

When the world
closed its eyes,
he opened his arms.

DEAR EDUCATOR,

In 1994 almost one million people were killed in a systematic genocide in the central African country of Rwanda. As the world stood by, a handful of brave, resourceful and inspiring individuals did all they could to save Rwandans from brutal deaths. Paul Rusesabagina, whose story is portrayed in the powerful and hopeful film *Hotel Rwanda*, reminds all of us what one person can accomplish when moved to act.

Hotel Rwanda addresses a horrific issue: genocide. This is a difficult and upsetting topic. Yet, as the film shows, while people and governments chose to ignore the 1994 Rwandan genocide, one individual bravely risked his life and stood up to the horror, calling upon all of his resources to first save his family, then ended up saving 1,268 helpless refugees.

Terry George, *Hotel Rwanda's* director, takes us on Paul's journey, showing the country's struggle and how the world turned a blind eye. He leads us in the end to a place of hope and promise.

The enclosed teacher's guide, a companion piece to the film, is produced by Amnesty International USA in cooperation with United Artists. This guide is intended for use by high school age students and can be used in the traditional classroom or a community setting.

The purpose of this educator's guide is to explore the history of the crisis and generate debate on strategies that could have been pursued to prevent the genocide. It is also a tool for analyzing what will be effective in the future as the international community confronts similar conditions.

This guide offers educators an opportunity to explore the idea of individual and collective responsibility. Two of the lessons included in this guide examine the role of the international community and the role of the media. The third lesson addresses the issue of transition – hope, accountability and how a country recovers from such a horrific event.

There are many questions that can be asked about how the genocide in Rwanda could have happened; the lessons in this guide seek to address some of those questions. A deeper and much more difficult issue to grapple with is that of the role of the individual. What moves any of us to action? What influences our actions and behaviors? How do we reconcile our inaction in the face of injustice? How do we mobilize others, and how do we tap into our own resources to create change?

Hotel Rwanda opens at a theater near you on January 7, 2005, and is an excellent way to start your school year with an opportunity to discuss and debate all of these important issues.

We have heard the phrase "never again," yet again today we see evidence of human tragedies. As you watch this movie, I hope you are troubled by what you see. I hope you are inspired by Paul's actions, I hope you are moved and you do whatever you can to ensure that never again truly means never again.

Peace,

Karen Robinson
Director, Human Rights Education Amnesty International USA



DON CHEADLE SOPHIE OKONEDO NICK NOLTE

HOTEL RWANDA

A TRUE STORY

FILM SYNOPSIS

Ten years ago as the country of Rwanda descended into madness, one man made a promise to protect the family he loved and ended up finding the courage to save over 1,200 people. *Hotel Rwanda* tells the inspiring story of real-life hero Paul Rusesabagina (Don Cheadle), a hotel manager in Rwanda who used his courage and cunning to shelter over a thousand refugees from certain death.

While the rest of the world closed its eyes, Paul opened his heart and proved that one good man can make a difference.

Directed by Terry George, from a script by Keir Pearson & Terry George, this PG-13 rated film stars Don Cheadle, Sophie Okonedo (Tatiana Rusesabagina), Joaquin Phoenix (Jack Dagglish), and Nick Nolte (Colonel Oliver).

HOW TO USE THIS TEACHER'S GUIDE

HOTEL RWANDA deals with a range of issues that are very difficult for most people, let alone students, to understand. This guide provides a framework for teachers to engage students in activities and lessons that will allow them to gain a greater understanding of these issues. It is suggested that teachers discuss some key components of the film with their students prior to watching the film.

Each lesson seeks to give the teacher a different approach to utilize with their students. As well, in each lesson a series of questions have been provided. Based on the available time, a teacher may choose to utilize the whole lesson or just the questions. In any case, we recommend the teacher become well versed in the issues prior to viewing the film (the film's website www.hotelrwanda.com includes a trailer and other information). Also, a *Hotel Rwanda* companion book is available at bookstores or from the publisher, Newmarket Press, in February 2005. Examination copies are available by request on school letter head at 1-800-669-3903 or sales@newmarketpress.com. If you would like to view *Hotel Rwanda* as a class, please call 310-586-8500 for theater group sales information.

In preparation, there are a number of concepts, terms and organizations that may be new to students. There are a number of outstanding resources and organizations (links included at the end of each lesson) that can help define and clarify such topics as genocide, crimes of war, refugees, and the role of the United Nations and how it functions, to name a few.

