growth drivers and investment trends, implementing growth strategies in line with local development objectives, changing regulatory frameworks and structuring transactions to satisfy broad stakeholder interests and public concerns.

Participants came away with insights from business leaders and legal experts on how to manage opportunities, challenges and risks when expanding in the region.

Understanding the opportunity

The continent's jaw-dropping rates of population growth certainly capture attention. But during the conference, Patrick Mweheire, chief executive officer of Uganda's Stanbic Bank, outlined some other factors underpinning Africa's allure.

Firstly, the rapid rate of urbanisation that is expected to accompany population growth, coupled with the emergence of a middle class with more disposable income, creates an enormous market for companies investing in the region.

By 2030, it is expected that about half of Africa's projected 1.5bn population will live in cities, and by 2050, the number living in cities will hit 1.2bn. To put this into context, Johannesburg was the only African city with more than one million inhabitants in 1960; now there are 35.

Population growth aside, Africa's vast natural resources make it a compelling investment destination. For example, about 60 per cent of the world's available arable land is in Africa. Beyond minerals, oil and gas, the continent also has natural advantages for investments in renewable energy, particularly wind and solar.

According to data compiled by Clean Energy Pipeline, \$29.9bn has been invested in renewable energy projects in Africa in the last five years.

Mweheire also stressed that improvements in governance and regulation in the past decade have created a more stable investment environment. Importantly, 70 per cent of sub-Saharan Africans now live in free or partially free democracies. Nine elections were held in 2014 and five in 2015.

There have also been significant improvements in financial regulation, with a number of African countries establishing independent central banks with liberalised current and capital accounts. Many central banks have been given responsibility for monetary policy and have been instructed to implement inflation targeting policies.

But despite these vast improvements, there remains a strong perception that macroeconomic uncertainty, corruption and unstable regulatory and governance structures prohibit doing business in Africa.

This was a point debunked by a range of speakers at the conference. According to the World Bank's 2016 ease of doing business rankings, African countries compare well with BRIC nations on factors including dealing with construction permits, getting electricity, registering property and enforcing contracts.

Eight African countries are ranked among the top 100 for ease of doing business. Russia was ranked 51st, China 84th, Brazil 116th and India 130th. Relative to other emerging economies, Africa is not a harder place to do business. That is not to say there are no challenges, but they can be overcome with careful planning.

Four major investment trends

Foreign direct investment (FDI) in Africa is increasing. But which countries and industries is it flowing to and who is providing capital? Dr Martyn Davies, managing director for emerging

markets and Africa at Deloitte, spoke to the conference about four main trends that currently define foreign investment.

The first is Africa's evolving relationship with China. Since the introduction of China's Africa policy in 2000, China has become Africa's biggest trading partner. The majority of African goods exported to China are raw materials.

This has brought significant wealth to Africa, but in some circumstances has resulted in countries being over-reliant on commodity exports. China has also provided various economic aid programmes and loans.

The second main trend concerns the decline in commodity prices and exports. Reduced demand and, in some cases, increased supply, particularly of metals and crude oil, have triggered devaluation of some African currencies against the dollar.

Countries such as Angola and Nigeria have been hit particularly hard and have had to renegotiate debts with China.

A third trend is the bifurcation of the continent's growth prospects into east and west. East Africa is relatively less dependent on oil and gas exports, and so has been less severely affected by the decline in commodity prices. Certain east African nations have also invested in critical infrastructure, undertaken political and economic reforms and diversified trade links across the Middle East, India and Africa.

These efforts are bearing fruit. Ethiopia's economy is growing at double-digit rates while Rwanda is growing at 6.3 per cent and Kenya at 6.2 per cent. There is also renewed confidence in Tanzania's economy.

In contrast, Africa's western nations are generally more reliant on oil and gas exports, which are declining. Also, FDI in some west African countries has been stifled by adverse regulatory conditions. But within these regions, investment is particularly strong in certain countries and cities.

This was the fourth major investment trend Davies highlighted at the conference – the emergence of four countries and cities as investment hubs where international companies are establishing platforms to expand to other parts of Africa. These are Johannesburg, Lagos, Morocco and Nairobi.

For example, Lagos state government reported FDI of N5bn (£13m) in the city of Lagos in the first quarter of 2016, which is 50 per cent more than the total volume of FDI in 2015.

