

"HOTEL RWANDA" FILM QUESTIONS

10 MULTIPLE-CHOICE QUESTIONS



Name: _____ Date: _____

Read Carefully

Directions: Answer the questions as you progress through the film. If you are doing this on a computer, simply **highlight the correct answer**.

1. During the opening scenes of the movie, what event is Paul Rusesabagina's wife watching on TV?
a) Rwanda's election
b) a political rally
c) a news report about the genocide
d) a children's documentary
2. What is the profession of Paul Rusesabagina?
a) Hotel manager
b) Journalist
c) Teacher
d) Doctor
3. What is the ethnicity of the majority population involved in the conflict?
a) Hutu
b) Tutsi
c) Belgian
d) French
4. What place the first wife of Paul Rusesabagina is the world?
a) Great Washington
b) Communist Russia
c) France, Wisconsin
d) New York
5. What is the name of the hotel that serves as the primary setting in the movie?
a) Hotel Kivu

6. What does Paul Rusesabagina tell the visiting visitors in the hotel?
a) Hutu
b) Rwandan's intentions
c) different story
d) Rwandan's role
7. What role does Colonel Ntaryiza play in the movie?
a) Hutu
b) Belgian
c) French
d) Rwandan soldier
8. What role the national guard play in the movie?
a) Hutu
b) Belgian
c) French
d) a soldier
9. What does the movie "Hotel Rwanda" show?
a) Paul Rusesabagina's journey to a safe place
b) The genocide in Rwanda and the role of the hotel manager
c) The genocide in Rwanda, showing how the hotel manager's actions in the hotel eventually save lives

Hotel Rwanda Student Questions

Gregory J Watkins



Hotel Rwanda Student Questions:

Cinematic Social Studies William B. Russell, Stewart Waters, 2017-01-01 Action Film is a common and powerful element in the social studies classroom and Cinematic Social Studies explores teaching and learning social studies with film Teaching with film is a prominent teaching strategy utilized by many teachers on a regular basis Cinematic Social Studies moves readers beyond the traditional perceptions of teaching film and explores the vast array of ideas and strategies related to teaching social studies with film The contributing authors of this volume seek to explain through an array of ideas and visions what cinematic social studies can and should look like while providing research and rationales for why teaching social studies with film is valuable and important This volume includes twenty four scholarly chapters discussing relevant topics of importance to cinematic social studies The twenty four chapters are divided into three sections This stellar collection of writings includes contributions from noteworthy scholars like Keith Barton Wayne Journell James Damico Cynthia Tyson and many more

Inside the Hotel Rwanda Edouard Kayihura, Kerry Zukus, 2014-04-01 In 2004 the Academy Award nominated movie Hotel Rwanda lionized hotel manager Paul Rusesabagina for single handedly saving the lives of all who sought refuge in the Hotel des Milles Collines during Rwanda's genocide against the Tutsi in 1994 Because of the film the real life Rusesabagina has been compared to Oskar Schindler but unbeknownst to the public the hotel's refugees don't endorse Rusesabagina's version of the events In the wake of Hotel Rwanda's international success Rusesabagina is one of the most well known Rwandans and now the smiling face of the very Hutu Power groups who drove the genocide He is accused by the Rwandan prosecutor general of being a genocide negationist and funding the terrorist group Democratic Forces for the Liberation of Rwanda FDLR In Inside the Hotel Rwanda survivor Edouard Kayihura tells his own personal story of what life was really like during those harrowing 100 days within the walls of that infamous hotel and offers the testimonies of others who survived there from Hutu and Tutsi to UN peacekeepers Kayihura tells of his life in a divided society and his journey to the place he believed would be safe from slaughter Inside the Hotel Rwanda exposes Paul Rusesabagina as a profiteering politically ambitious Hutu Power sympathizer who extorted money from those who sought refuge threatening to send those who did not pay to the genocidaires despite pleas from the hotel's corporate ownership to stop Inside the Hotel Rwanda is at once a memoir a critical deconstruction of a heralded Hollywood movie alleged to be factual and a political analysis aimed at exposing a falsely created hero using his fame to be a political force spouting the same ethnic apartheid that caused the genocide two decades ago