Prior to viewing the film, the teacher should ask the students to focus on the issues highlighted in the lessons. To aid students in this process, they should be given note cards or post-its in order to record their thoughts as they relate to the different issues.

If you have further questions or would like additional support, please contact the Human Rights Education program of Amnesty International at education@aiusa.org or visit our website amnestyusa.org/education.

PROGRAM OBJECTIVES

1. To engage students with the idea that one person can make a difference.
2. To introduce discussion and analysis of the role of the media in the film *Hotel Rwanda* and other human rights crises.
3. To examine the role of various players within the context of a humanitarian and human rights crisis. To provide teachers with a framework for addressing current human rights crises.
4. To analyze the process of transition and healing through international justice mechanisms.

TARGET AUDIENCE

This program has been designed for high school age students. It can be used in social and international studies classes, history classes and as a stand-alone learning opportunity. It can also be used in both school and community settings.



www.unitedartists.com

ONE – Personal and Collective Responsibility

LEARNING OBJECTIVES:

1. To identify the importance of personal responsibility to the group or community.
2. To examine personal motivations for actions.

INTRODUCE:

In small groups, students will reflect upon and discuss Paul's journey. The students will then be asked to reflect upon an instance in their life when they witnessed an injustice and then examine their response.

TEACH:

1. Organize the students into groups of 3-4 to discuss the following:
 - What role did Tatiana Rusesabagina play in shaping Paul's actions?
 - Who else influenced Paul's decisions?
 - How did Paul's definition of family expand to include the community later on in the film?
 - How and why does Paul's attitude change over the course of the movie?
 - How would you characterize his level of personal responsibility and investment as events unfolded?
 - How would you describe Paul's level of empowerment throughout the movie? Explain.
2. Ask students to divide into pairs and have the students discuss the following personal experiences:
 - Recall a time they witnessed an injustice. Invite each student to share a story within the pair.
 - Did you consider intervening to stop the injustice while it was happening?
 - What influenced your decision for action or inaction?
 - What did you feel as you witnessed the injustice?
 - Put yourself in the victim's place, how would you want the witnesses or bystander to respond?
 - Would you react differently in the future?

CLOSE:

3. When the students have completed their discussions, as a class discuss the following:
 - What can we learn about personal and collective responsibility in the case of the Rwandan genocide?

FURTHER STUDY:

- Continue to reflect on personal motivations for our actions.
- Compare and contrast global conflicts that resulted in either violence or peaceful resolution.
- Identify what can be done on the local level to bring awareness, such as letter writing, op-eds in local newspapers or involvement in student human rights, social justice or peace groups.

RESOURCES:

Amnesty International www.amnestyusa.org
Oxfam www.oxfam.org.uk



Timeline

RWANDA

A chronology of key events:



TWO – HOTEL RWANDA: Counting on the Media, but who is Accountable?

LEARNING OBJECTIVES:

1. To develop an understanding of the power media has to promote hateful actions and incite violence.
2. To analyze the role media has to inform and inspire action as it relates to human rights and humanitarian crises.
3. To explore how media is utilized today to inform people about domestic and international events.

MATERIALS:

- The movie *HOTEL RWANDA*
- 2 each: local newspaper, national newspaper and international newspaper
- News clips from both network and cable news
- Universal Declaration of Human Rights

INTRODUCE:

1. Have each student read the Universal Declaration of Human Rights. Ask them for their impressions of the declaration. Is there anything that stands out to them?
2. Have the students take out a blank sheet of paper. Prior to watching the movie, ask the students to consider the following questions: What role does the media play in their lives? Have they ever watched or read a story that made them angry or made them take action? Do they ever discuss the news or a show they watched with their parents? Friends? How far would they go to report a story?
3. Ask the students to think about the above questions as they watch the movie but from the perspective of the different characters in the movie.
4. View *HOTEL RWANDA*.

