

# CONTEMPORARY WORLD

& ETHICS AND RELIGIOUS CULTURE

## Learning and Evaluation Situation

Tensions and Conflict:

The Rwandan Genocide through graphic novels and interviews

# STUDENT BOOKLET

The student booklet consists of nine pages arranged in a 3x3 grid. The top-left page is the cover of a graphic novel titled "Smile Through the Tears: THE STORY OF THE RWANDAN GENOCIDE", featuring an illustration of a woman and a gorilla. The remaining pages contain various panels from the graphic novel, text boxes, and tables for student responses.

Page	Content
1 (Cover)	Graphic novel cover: "Smile Through the Tears: THE STORY OF THE RWANDAN GENOCIDE"
2	Graphic novel panels and a text box for student response.
3	Graphic novel panels and a text box for student response.
4	Graphic novel panels and a text box for student response.
5	Graphic novel panels and a text box for student response.
6	Graphic novel panels and a text box for student response.
7	Graphic novel panels and a text box for student response.
8	Graphic novel panels and a text box for student response.
9	Graphic novel panels, a table for student response, and a text box.



**Phase 1: Activity 1 on Genocide:**  
Prior Knowledge, Initial Impressions, Identifying actors, power relations.

# E K W Q

## Experience | Knowledge | Wonder | Question

What do I already know about this

I have seen...  
I have been to...  
I have lived...

E

What I know about the issue, the event,  
the people who are involved...

K

I wonder...

W


Questions I have about  
this society and territory:

Q



**Phase 1: Activity 1 on Genocide:**

**Prior Knowledge, Initial Impressions, Identifying actors, power relations.**

<p><b>Consider the following picture:</b></p>  <p>Larger version: <a href="http://fcit.usf.edu/Holocaust/GALL31R/26538.htm">http://fcit.usf.edu/Holocaust/GALL31R/26538.htm</a></p>	<p><b>Consider definitions of genocide:</b></p> <div style="background-color: #e0f0ff; padding: 5px;"> <p style="text-align: center;">Actions Defined as Genocidal</p> <ul style="list-style-type: none"> <li>➢ Killing members of the targeted group</li> <li>➢ Causing serious bodily or mental harm to members of the targeted group</li> <li>➢ Deliberately inflicting on the targeted group conditions of life calculated to bring about its physical destruction in whole or in part</li> <li>➢ Imposing measures intended to prevent births within the targeted group</li> <li>➢ Forcibly transferring children of the targeted group to another group</li> </ul> </div> <p>Larger version at <a href="#">Genocide Framework</a> slide 8</p>
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**Initial impressions, information, etc.**  
 Define genocide in your own words:

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**Identify** some elements of society and/or actors involved in typical genocides.  
 (People, gov't, military). Discuss in terms of some familiar examples in history, cinema, games, etc.