Last year, the city established the Office of Overseas Affairs & Investment to boost international investment in Lagos. This is just one of a series of measures to encourage inward investment. Lagos state has already created investor-friendly legal and regulatory frameworks, such as the land reform act, double taxation treaties, limited liability reviews and free trade zones.

The table below shows some of the most active local African law firms

Firm	Country	Offices
Aellex	Nigeria	Abuja, Accra, Lagos, Port Harcourt
Ajumogobia & Okeke	Nigeria	Abuja, Lagos, Port-Harcourt
Aluko & Oyebode	Nigeria	Abuja, Lagos, Port Harcourt
Armstrongs	Botswana	Gaborone
ATZ Law Chambers	Tanzania	Dar es Salaam
Benwo & Ighodalo	Nigeria	Abuja
Bentsi-Enchill Letsa & Ankomah	Ghana	Accra
Bowman Gilfillan Africa Group	Pan-African	Antananarivo, Cape Town, Dar es Salaam, Durban, Gaborone, Johannesburg, Kampala, Nairobi
Collins Newman & Co	Botswana	Gaborone
Couto Graça e Associados Limitada	Mozambique	Maputo
Engling Stritter & Partners	Namibia	Windhoek
ENSAfrica	South Africa	Accra, Alexandra, Cape Town, Dar es Salaam, Durban, Johannesburg, Kampala, Kigali, Mitchells Plain, Port Louis, Stellenbosch, Swakopmund, Walvis Bay, Windhoek
Hamilton Harrison & Matthews	Kenya	Nairobi, Mombasa
Helmy Hamza & Partners	Egypt	Cairo
Kaplan & Stratton	Kenya	Nairobi
Koep & Partners	Namibia	Windhoek
MMAKS	Uganda	Kampala
Perchstone & Graeys	Nigeria	Abuja, Benin, Lagos
Templars	Nigeria	Abuja, Lagos, Oghoghoh; Akpata
TRLP Law	Nigeria	Abuja, Lagos, London, California
Udo Udoma & Belo-Osagie	Nigeria	Abuja, Lagos, Port Harcourt, Uyo
Walker Kontos	Kenya	Nairobi
Webber Wentzel	South Africa	Cape Town, Johannesburg
Werksmans	South Africa	Cape Town, Johannesburg, Stellenbosch, Tyger Valley

Source: The Lawyer Africa Elite 2016 report supplemented with additional recent data

Four key challenges

But investing in Africa presents a wide range of challenges, and Kaberuka cited four major problems that are inhibiting FDI in Africa.

The first is the macroeconomic climate. Many African nations have made great strides to implement economic reforms in the past three decades, including the formation of independent central banks, financial market liberalisation and budget deficit management. That said, many African economies have not reformed sufficiently and are still over-reliant on commodity exports. These nations have been particularly vulnerable to the fall in commodity prices.

Kaberuka called for countries that still depend on natural resources to swiftly carry out further reforms, including cutting expenditure, identifying new sources of revenue, managing exchange rates and removing import controls.

The second challenge relates to a lack of economic transformation, which means Africa's strong rate of economic growth over the past decade has not been matched by corresponding increases in employment, equality and productivity. To achieve true economic transformation, Kaberuka

advised African countries to invest in infrastructure, cross-border market integration and the development of mid-level skills.

The third challenge is institutional and regulatory risk. How can companies invest significantly in Africa if they are not confident that the regulatory environment will not change suddenly?

In the past, the main regulatory risk was nationalisation, asset confiscation or dividend repatriation. Now weak institutions are the main problem. In South Africa, for example, tariff policies for energy are clear, but the regulator underpinning the market is not independent.

Apart from measures in the 17 countries that belong to OHADA (Organisation for the Harmonisation of Business Law in Africa), national regulatory frameworks are not consistent. Inward investors therefore need to become au fait with multiple regimes. The level of corruption in some African countries also causes issues when it comes to complying with the international reach of the US Foreign Corrupt Practices Act, the UK Anti-Bribery Act and similar laws from other countries.

“When we went on our big African expansion drive, we had a clear and uncompromising policy of no bribery or corruption,” says Samuel Ayim, group general counsel at Ecobank Transnational. “In some countries, this practice was so ingrained that it was hard, but it was a fundamental principle for us.

“Ecobank has a culture that is total compliance. Every central bank knows this. It is critical to ensure discipline and compliance with this. We have some written rules of business ethics and all directors are required to sign a code of conduct.”