TEACH:

1. Organize the students into groups of 4-5 and ask them to discuss their responses to the questions from both their personal perspective and that of the characters in the movie.
2. Ask each group to report their responses. Note the responses on paper so all of the students can gauge the level of engagement and influence the media has on their peers as well as how their peers perceived the role of the media in the movie.
3. Give each group a newspaper and, environment permitting, a news clip to view.
4. Have each group look for local, national and international stories. Ask the students to answer the following questions: Do any of the articles pertain to human rights? How did those articles make them feel? Do they think that the reporter did a good job in reporting the story from a human rights perspective? If yes, how; if no, why not? Did the article make them want to take action?
5. Have the class select one national and international situation. In groups, have the students research the situation and then write an article covering that story based on their research and their understanding of the situation.

CLOSE:

6. When the students have completed their articles, have the students share their articles and as a class discuss the following:
 - What was compelling about the stories they selected to write about?
 - What sources of information did they use to research the stories?
 - What was the most challenging aspect of this assignment?
 - The most interesting aspect?
 - The most rewarding aspect?
 - What was their goal in writing the story?
7. Wrap up points: A great deal of research has been done on the role of media in influencing how people respond to, engage in and take action on issues that

affect them. In the case of Rwanda, the media was used to instigate and fuel the genocide. As well, because of a lack of understanding, foreign journalists initially reported on the story as a tribal conflict. In addition, the danger to the journalist of getting real footage was tremendous.

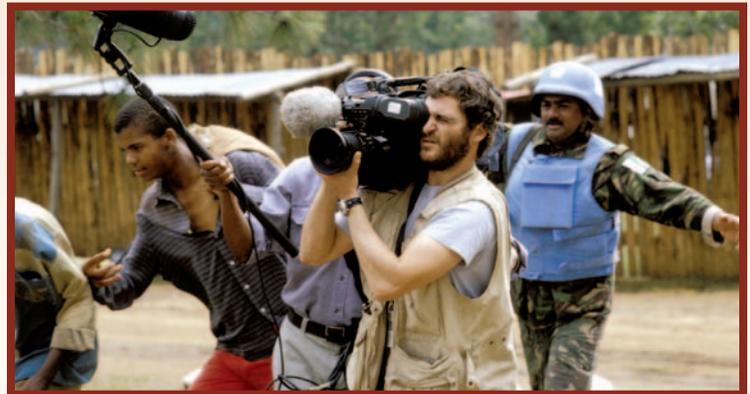
Listed under further study, you will find a number of resources that expand on the role of media as it relates to the situation in Rwanda.

EXTENSION ACTIVITIES:

Ask the students to listen to two different news radio stations. Have them look for the same information as they did for the print and television news and report back what they found.

CRITICAL QUESTIONS

1. How were words and images in the media presented in the movie?
2. What was the response from different characters in the movie from the hotel staff, the people in Kigali and the rest of Rwanda, the foreign nationals, the foreign press, the UN, the international community to the following: the information coming across the radio in Rwanda; the attitude and perception of the foreign journalists in Rwanda; the reporting out of Rwanda to the international community; the news coming into Rwanda from outside of the country?
3. What was the rest of the world watching, reading and listening to during the genocide in 1994?
4. Who is accountable for the actions and inaction of the media?
5. What should we expect from the media; how can we hold them accountable?
6. What is the level of public responsibility when issues are brought to light by the media?



FURTHER STUDY:

PBS/P.O.V website, Frontline's "Triumph of Evil"
www.pbs.org/wgbh/pages/frontline/shows/evil/

Facing History and Ourselves:
 The Case of Rwanda Hate Radio
www.facinghistorycampus.org