Teaching English Language Learners Michaela Colombo, Dana Furbush, 2009 This book prepares mainstream teachers to provide content instruction to English language learners

Charting a New Course Eric E. Castro, Paul Totah, 2017-07-01 The purpose of this book is to encourage teachers and administrators to move beyond traditional course structures and to ask them to consider designing experiential curriculum that is interdisciplinary and focused on solving real world problems Why do this Both authors believe that the current model of education falls short

in preparing students to think creatively to work collaboratively and to engage actively as problem solvers An educational sea change is needed more than ever given the problems that face our world now and that threaten to worsen in the next few decades This book is divided into sections devoted to courses that despite their interdisciplinary nature we categorized into the following fields Social Science Literature and Composition Computer Science Mathematics Art Environment and Ecology Engineering Public Health and Administration **Hollywood or History?** Paul J. Yoder, Aaron P. Johnson, 2022-05-01

Traumagenic events episodes that have caused or are likely to cause trauma color the experiences of K 12 students and the social studies curriculum they encounter in U S schools At the same time that the global COVID 19 pandemic has heightened educators awareness of collective trauma the racial reckoning of 2020 has drawn important attention to historical and transgenerational trauma At a time when social studies educators can simply no longer ignore difficult knowledge instruction that acknowledges trauma in social studies classrooms is essential Through employing relational pedagogies and foregrounding voices that are too often silenced the lessons in Hollywood or History An Inquiry Based Strategy for Using Film to Acknowledge Trauma in Social Studies engage students in examining the role of traumatic or traumagenic events in social studies curriculum The 20 Hollywood or History lessons are organized by themes such as political trauma and war and genocide Each lesson presents film clips instructional strategies and primary and secondary sources targeted to the identified K 12 grade levels As a collection they provide ready to teach resources that are perfect for teachers who are committed to acknowledging trauma in their social studies instruction **Pulling Together** Leyton Schnellert, Mehjabeen Dattoo, Krista Ediger, Joanne Panas, 2009

Four dedicated educators pull in the current big ideas in teaching formative assessment backward design inquiry learning strategic teaching metacognition and put them together in a way that makes sense Pulling Together shows how this collaborative process is reflected in all aspects of the literacy learning process from unit planning to the inquiry process to linking assessment to responsive lesson design The book explores working together with students to develop and explore essential ideas and practices including responsive teaching and assessment reading as a personalized and meaningful experience and critical literacy Complete with diagrams graphic organizers classroom examples assessment tools and lists of core understandings this timely guide presents a comprehensive answer to the big questions about teaching English language arts *Educating with Passion and Purpose* Meredith Matson, Rebekah Shoaf, 2023-05-02 Stay engaged with your purpose to better serve your students and yourself In an era of sky high burnout Educating with Passion and Purpose gives veteran educators everything they need to thrive in their profession This book will help you avoid the disenchantment and frustration that can come from doing the difficult work of K 12 education You are in this field because you want to make a difference but you often lack the support you need to do that amid overwhelming demands Experienced educators themselves authors Meredith Matson and Rebekah Shoaf speak the truth about what today s teachers confront and how you can navigate the changing landscape to face the challenges and opportunities we encounter

Inside you'll find frequent opportunities for self reflection on the topics that matter most to educators including race privilege wellbeing mentorship and how to rise to the social emotional demands that teaching asks At a time when many teachers are leaving the field within the first years of their careers Educating with Passion and Purpose offers you a way forward so you can nurture your students and professional self Gain perspective on why you teach and what matters most to you in your career Explore how race and identity impact interactions in your classroom Learn practical strategies for protecting your social and emotional energy and seeking help Find a new sense of inspiration in your teaching practice with hands on activities and tools This book is perfect for educators with three or more years of experience It also offers crucial insights for pre service educators staff developers and experienced teachers looking for ways to avoid career burnout and other pitfalls traditional teacher training programs did not prepare them