Over time, such an unyielding commitment to compliance can become a valuable asset and even a competitive business advantage.

The last challenge, but certainly not the least important, relates to security. True, the continent is politically more stable than it ever has been over the past 20 years, but high-impact terrorism incidents still occur. These not only take a heavy human toll, but also knock investor confidence.

Foreign companies must consider a range of issues, including liability as well as providing adequate training and protection of staff. It should be remembered that the level of security risk varies within countries and across Africa. The security threats in Africa are also not dissimilar to those in other emerging markets.

Conclusion

Rampant population growth, urbanisation and a burgeoning middle class make Africa an attractive continent for foreign investment. But despite the continent’s obvious potential, important challenges and risks remain part of the landscape.

Although significant progress has been made in recent decades, unemployment rates remain very high, economies are still over-reliant on commodity exports and regulatory institutions are not yet as effective as in developed economies. And that’s not to mention ongoing security concerns.

Yet risks can be mitigated with astute planning and adaptation to local conditions. Detailed risk management strategies, employment of local managers and advisers, zero tolerance policies against corruption and alignment of company goals with local development requirements are all easier said than done. But get them right and Africa offers rich rewards.

Tourist Destinations in East Africa



Diani Beach, Kenya



Mombasa Port, Kenya



Zanzibar Museum, Tanzania



Gondar Palace, Ethiopia



Ngorongoro Crater, Tanzania



Spice Island, Zanzibar

A History of Power Imbalances in Rwanda

Directions: As you read Exploring Africa, Unit 4, Module 19, beginning with the section titled “I. A History of Power Imbalances in Rwanda,” complete the following table. After finishing the reading, you will need to conduct research of your own to finish filling out the table. Fill out each column with events, characteristics, locations, etc. that are specific to each ethnic group in Rwanda.

Twa	Hutu	Tutsi

UN Failed Rwanda

Associated Press/ Nando Media
December 16, 1999

United Nations - A report assessing United Nations involvement in Rwanda said on its release Thursday that the UN and its member states failed Rwanda in deplorable ways in 1994, ignoring evidence that a genocide was planned, refusing to act once it was under way and finally abandoning the Rwandan people when they most needed protection.

The independent report, commissioned by Secretary-General Kofi Annan, showed a UN peacekeeping mission in Rwanda doomed from the start by an insufficient mandate and later destroyed by the Security Council's refusal to strengthen it once the killings began. And it showed UN officials - Annan and then-Secretary-General Boutros Boutros-Ghali among them - unable or unwilling to act on information from the field that a massive slaughter was occurring and that they needed to do something to stop it.

Coupled with another self-critical analysis of the UN role in the fall of Srebrenica during the Bosnian war, the report is sure to fuel the growing international debate about the imperative of the United Nations and its member governments to stop grave violations of human rights.

In a statement, Annan acknowledged the systematic failure of the United Nations and expressed his "deep remorse" on behalf of the organization. Annan, who was head of UN peacekeeping operations during the genocide, commissioned the report to find out the truth about the UN role in the massacre and to learn from the mistakes. He appointed a three-man team to conduct the 6-month-long analysis, and turned over UN files, cables and archives as well as UN personnel for testimony.

Former Swedish Prime Minister Ingvar Carlsson led the team and was joined by former South Korean Foreign Minister Han Sung-Joo and Maj. Gen. Rufus Modupe Kupolati of Nigeria. "Our conclusion is there is one overriding failure which explains why the UN could not stop or prevent the genocide, and that is a lack of resources and a lack of will - a lack of will to take on the commitment necessary to prevent the genocide," Carlsson said at a press conference Thursday.

The United Nations launched its peacekeeping mission for Rwanda in October 1993 to monitor a cease-fire agreement between the Rwandan Hutu government and the rebel Rwandese Patriotic Front. The mission, which was not allowed to use military force to achieve its aims, was limited to investigating breaches in the cease-fire, helping humanitarian aid deliveries and contributing to the security of the capital, Kigali. The mission proved insufficient after the government launched the slaughter of an estimated 800,000 minority Tutsis and moderate Hutus following the downing of the Rwandan president's plane on April 6, 1994.

The report faulted the United Nations in several key areas leading up to that date, including its failure to act on a now-famous cable sent by the force commander, Canadian Lt. Gen. Romeo Dallaire on Jan. 11, 1994 warning of the risk of genocide. The cable was received by Annan and wasn't shared with the Security Council and didn't receive the follow-up such an important piece of evidence deserved, the report said. In addition, the United Nations and Security Council virtually ignored a groundbreaking assessment by the UN human rights investigator for Rwanda who raised the possibility in August 1993 that a genocide might occur.