Frontline's "Ghosts of Rwanda"
www.pbs.org/wgbh/pages/frontline/shows/ghosts/

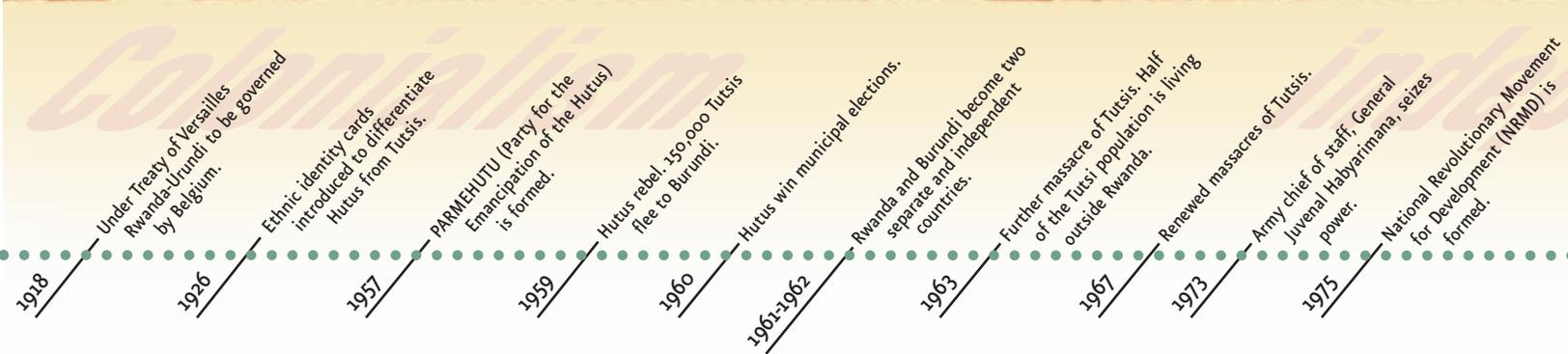
Amnesty International
www.amnestyusa.org/amnestynow/general_and_genocide.html

Human Rights Watch
www.hrw.org/reports/1999/rwanda/

Crimes of War
www.crimesofwar.org/onnews/news-rwanda.html

Global Issues
www.globalissues.org/HumanRights/Media/Propaganda/Rwanda.asp

The American University, Washington College of Law
www.wcl.american.edu/humright/center/rwanda/



THREE – The International Community



history of the genocide?

- In the film, Colonel Oliver (Nick Nolte) displays his frustration in the bar to Paul for the international community's decision not to intervene in Rwanda. What was his statement and do you agree? Why or why not?

FURTHER STUDY:

International organizations such as the United Nations play a crucial role in shaping opinion, devising strategies and mounting an effective response to human rights violations.

- Find out about events occurring around the world today. For example, regarding the crisis in Sudan, examine which international humanitarian/human rights organizations are engaged in the crisis.
- Answer key questions such as: What steps are being taken to intervene during the conflict? What agencies are involved in the intervention?

RESOURCES:

- International Rescue Committee • www.theirc.org
- Human Rights Watch • www.hrw.org
- United Nations • www.un.org
- Doctors Without Borders • www.msf.org
- Amnesty International • www.amnestyusa.org

LEARNING OBJECTIVE:

To examine and analyze various groups within the international community and their responses during the genocide.

INTRODUCE:

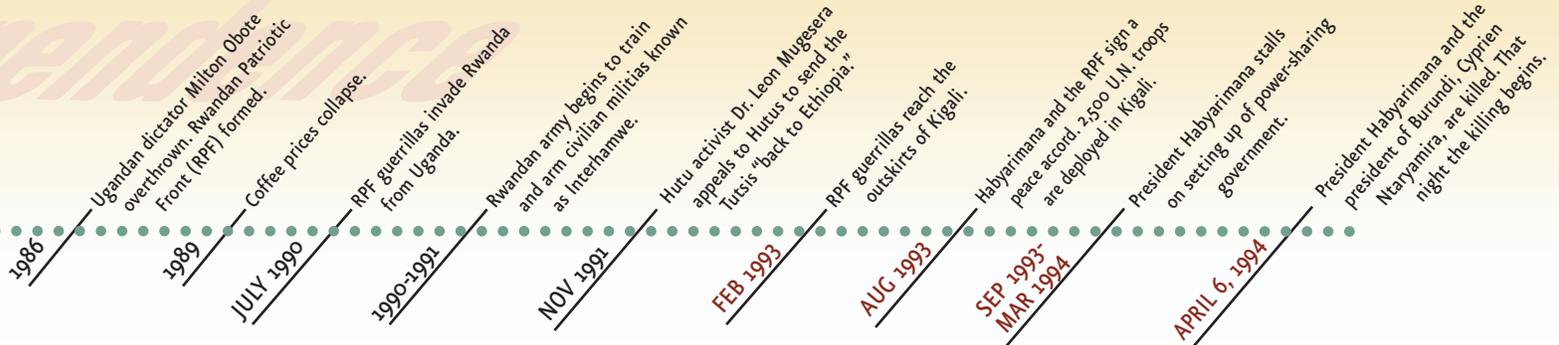
The Rwandan genocide could and should have been prevented, had all the components of the international community acted decisively, forcefully and in a coordinated manner.

