Objectives
Students will identify the six economic functions of government; organize examples of government actions and policies within various economic functions; understand the history of Rwanda; describe the genocide that took place in 1994; identify steps being taken to improve the economy of Rwanda including increasing education, investing in human capital, and diversifying resource base.

Time
One to Three Class Periods

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Materials
WIDE ANGLE: "Ladies First"
http://www.pbs.org/wnet/wideangle/episodes/ladies-first/full-episode/610/
Timeline of Rwanda
http://news.bbc.co.uk/1/hi/world/africa/country_profiles/1070329.stm
Country Profile
http://news.bbc.co.uk/1/hi/world/africa/country_profiles/1070265.stm
Ghosts of Rwanda
http://www.pbs.org/wgbh/pages/frontline/shows/ghosts/
THE CONNECTION
Activities
To assist students in gathering and organizing information, distribute copies of the Student Activity Guide provided in this lesson.

Activity 1
Begin by allowing students to gather some basic information about Rwanda from the BBC News Web site. Ask students to read the timeline of Rwanda http://news.bbc.co.uk/1/hi/world/africa/country_profiles/1070329.stm and the country profile of Rwanda http://news.bbc.co.uk/1/hi/world/africa/country_profiles/1070265.stm.

After students have a basic understanding of Rwanda's historical timeline, allow them time to further explore the genocide that took place in 1994. In 100 days, 800,000 people were systematically murdered. Many were tortured and raped. This is a concept inconceivable to most and may be very difficult for students to fully comprehend.

Ask students to explore "Ghosts of Rwanda," a FRONTLINE Web site that is a companion to the documentary that investigated the genocide ten years after it occurred. Ask students to log on to http://www.pbs.org/wgbh/pages/frontline/shows/ghosts/.

Activity 2
On the website "THE CONNECTION" http://www.theconnection.org/shows/2004/04/20040422_b_main.asp, you can listen to an NPR report and an interview with two women who experienced the terror of the genocide and who discuss how women are essential to rebuild Rwanda. This is an hour-long call-in show, so listen to it before sharing it with your class and select a few segments that are appropriate for the maturity and attention span of your class. Listening to two women who have experienced this terror is incredibly moving and makes it feel more real.

Consider discussing how each of the women is currently involved with projects to provide aid to others. You may also discuss the very different experiences of the women. What did they see? Why did they return to Rwanda? Also, pause frequently to allow students to comment on or ask questions about what is being discussed. Make sure students understand the accents, locations being mentioned, and horrors of which these women speak so freely.

Activity 3
Next ask students to log on to the WIDE ANGLE Website to view the "Ladies First" video. http://www.pbs.org/wnet/wideangle/episodes/ladies-first/full-episode/610/

This briefing mentions the role of women in rebuilding Rwanda, and it also introduces the concept of gender quotas in government. Make sure students understand what a quota is and that some countries, including Rwanda, have established gender quotas for representation in government. Ask students how that may affect representation. How would having more women in decision-making positions affect the decisions made in government?

Next ask students to look at the Photo Essay. Ask them to identify common themes in the photos and to describe how these images differ from the ones they looked at earlier in the lesson. After students have had time to explore the photos, discuss them. During the discussion, students should mention that the images depict women in non-traditional roles. Women are undertaking more responsibility in the home and in government as women won 48 percent of elected offices. They may also notice women participating in voting, leading reconciliation efforts between ethnic groups, and leading money making opportunities in farming and agriculture.


Determine where women have obtained the greatest representation. Students will discover that Rwanda ranks first in gender balance with nearly 49 percent of its legislature composed of women. Ask students to then select Handbook from the menu bar. In this section, students can explore a five-part series about Rwanda's challenges.
Activity 4

Following are a series of Web sites and article describing Rwanda today and the struggle of rebuilding. Use the resources listed below and Web sites already visited to analyze how Rwanda is addressing each of the six functions of government.

**BBC News**
http://news.bbc.co.uk/1/hi/business/3586851.stm
This links to an article on Rwanda’s struggle to rebuild their economy, and on the right side there are several related links to more information about Rwanda.

**afrolNews**
http://www.afrol.com/articles/12812
This site offers an article specific to Rwandan women and the rebuilding of the economy, with sidebars with many other related articles.