But the report points most of its criticism at how the United Nations - and in particular its Security Council members - reacted to the killings once they started. There was little political will within the council, particularly from the United States, to authorize a robust peacekeeping force in the months after the failed Somalia mission, that left 18 Americans dead. After rampaging killers in Rwanda killed 10 Belgian peacekeepers at the beginning of the genocide, there was little will to keep the peacekeepers in place, much less strengthen their mandate.

The departure of peacekeepers from a school where thousands of civilians had massed hoping for protection was cited by the report as one of the main reasons for the enduring bitterness Rwandans feel Thursday toward the United Nations because of the ensuing massacre there. "The manner in which the troops left, including attempts to pretend to the refugees that they were not in fact leaving, was disgraceful," the report said.

The report made 14 key recommendations, including calling for the U.N. chief to initiate an action plan to prevent another genocide. It also recommended the United Nations apologize to Rwanda.

UNAMIR

UNAMIR International Tribunal for Rwanda 1999 Independent Inquiry **UNAMIR**

Fighting between the Armed Forces of the mainly Hutu Government of Rwanda and the Tutsi-led Rwandese Patriotic Front (RPF) first broke out in October 1990 across the border between Rwanda and its northern neighbour, Uganda. A number of ceasefire agreements followed, including one negotiated at Arusha, United Republic of Tanzania, on 22 July 1992, which arranged for the presence in Rwanda of a 50-member Neutral Military Observer Group I (NMOG I) furnished by the Organization of African Unity (OAU). Hostilities resumed in the northern part of the country in early February 1993, interrupting comprehensive negotiations between the Government of Rwanda and RPF, which were supported by OAU and facilitated by the United Republic of Tanzania.

The United Nations active involvement in Rwanda started in 1993, when Rwanda and Uganda requested the deployment of military observers along the common border to prevent the military use of the area by RPF. The Security Council in June 1993 established the [United Nations Observer Mission Uganda-Rwanda \(UNOMUR\)](#) on the Ugandan side of the border to verify that no military assistance reached Rwanda.

Meanwhile, the Arusha talks, brokered by Tanzania and OAU, reconvened in March 1993 and finally led to a peace agreement in August 1993. The comprehensive peace agreement called for a democratically elected government and provided for the establishment of a broad-based transitional Government until the elections, in addition to repatriation of refugees and integration of the armed forces of the two sides. Both sides asked the United Nations to assist in the implementation of the agreement. In early August 1993, NMOG I was replaced by an expanded NMOG II force, composed of some 130 personnel to operate as an interim measure pending the deployment of the neutral international force.

In October 1993, the Security Council, by its [resolution 872 \(1993\)](#), established another international force, the **United Nations Assistance Mission for Rwanda (UNAMIR)**, to help the parties implement the agreement, monitor its implementation and support the transitional Government. UNAMIR's demilitarized zone sector headquarters was established upon the arrival of the advance party and became operational on 1 November 1993, when the NMOG II elements were absorbed into UNAMIR. Deployment of the UNAMIR battalion in Kigali, composed of contingents from Belgium and Bangladesh, was completed in the first part of December 1993, and the Kigali weapons-secure area was established on 24 December.

The United Nations solicited troop contributions, but initially only Belgium with a half a battalion of 400 troops, and Bangladesh with a logistical element of 400 troops, offered personnel. It took five months to reach the authorized strength of 2,548. But because of many unresolved issues between the parties, implementation of the agreement was delayed. Consequently, the inauguration of the transitional Government never took place.

In April 1994, the Presidents of Rwanda and of Burundi were killed while returning from peace talks in Tanzania, when the Rwandese plane crashed, in circumstances that are still to be determined, as it was landing in Kigali, Rwanda's capital. This set off a tidal wave of political and

ethnic killings: the Prime Minister, cabinet ministers and UNAMIR peacekeepers were among the first victims.

The killings, targeting Tutsi and moderate Hutus, were mainly carried out by the armed forces, the presidential guard and the ruling party's youth militia, as subsequently confirmed by the Special Rapporteur on Rwanda of the United Nations Human Rights Commission. The RPF resumed its advance from the north and the east of Rwanda, and government authority disintegrated.