TEACH:

1. Identify the international community mentioned in the film, including the United Nations, United States, Belgium, France, humanitarian/human rights organizations (for example: The Red Cross), and the Hutus and Tutsis.
2. Divide the students into six groups, identifying themselves as a sector of the "international community" mentioned above (the United Nations, the United States, Belgium, etc.). Have the students analyze their group's position before and during the violent conflict. Students should discuss key questions in their small groups such as:
 - List at least two examples from the film about each of the constituent groups.
 - How did your group's interests affect your actions/inactions?
 - What influence did your group have during the conflict?
 - What is the nature and limit of responsibility of each group? Support your personal view with evidence from the film and/or from your own knowledge of current events.

CLOSE:

3. After the groups have had 15-20 minutes to talk, reconvene the class as a whole to give students an opportunity to share their ideas and thoughts from the smaller groups.
 - Discuss each of your roles within the international community.
 - What kind of force would be needed to stop the genocide?
 - Discuss the failure of each group to respond. How was the response portrayed in the film?
 - At what points could someone have intervened and possibly changed the



FOUR – Hotel Rwanda: Resolution of Conflict

LEARNING OBJECTIVES:

1. To understand the victims' needs for resolution of conflict.
2. To reflect on each major group in the conflict and the necessary steps in the process of conflict resolution.
3. Through role-play, understand the process of conflict resolution.

INTRODUCE:

Round-table conflict resolution: students will work in groups as part of the process of coming to terms with the genocide. After having read multiple sources on the resolution of the genocide (see Internet sites below), students will form three groups which will be the basis for the roundtable: Never Again (Rwandan genocide victims' organization), the Rwandan national government, and the UN. In their individual groups, students will create their platform based on several key issues: admission of guilt, reparations, trials, and sentences. In the roundtable, the three groups will discuss these issues and work towards consensus-building regarding how to step forward with each of these categories.

TEACH:

1. Currently there are about 100,000 individuals suspected of committing acts of genocide who are imprisoned in Rwanda. This represents a huge emotional and financial burden to all parties. There needs to be a way in which Rwandan society deals with the issue of justice and reconciliation. This then is the task that we will look at. We will start with the assumption that all parties agree that a trial will need to take place, in order to assist with the sense of closure and also to bring those responsible parties to justice. Students will form three interest groups - Never Again (the Rwandan genocide victims' organization), the Rwandan national government, and the UN. In these groups they will reach decisions on the following issues:
 - *Justice*: Should an admission of guilt be a required step in each trial?
 - *Reparations*: Should this be considered? How much? How should they be awarded?
 - *Sentences*: What should this consist of? Jail time? Is the death penalty being considered? Is that reasonable, considering the types of crimes committed and that there are 100,000 awaiting trials? Do commanders/leaders of the genocide have a greater responsibility than individuals who carried out orders?
 - *Trials*: Should they be held at the local, national, or international level, or any combination of the three? How and where is it possible to carry out fair trials? Who are to be the judges?
2. Once each group is in agreement, the roundtable will begin. The facilitator/teacher should set ground rules as to how to proceed with the roundtable, regarding selecting representatives, length of presentations and rebuttals, etc. Remember, the objective of the activity is to reach a consensus on the issues at hand.

