



Marietta City Schools
2025-2026 District Unit Planner

MCS I&S IB 20th Century History (IBHY2)

Unit Title/ Topic	<i>Unit 1</i> <i>Rwanda Civil War + Introduction to the Internal Assessment</i>	Hours	23 Hours
--------------------------	--	--------------	----------

Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?*

Unit Description and texts

This unit will explore the Rwandan Civil War (1990-1994) from the perspective of the war's causes, practices, and effects. Activities will be designed to introduce students to the standards that the IB prescribes for this Paper 2 topic.

The unit will also introduce skills and procedures for the students' planning and execution of the Internal Assessment. Activities will be designed to introduce skills such as historical argumentation, the use of specific evidence and analysis, and the awareness and evaluation of multiple perspectives.

All texts can be found on the detailed planning document linked in the Resources section at the end of this planner.

Transfer goals/Skills	Approaches to learning (ATL)
<p>Skills: Historical argumentation Use of specific evidence and vocabulary in writing Awareness and evaluation of multiple perspectives</p> <p>Details: Students will be able to apply their learning from this unit to an evaluation of history that helps prepare them for writing the external assessment, Internal Assessment in IB History , and the Paper 2 Essay. Students will use their knowledge from this unit to answer a prompt that uses the same command terms on the IB Exam.</p>	<p>Category: Collaboration</p> <p>Details: Students will have multiple opportunities to collaborate during this unit. They will be presenting in class, researching claims, evidence and reasoning, as well as writing multiple times.</p> <p>Some of the opportunities for collaboration include...</p> <ul style="list-style-type: none">• Working through events leading up to and during the Rwandan Genocide to construct an accurate timeline• Working with a partner to create a presentation that explores a cause of the Rwandan Genocide• Group discussions to examine prominent reasons for the RPF's victory in the Rwandan Civil War

Content/skills/concepts		Learning process	
<p><u>Students will know the following content:</u> Causes: Ideological, political, economic, and territorial Practices: Technology, strategies, human and economic resources, and foreign influence Effects: Success and failures of peacemaking; political, economic, and social effects of war</p> <p><u>Students will develop the following skills:</u> Crafting a historical research question Developing historical argumentation Knowing and using specific vocabulary to support a claim Building analysis to connect vocabulary with a claim Recognizing and evaluating multiple perspectives</p> <p><u>Students will grasp the following concepts:</u> Why do countries, or different interests, go to war? What differentiates a long term from a short term cause of war? How do countries use resources in war? How does technology impact the outcome of wars? What influence do foreign countries have on the outcome of wars What are the successes and failures of attempts at peacemaking? What are the various effects of war?</p>		<p>PowerPoint lecture/notes:</p> <ul style="list-style-type: none"> • Long term causes of the Rwandan Civil War • Narrative of events from the end of the Rwandan Civil War to the beginning of the genocide • Effects of the Rwandan Genocide - political, social, cultural <p>Small Group Debates and Activities</p> <ul style="list-style-type: none"> • Causes of the Rwandan Civil War timeline activity • Reasons for the RPF victory in the Rwandan Civil War • Most significant effects of the Rwandan Genocide <p>Document Analysis:</p> <ul style="list-style-type: none"> • Genocide Cable • Effects of RTLM Radio on the Rwandan Genocide (Paper 1 preview) <p>Assessments</p> <ul style="list-style-type: none"> • Formative writing samples • Unit vocabulary matching quiz • Modified Paper 2 summative essay 	
Language and Learning		TOK Connections	CAS connections
<p>Demonstrating Proficiency</p> <p>Details:</p> <p>Students will have multiple ways to show proficiency in their ability to use the terminology of history correctly and within context. Students will build upon preexisting writing and communication skills. Students will need scaffolding for thesis statements, specific evidence and analysis.</p>		<p>Personal and shared knowledge Ways of knowing Areas of knowledge The knowledge framework <i>(Keep those used during the unit. Aim for a variety of approaches to help facilitate learning. Delete those not used and this statement)</i></p> <p>Details: Students will examine to what extent is violence inevitable in a conflict-driven society?</p>	<p>Creativity Activity Service <i>(Keep those used during the unit. Aim for a variety of approaches to help facilitate learning. Delete those not used and this statement)</i></p> <p>Details: Students will demonstrate understanding of the causes of the Rwandan Genocide by creating a visual representation of their chosen theme.</p>
Essential Understandings and Questions			

Factual: What are the main causes and effects of the Rwandan Civil War?

Conceptual: What practices were most important in determining the outcome of the Rwandan Civil War?

Debatable: To what extent was the Rwandan Genocide, which occurred after the end of the Rwandan Civil War, inevitable as a result of the causes of the Civil War?

Assessment Tasks
List of common formative and summative assessments.