An interim Government was formed, but failed to stop the massacres. With the RPF's southward push, the number of displaced persons and refugees increased tremendously. On 28 April alone, 280,000 people fled to Tanzania to escape the violence. Another wave of refugees went to Zaire. The United Nations and other agencies provided emergency assistance on an unprecedented scale.

UNAMIR sought to arrange a ceasefire, without success, and its personnel came increasingly under attack. After some countries unilaterally withdrew their contingents, the Security Council, by its [resolution 912 \(1994\)](#) of 21 April 1994, reduced UNAMIR's strength from 2,548 to 270. Despite its reduced presence, UNAMIR troops managed to protect thousands of Rwandese who took shelter at sites under UNAMIR control.

The Security Council, by adopting [resolution 918 \(1994\)](#) of 17 May 1994, imposed an arms embargo against Rwanda, called for urgent international action and increased UNAMIR's strength to up to 5,500 troops. But it took nearly six months for Member States to provide the troops.

To contribute to the security of civilians, the Council, by [resolution 929 \(1994\)](#) of 22 June 1994, authorized, under Chapter VII of the United Nations Charter, a multi-national humanitarian operation. French-led multinational forces carried out "Operation Turquoise", which established a humanitarian protection zone in south-western Rwanda. The operation ended in August 1994 and UNAMIR took over in the zone.

In July, RPF forces took control of Rwanda, ending the civil war, and established a broad-based Government. The new Government declared its commitment to the 1993 peace agreement and assured UNAMIR that it would cooperate on the return of refugees.

For their part, when the conflict broken out in April, UNOMUR observers had expanded their monitoring activities in Uganda to the entire border area. But the Security Council gradually scaled down the operation, and UNOMUR left Uganda in September.

By October 1994, estimates suggested that out of a population of 7.9 million, at least half a million people had been killed. Some 2 million had fled to other countries and as many as 2 million people were internally displaced. A United Nations humanitarian appeal launched in July raised \$762 million, making it possible to respond to the enormous humanitarian challenge.

A Commission of Experts established by the Security Council reported in September that "overwhelming evidence" proved that Hutu elements had perpetrated acts of genocide against the Tutsi group in a "concerted, planned, systematic and methodical way." The final report of the Commission was presented to the Council in December 1994.

In the following months, UNAMIR continued its efforts to ensure security and stability, support humanitarian assistance, clear landmines and help refugees to resettle. But Rwanda supported

ending the mission, stating that UNAMIR did not respond to its priority needs. The Security Council heeded that request, and UNAMIR left in March 1996.

At a meeting organized by Rwanda and the United Nations Development Programme in 1996, international donors pledged over \$617 million towards the reconstruction of the country. United Nations agencies have continued to provide humanitarian aid and to assist in the return of the refugees.

International Tribunal for Rwanda

On 8 November 1994, the Security Council established the [International Tribunal for Rwanda](#) "for the sole purpose of prosecuting persons responsible for genocide and other serious violations of international humanitarian law committed in the territory of Rwanda and Rwandan citizens responsible for genocide and other such violations committed in the territory of neighbouring States, between 1 January 1994 and 31 December 1994". Located in Arusha, Tanzania, the Tribunal issued the first indictments in 1995 and held the first trials in 1997.

1999 Independent Inquiry

Five years after the event, the United Nations and the whole international community remained accused of not having prevented the genocide. In view of the enormity of what happened, and the questions that continued to surround the actions of the United Nations and its Member States before and during the crisis, in March 1999 the Secretary-General, with the approval of the Security Council, commissioned an independent inquiry into those actions. The members included Mr. Ingvar Carlsson (former Prime Minister of Sweden), Professor Han Sung- Joo (former Foreign Minister of the Republic of Korea) and Lieutenant-General Rufus M. Kupolati (rtd.) (Nigeria).

The findings of the inquiry were [made public](#) on 15 December 1999. The inquiry concluded that the overriding failure in international community's response was the lack of resources and political will, as well as errors of judgement as to the nature of the events in Rwanda. Expressing deep remorse over the failure to prevent the genocide in Rwanda, the Secretary-General, in a statement on 16 December, said that he fully accepted the conclusions of the report. He welcomed the emphasis which the inquiry had put on the lessons to be learned, and its recommendations to ensure that the United Nations and the international community could and would act to prevent or halt any other such catastrophe in the future.