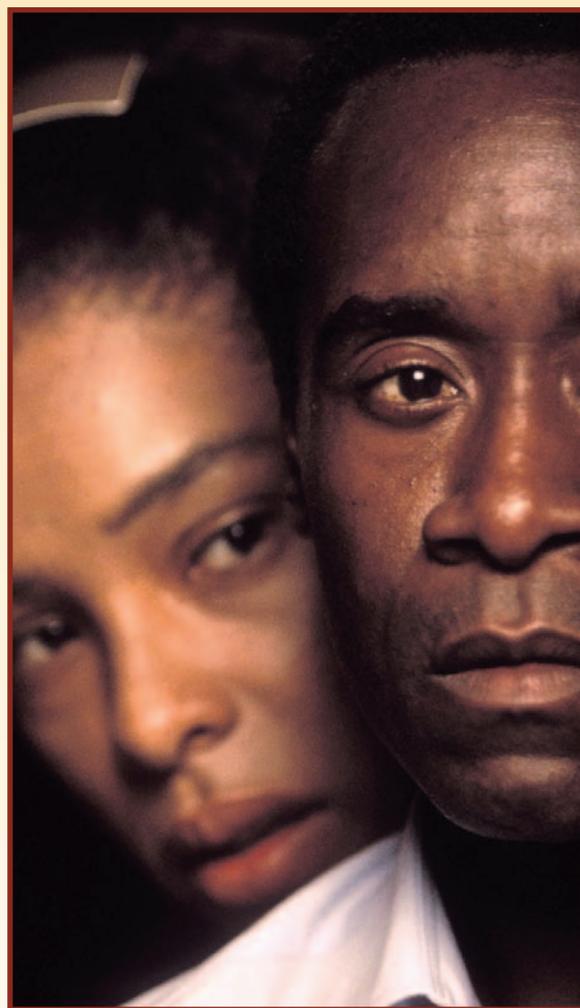
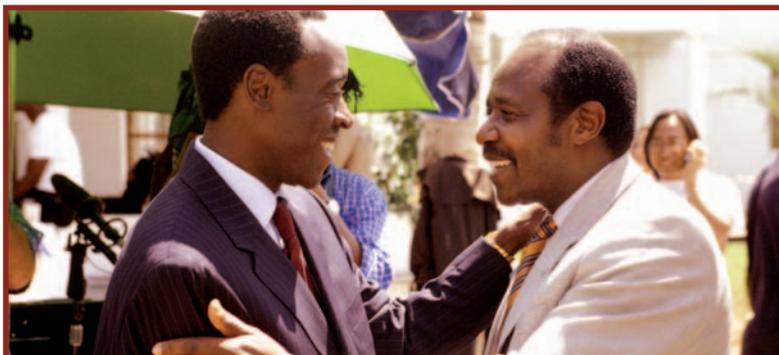
CLOSE:

3. As a class, what are the main ideas that came out of the roundtable?
Did the group come to a consensus on any of the topics? Why/why not?
What are your thoughts/feelings coming away from the activity?

EXTENSION ACTIVITIES:

Carry out a historical research project on any of the main groups involved in the Rwandan genocide.

Don Cheadle greets Paul Rusesabagina, the man he portrays in Hotel Rwanda.



RESOURCES:

Amnesty International
www.amnestyusa.org

Aegis
www.aegistrust.org

Center for Human Rights & Humanitarian Law
wcl.american.edu/humright/center

International Campaign to End Genocide
www.genocidewatch.org

International Criminal Tribunal for Rwanda
<http://www.ict.org>

Office of the High Commissioner for Human Rights, country pages
<http://www.ohchr.org/english/countries>

Prevent Genocide International
www.preventgenocide.org

Survivors Fund (SURF)
<http://www.survivors-fund.org.uk>

US Holocaust Museum Committee on Conscience
www.ushmm.org

Vision TV: Remember Rwanda
www.visiontv.ca/RememberRwanda/index.htm

Washington College of Law War Crimes Research Office
wcl.american.edu/warcrimes



Timeline Rwanda

A CHRONOLOGY OF KEY EVENTS :

PRE-COLONIAL

Rwanda was a highly centralized kingdom presided over by Tutsi kings who hailed from one ruling clan. The king ruled through three categories of chiefs: the cattle chiefs, the land chiefs, and the military chiefs. The chiefs were predominantly, but not exclusively, Tutsi, especially the cattle and military chiefs. Although the relationship between the king and the rest of the population was unequal and parasitic, the relationship between the ordinary Hutu, Tutsi and Twa was one of mutual benefit mainly through the exchanges of their labor. The relationship between the ordinary people was symbiotic. By the time the Germans came as the first colonial conquerors, the social structures of present-day Rwanda were highly organized and pyramidal in nature. The hierarchical and organized society of Rwanda laid a foundation upon which the subsequent genocide of 1994 was constructed.

COLONIALISM

1918 Under the Treaty of Versailles the former German colony of Rwanda-Urundi is made a United Nations protectorate to be governed by Belgium. The two territories (later to become Rwanda and Burundi) are administered separately under two different Tutsi monarchs. Both Germany and Belgium turned the traditional Hutu-Tutsi relationship into a class system. The minority Tutsi (14%) are favored over the Hutus (85%) and given privileges and western-style education. The Belgians used the Tutsi minority to enforce their rule.