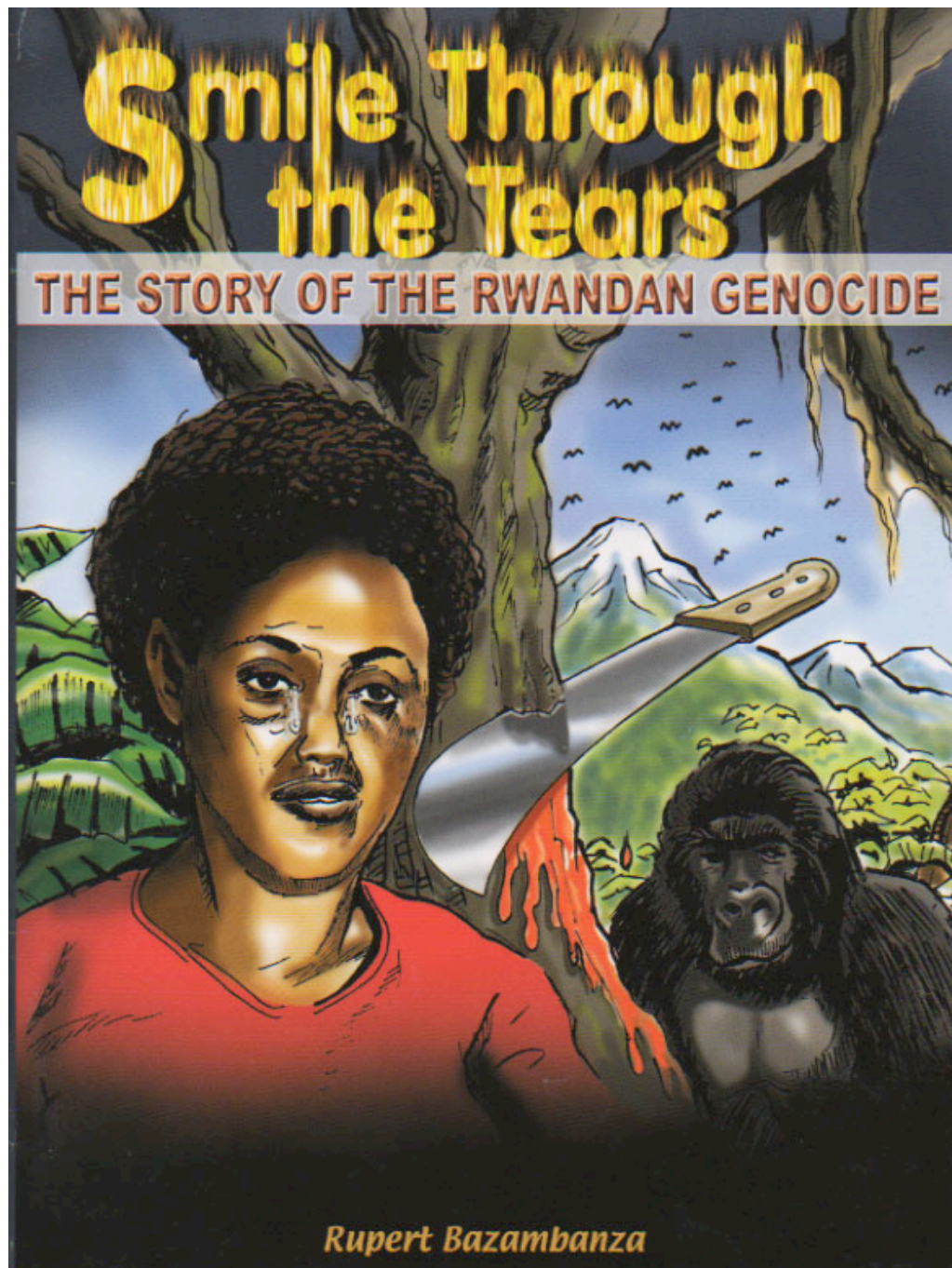
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Alternate images sources to which you could respond:

- <http://www.authorstream.com/Presentation/Sushil-297-the-holocaust-world-ii-jews-hitler-nazi-germany-PowerPoint/>
- <http://www.shamash.org/holocaust/photos/>
- <http://fcit.usf.edu/Holocaust/resource/gallery/G1941WGU.HTM>

## Exploring images

from Rupert Bazambanza's graphic novel entitled "[Smile Through the Tears](#)."



### Questions to discuss:

What do you think is going on here?

What part of the world is this?

It is a positive or negative title for a story?

How could this have anything to do with local or world Conflicts and Tensions?



### Exploring images and texts (First impressions, initial questions)

from Rupert Bazambanza's graphic novel entitled "[Smile Through the Tears.](#)" (p. 49)

I've never seen anyone run from stones like these Interahamwe!

Some of them even abandoned their arms. Don't anyone touch them.

After a few days, the Red Cross, having been alerted, was able to bring in some food.

Praise the Lord, the Red Cross has come to our aid.

Albert wants to try and hang on for two weeks. He's convinced the world will wake up, see the situation we're in and come to the rescue.

The CELA men, young and old alike, had spent weeks keeping the Interahamwe at bay.

Near the CELA, at the Sainte-Famille Church...  
Hurry up!

The refugees forced from this church were brought within sight of the CELA to be executed—a play to intimidate the CELA 'rebels' and break their resistance.

Girls and women were first gang-raped by the soldiers.

You! You get to live for the moment, so that you can go and tell these CELA renegades what you've seen.

Back at the CELA...  
If we didn't manage to scare off the Interahamwe, we'd be dead now too.