Teaching Religion and Film Gregory J Watkins, 2008-08-22 In a culture increasingly focused on visual media students have learned not only to embrace multimedia presentations in the classroom but to expect them Such expectations are perhaps more prevalent in a field as dynamic and cross disciplinary as religious studies but the practice nevertheless poses some difficult educational issues the use of movies in academic coursework has far outpaced the scholarship on teaching religion and film What does it mean to utilize film in religious studies and what are the best ways to do it In Teaching Religion and Film an interdisciplinary team of scholars thinks about the theoretical and pedagogical concerns involved with the intersection of film and religion in the classroom They examine the use of film to teach specific religious traditions religious theories and perspectives on fundamental human values Some instructors already teach some version of a film and religion course and many have integrated film as an ancillary to achieving central course goals This collection of essays helps them understand the field better and draws the sharp distinction between merely watching movies in the classroom and comprehending film in an informed and critical way

Social Justice Education Kathleen Skubikowski, Catharine Wright, Roman Graf, 2023-07-14 This book addresses the combination of pedagogical curricular and institutional commitments necessary to create and sustain diversity on campus Its premise is that the socially just classroom flourishes in the context of a socially just institution and it invites faculty and administrators to create such classrooms and institutions This book grew out of a project involving deans and directors of teaching centers and diversity offices from six institutions to instigate discussions among teachers and administrators about implementing socially just practices in their classrooms departments and offices The purpose was to explore how best to foster such conversations across departments and functions within an institution as well as between institutions This book presents the theoretical framework used and many of the successful projects to which it gave rise Recognizing that many faculty have little preparation for teaching students whose backgrounds culture and educational socialization differ from theirs the opening foundational section asks teachers to attend closely to their and their students relative power and positionality in the classroom and to the impact of the materials resources and pedagogical approaches employed Further

chapters offer analytical tools to promote inquiry and change The concluding sections of the book demonstrate how intra and inter institutional collaborations inspired teachers to rise to the challenge of their campuses commitments to diversity Among the examples presented is an initiative involving the faculty development coordinator and faculty from a wide range of domains at DePauw University who built upon an existing ethics initiative to embed social justice across the curriculum In another professors of mathematics from three institutions describe how they collaborated to create socially just classrooms that both serve mathematical learning and support service learning or community based learning activities The final essay by a student from the Maldives describing how she navigated the chasm between life in an American college and her family circumstances will reinforce the reader s commitment to establishing social justice in the academy This book provides individual faculty faculty developers and diversity officers with the concepts reflective tools and collaborative models as well as a wealth of examples to confidently embark on the path to transforming educational practice

Listening to and Learning from Students Brian D. Schultz, 2011-01-01 This book embraces the idea of listening to and learning from students Although many educational theorists have long argued that incorporating children s perspectives about teaching and curriculum has the potential for increasing students interest and participation in learning their radical perspectives are still ignored or dismissed in theory and practice Through featured essays historical excerpts and provocative poetry this collection provides research literature and inquiry ideas that ought to be part of educational debates policy discussions and decision makings Articulated through thoughtful prose and discerning analysis youth teachers and scholars featured in this collection illuminate the power and promise of not only listening to and learning from students but also acting upon the insights of students This book calls for the 21st century educational workers teachers educators parents community workers administrators and policy makers to perceive students as massive reservoirs of knowledge that invigorate possibilities for teaching learning and curriculum in the contested educational landscape

Dialogic Literary Argumentation in High School Language Arts Classrooms David Bloome, George Newell, Alan R Hirvela, Tzu-Jung Lin, 2019-09-23 Written by leaders in the field of literacy and language arts Education this volume defines Dialogic Literary Argumentation outlines its key principles and provides in depth analysis of classroom social practices and teacher student interactions to illustrate the possibilities of a social perspective for a new vision of teaching reading and understanding literature Dialogic Literary Argumentation builds on the idea of arguing to learn to engage teachers and students in using literature to explore what it means to be human situated in the world at a particular time and place Dialogic Literary Argumentation fosters deep and complex understandings of literature by engaging students in dialogical social practices that foster dialectical spaces intertextuality and an unpacking of taken for granted assumptions about rationality and personhood Dialogic Literary Argumentation offers new ways to engage in argumentation aligned with new ways to read literature in the high school classroom Offering theory and analysis to shape the future use of literature in secondary classrooms this text will be great interest to researchers

graduate and postgraduate students academics and libraries in the fields of English and Language Arts Education Teacher Education Literacy Studies Writing and Composition