1926 Belgians introduce a system of ethnic identity cards differentiating Hutus from Tutsis.

1957 PARMEHUTU (Party for the Emancipation of the Hutus) is formed while Rwanda is still under Belgian rule.

1959 Hutus rebel against the Belgian colonial power and the Tutsi elite; 150,000 Tutsis flee to Burundi.

1960 Hutus win municipal elections organized by Belgian colonial rulers.

INDEPENDENCE

1961-1962 Belgium withdraws. Rwanda and Burundi become two separate and independent countries. A Hutu revolution in Rwanda installs a new president, Gregoire Kayibanda; fighting continues and thousands of Tutsis are forced to flee. In Burundi, Tutsis retain power.

1963 Further massacre of Tutsis, this time in response to military attack by exiled Tutsis in Burundi. Again more refugees leave the country. It is estimated that by the mid-1960s half of the Tutsi population is living outside Rwanda.

1967 Renewed massacres of Tutsis.

1973 Purge of Tutsis from universities. Fresh outbreak of killings, again directed at the Tutsi community. The army chief of staff, General Juvenal Habyarimana, seizes power, pledging to restore order. He sets up a one-party state. A policy of ethnic quotas is entrenched in all public service employment. Tutsis are restricted to nine percent of available jobs.

1975 Habyarimana's political party, the National Revolutionary Movement for Development (NRMD) is formed. Hutus from the president's home area of northern Rwanda are given overwhelming preference in public service and military jobs. This pattern of exclusion of the Tutsis continues throughout the 1970s and 1980s

1986 In Uganda, Rwandan exiles are among the victorious troops of Yoweri Museveni's National Resistance Army who take power, overthrowing the dictator Milton Obote. The exiles then form the Rwandan Patriotic Front (RPF), a Tutsi dominated organization.

1989 Coffee prices collapse causing severe economic hardship in Rwanda.

July 1990 Under pressure from Western aid donors, Habyarimana concedes the principle of multi-party democracy.

Oct 1990 RPF guerrillas invade Rwanda from Uganda. After fierce fighting in which French and Zairean troops are called in to assist the government, a cease-fire is signed on March 29, 1991.

1990-1991 The Rwandan army begins to train and arm civilian militias known as Interhamwe ("Those who stand together"). For the next three years Habyarimana stalls on the establishment of a genuine multi-party system with power-sharing. Throughout this period thousands of Tutsis are killed in separate massacres around the country. Opposition politicians and journalists are persecuted.

Nov 1991 Prominent Hutu activist Dr. Leon Mugesera appeals to Hutus to send the Tutsis "back to Ethiopia" via the rivers.

Feb 1993 RPF launches a fresh offensive and the guerrillas reach the outskirts of Kigali. French forces are again called in to help the government side. Fighting continues for several months.

Aug 1993 Following months of negotiations, Habyarimana and the RPF sign a peace accord that allows for the return of refugees and a coalition Hutu-RPF government. 2,500 U.N. troops are deployed in Kigali to oversee the implementation of the accord.

Sept 1993-Mar 1994 President Habyarimana stalls on setting up a power-sharing government. Training of militias intensifies. Extremist radio station, Radio Mille Collines, begins broadcasting exhortations to attack the Tutsis. Human rights groups warn the international community of impending calamity.

March 1994 Many Rwandan human rights activists evacuate their families from Kigali believing massacres are imminent.

April 6, 1994 President Habyarimana and the president of Burundi, Cyprien Ntaryamira, are killed when Habyarimana's plane is shot down near Kigali Airport. Extremists, suspecting that the president is finally about to implement the Arusha Peace Accords, are believed to be behind the attack. That night the killing begins.

ASSIGNMENT:

1. Divide the students into four groups, have them research and create a timeline from each group's perspective from 1994, after the plane was shot down, to present. The four assigned groups are the United Nations, Hutus, Tutsis, and the fourth group should represent other global events.
2. Upon completion, have students place their respective timelines on the wall. Compare and analyze each one from a historical perspective. Discuss the differences in each of the timelines as a class.

Timeline taken from PBS Frontline:

www.pbs.org/wgbh/pages/frontline/shows/rwanda/etc/cron.html

RESOURCES:

PBS Frontline

www.pbs.org/wgbh/pages/frontline/shows/ghosts/etc/crontext.html

BBC World News

<http://news.bbc.co.uk/2/hi/africa/3580247.stm>