Degroot! Wilson told me that even at university you succeed effortlessly.

Maybe so. But how will Africa ever develop if the youth who could help her progress are systematically killed?

The sole survivor of the Sainte-Famille massacre relayed the militia's message to the CELA...

But you had Father Wenceslas Munyeshaka with you at the Sainte-Famille. Couldn't he do anything?

Meanwhile, Angelina had requested assistance from the prefect of the City of Kigali to help crush the CELA resistance.

My men are unable to get the better of those rebel scum. According to our deal, it's now up to you, the authorities.

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**Jot down any questions and share them with the class.**

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### Exploring images and texts (First impressions, initial questions)

from Rupert Bazambanza's graphic novel entitled "[Smile Through the Tears.](#)" (p. 52)



Jot down any questions and share them with the class.

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### Exploring images and texts (First impressions, initial questions)

from Rupert Bazambanza's graphic novel entitled "[Smile Through the Tears.](#)" (p. 54)

Albert was fired upon the minute he jumped. His body was riddled with bullets.

Help! Save me!

Though he managed to grab the rifle, Albert's strength was gone...

Albert died as bravely as he had wished, April 22, 1994. Most of the women and children he had helped escape managed to survive. We will never forget his nobility of spirit.

Realizing what Albert had intended, the Interahamwe began firing on the vehicle.

RATATATAT RATATATAT

Joseph Bitega, assessing the situation, jumped out a bullet-shattered window...

That's that cockroach the Prefect entrusted me with!

You won't get me! ?

Joseph ran like the wind towards a nearby banana tree...

Don't let him escape! Get him!

He can't get far. There are other barricades.

This gutter I've fallen into has saved my life—for now!

The Interahamwe were unable to catch Joseph Bitega. Today he is one of the few survivors of the genocide.

I'm useless!

I thought you knew that a long time ago, imbecile!

Deogrot Rwanda, Christophe Safari and many others fell beneath the bullets fired on the vehicle. Thanks to Albert's bravery, they were able to avoid a terrible fate: that of being hacked or bludgeoned to death.

However, Rwanda, Wilson and others who weren't lucky enough to be killed instantly died horribly...

For God's sake, we beg you, shoot us! Don't kill us with machetes!

That would be too good for you!

Wilson Rwanda and his father Charles were hacked to death by machetes, April 22, 1994.

Heh! Heh!



Mother, mother! Your son Wilson is dying! Rest in peace!

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Jot down any questions and share them with the class.



### Activity 2 on Genocide and Rwanda Initial Impressions:

Make observations and formulate questions after reading through selected pages of Rupert Bazambanza's graphic novel "[Smile Through the Tears.](#)"



Examine social phenomena  
(Questions & Observations)

Write a few observations and questions related to historical "contexts" in Rwanda  
(Use where, when, who, what. Consider individual frames of novel.)



Characterize a phenomenon

Write observations and questions about morally questionable scenes and any issues that come to mind.  
(Consider tolerance, cultural differences, un-controlled emotions... Ask questions, to understand why.)





## **Activity 3: Graphic Novel Worksheet 1**

**Definition:**

**Well-known examples of graphic novels:**

**Techniques:**

**Different effects (emotional, etc.):**

### **Activity 3: Graphic Novel Worksheet 2**

Quotes from Jessica Silva, MA Major paper entitled

*Graphic Content: Interpretations of the Rwandan Genocide through the Graphic Novel.*

"Creative aesthetic techniques employed by the artist specifically to promote reader participation can be achieved through various artistic techniques.

Panels that portray views from above in which the reader is looking down create a sense of detachment in the reader as they become an observer rather than a participant. Whereas panels featuring a view from below endorse a sense of smallness and stimulate fear in the reader, creating a sense of viewer participation in the scene." p. 11

"The graphic novel's unique ability to capture and involve the reader through a creative interplay of images and words is especially critical when dealing with the subject of genocide. Images of genocide alone have the potential to repel viewers rather than engage them due to the content of such photos, whereas the combination of images and words create an approachable medium that can trigger emotion as well as interpretation." p. 11

## Activity 3: Graphic Novel Worksheet 3

### Rupert Bazambanza interview on



Write some **key points** said during Rupert Bazambanza interview on Parole Citoyenne:

[http://citoyen.onf.ca/entrevue-avec-rupert-bazambanza?term\\_tid=53](http://citoyen.onf.ca/entrevue-avec-rupert-bazambanza?term_tid=53)

(Consider Bazambanza's own history, why he used a graphic novel, etc.)