DP Assessments	Assessment Objectives Students will form a research question for their Internal Assessment that allows for historical argumentation, the use of specific evidence and analysis, and the awareness and evaluation of multiple perspectives Students will understand the causes, practices, and effects of the Rwandan Civil War in order to successfully write a Paper 2 style essay <table><tr><th>Topic</th><th>Prescribed content</th></tr><tr><td>Causes of war</td><td><ul style="list-style-type: none">Economic, ideological, political, territorial and other causesShort-term and long-term causes</td></tr><tr><td>Practices of war and their impact on the outcome</td><td><ul style="list-style-type: none">Types of war: civil wars; wars between states; guerrilla warsTechnological developments; air, naval and land warfareThe extent of the mobilization of human and economic resourcesThe influence and/or involvement of foreign powers</td></tr><tr><td>Effects of war</td><td><ul style="list-style-type: none">The successes and failures of peacemakingTerritorial changesPolitical impact: short-term and long-termEconomic, social and demographic impact; changes in the role and status of women</td></tr></table>	Topic	Prescribed content	Causes of war	<ul style="list-style-type: none">Economic, ideological, political, territorial and other causesShort-term and long-term causes	Practices of war and their impact on the outcome	<ul style="list-style-type: none">Types of war: civil wars; wars between states; guerrilla warsTechnological developments; air, naval and land warfareThe extent of the mobilization of human and economic resourcesThe influence and/or involvement of foreign powers	Effects of war	<ul style="list-style-type: none">The successes and failures of peacemakingTerritorial changesPolitical impact: short-term and long-termEconomic, social and demographic impact; changes in the role and status of women	Formative Assessments	CER Responses Students will have short, paragraph-style writing assignments from current content to mirror correct writing structure for essays ID Quiz Students will complete a vocabulary matching quiz to assess understanding of unit terminology Notes Packets Students will complete a unit notes packet that is structured to mirror the IB unit standards One-Pagers Students will complete a one-pager that outlines the possible Paper 2 essay questions at the end of the unit; one-pagers ask for an argument, key terms, and a multiple perspective per prompt	Summative Assessments	Paper 2 Summative Essay Students will write a Paper 2 style essay and will be scored on the linked rubric below Paper 2 Rubric
Topic	Prescribed content												
Causes of war	<ul style="list-style-type: none">Economic, ideological, political, territorial and other causesShort-term and long-term causes												
Practices of war and their impact on the outcome	<ul style="list-style-type: none">Types of war: civil wars; wars between states; guerrilla warsTechnological developments; air, naval and land warfareThe extent of the mobilization of human and economic resourcesThe influence and/or involvement of foreign powers												
Effects of war	<ul style="list-style-type: none">The successes and failures of peacemakingTerritorial changesPolitical impact: short-term and long-termEconomic, social and demographic impact; changes in the role and status of women												

Learning Experiences		
Add additional rows below as needed		
Topic or Content	Learning Experiences	Personalized Learning and Differentiation
Introduction to Historical Argumentation Introduction to Multiple Perspectives	The Food Question <ul style="list-style-type: none"> Students will be given an electronic template of the presentation above Students will identify a local restaurant and examine multiple perspectives for that restaurant Students will also form an argument for the question established → to what extent is that restaurant the best food option in Marietta? Some students will be chosen to present their findings in order to identify good use of perspectives and argumentation 	Students choose their own restaurant to profile which allows them to use their interests to engage the required skills; students that are comfortable presenting in front of a group may be chosen to present, while others can observe and reflect on how well their peers showed the historical skills
Causes of War → Economic, Territorial, Ideological, and Political	Causes of the Rwandan Civil War Gallery Walk <ul style="list-style-type: none"> Students work in pairs and are assigned a cause of the Rwandan Civil War Student pair must create a presentation on the cause with mostly images and limited text Students must also bring a tangible object to enhance their presentation Students give their presentation in a gallery walk formatting; time split into two halves with students taking notes on other presentations in one half and presenting in the other half 	Students work together to build their own presentations, using their creativity to build a Slides presentation built mostly from images, along with bringing in or creating a physical object to reflect the content; students switch roles in the middle of the activity from presenting to taking notes on other presentations
Content Resources		
Causes and Effects of 20th Century Wars Textbook Rwanda Intro Timeline and Context Passages		

[Causes of Rwanda Gallery Walk Presentations Prompt](#) and [Notes Page](#)

[Rwandan Civil War Content Notes](#)

[Rwandan Civil War Timeline](#)

[Why the RPF Won Article](#)

[Ten Stages of Genocide](#)

[Genocide Stations Activity](#)

[Rwandan Stories](#) (Firefox only)

Videos - Genocide: Ntarma Church Massacre, A Day in the Marshes, Hotel Rwanda

[PAPER 2 - Rwandan Civil War Prompts](#)

[Rwandan Civil War Notes Packet \(for student completion\)](#)

[Rwandan Civil War Notes \(for student use to help on Notes Packet\)](#)

[Rwandan Genocide ID List](#)