### Explain Bazambanza's reasons

In a space provided, students could now write a short paragraph explaining Bazambanza's personal reasons for writing the story, the choice of media used and its effectiveness.

### Phase 2, Activity 1: Images and texts to help define problem: Aid and the UNAMIR

from Rupert Bazambanza's graphic novel entitled "Smile Through the Tears." (p. 34)

*Wilson! Don't start talking like that! It wasn't all the Hutus who planted this mine on our ground. It was just some of them. Rwanda's problem isn't about race: it's about the abuse of power.*

*We have to fight those who pretend to speak for all the Hutus, like this Mugesera who went to university in Canada and who tried to publicly incite the Hutus to kill their Tutsi neighbours. Do you remember the speech he gave at the MRND meeting in Kabaya?*

*Léon Mugesera's speech urged the Hutus to massacre the Tutsis and send them back to Ethiopia, their supposed country of origin, via the River Nyabarongo.*

*Sure enough, a few days after this speech, the bodies of murdered Tutsis began appearing in the Nyabarongo.*

*But in another speech, Prime Minister Agathe Uwiringiyimana proclaimed...*

*Habyarimana shouldn't speak in the name of all of the Hutus with his racial discrimination policy.*

*You see that, when you lump all the Hutus together, you put Uwiringiyimana and Mugesera on the same level?*

*I only said it as a joke. But now I see that there's nothing funny about any of this.*

*President Habyarimana and his party, the MRND, never saw the RPF as anything other than a pack of cockroaches, low-lives and bums. However, opposition party Hutus like Agathe Uwiringiyimana greatly changed the tone of the political discourse. As a result, negotiations in Arusha, Tanzania, held between the government and the RPF-Inkotanyi and arbitrated by the international community, led to the signing of a peace accord by both parties.*

*The Arusha Accords demanded an immediate ceasefire and the RPF's admission into both the government and the Rwandan army.*

*Thanks to these accords, our mission will be child's play. One thing's for sure, Rwanda's nothing like Somalia!*

*The UNAMIR\* troops, their numbers cut, were dominated by the Belgian contingent.*

*As part of their pledge to underwrite the Arusha Accords, the UN had agreed to send a force of 5,000. Only half this number reached Rwanda, under the command of Canadian general Roméo Dallaire. The mission had no mandate for armed intervention and was limited to facilitating peace. The troops were only there as observers.*

*One of the UNAMIR's accomplishments was to bring 600 RPF troops into Kigali.*

\*UNAMIR: United Nations Assistance Mission for Rwanda



## Phase 2, Activity 1: The United Nations and concept of Intervention

Use supplied original scans available here

[http://www.learnquebec.ca/en/content/curriculum/social\\_sciences/sec\\_contworld/les\\_rwanda\\_genocide/smiletears\\_scans.zip](http://www.learnquebec.ca/en/content/curriculum/social_sciences/sec_contworld/les_rwanda_genocide/smiletears_scans.zip)

**i) Respond to individual slides** in section of larger graphic novel. The task is to identify aspects of new actor, and maybe top identify contexts for which intervention may still be needed.

Slides from page 34:	Information evident in slide	Info still needed (Questions)

**ii) Explore the UN sites** for more specific information about the international situation, role of UN, the potential of the UN to act as a peacekeeper. Canadian actors could also be identified here.

Section of UN site I viewed	Information related to peacekeeping

**iii) Define new concepts** in light of new information about UN involvement in Rwandan genocide. Students discuss and target information needed in order to take a position on guiding question.

Key concepts:	Definition

**Notes on complexity of Peacekeeping**

Use the following page for student notes during discussion of complexities of Peacekeeping, Role of UN, How they could have helped, Issues associated with sovereignty and intervention.

**Formulate additional questions**

Write more specific questions if needed. (Questions that you will answer by reading and researching later.)