Discerning Critical Hope in Educational Practices Vivienne Bozalek, Brenda Leibowitz, Ronelle Carolissen, Megan Boler, 2013-12-04 How can discerning critical hope enable us to develop innovative forms of teaching learning and social practices that begin to address issues of marginalization privilege and access across different contexts At this millennial point in history questions of cynicism despair and hope arise at every turn especially within areas of research into social justice and the struggle for transformation in education While a sense of fatalism and despair is easily recognizable establishing compelling bases for hope is more difficult This book addresses the absence of sustained analyses of hope that simultaneously recognize the hard edges of why we despair The volume posits the notion of critical hope not only as conceptual and theoretical but also as an action oriented response to despair Our notion of critical hope is used in two ways it is used firstly as a unitary concept which cannot be disaggregated into either hopefulness or criticality and secondly as an analytical concept where critical hope is engaged and diversely theorized in ways that recognize aspects of individual and collective directions of critical hope The book is divided into four sub sections Critical Hope in Education Critical Hope and a Critique of Neoliberalism Critical Race Theory Postcolonial Perspectives on Critical Hope Philosophical Overviews of Critical Hope Education can be a purveyor of critical hope but it also requires critical hope so that it as a sector itself can be transformative With contributions from international experts in the field the book will be of value to all academics and practitioners working in the field of education

Humanities in the 21st Century Elena Xen, 2019-01-04 This volume was first published by Inter Disciplinary Press in 2014 This volume critically reviews the role and the teaching of humanities Explored within are human rights and challenges humanizing science the cultural mission of philosophy and modern teaching in the area of liberal arts

Framing the World Paula Willoquet-Maricondi, 2010-08-06

films Book Jacket

Teaching and Learning in College Introductory Religion Courses Barbara E. Walvoord, 2008 This book addresses the questions and concerns frequently posed by the professors and graduate students who instruct these multifaceted courses It covers issues such as a teacher's role in defining theology and religion the teaching and learning process course structure and content The volume also examines recent case studies of theology and religious studies courses at various institutions including a private non sectarian university a public research university a Catholic masters level university and at a Protestant baccalaureate college

BOOK JACKET

Social Justice Literacies in the English Classroom Ashley S. Boyd, 2017-09-29 This timely book focuses on different social justice pedagogies and how they can work within standards and district mandates in a variety of English language arts classrooms With detailed analysis and authentic classroom vignettes the author explores how teachers cultivate relationships for equity utilize transformative language practices demonstrate critical caring and develop students critical literacies with traditional and critical content Boyd offers a comprehensive model for taking social action with youth that also considers the obstacles teachers are likely to encounter

Presenting the case for more equity oriented teaching this rich resource examines the benefits of engaging students with critical pedagogies and provides concrete methods for doing so Written for both pre and inservice teachers the text includes adaptable teaching models and tested ideas for preparing to teach for social justice Book Features Conceptualizes social justice as a set of literacies that can be learned and cultivated Depicts social action projects being used to meet Common Core State Standards Illustrates how social justice happens in small moments both those that are planned and those that arise spontaneously Shows teachers from rural and urban contexts adapting social justice to their teaching style and environment

Critical Investigations Into Interns' Urban Teaching Apprenticeship Experiences John Lockhart, 2009 [Unpacking the Loaded Teacher Matrix](#) sj Miller, Linda Norris, 2007 What issues in English teacher education are sidestepped because they are too loaded to address What aren't we talking about when we discuss classroom management censorship standardized tests media literacy social justice issues the standards and technology What really matters to novices entering the profession The authors in this book wrestle with the disparities between preservice English teacher instruction and secondary school space as the two collide and describe the tools that preservice English teachers need to negotiate and navigate between theory and practice This book answers these questions and offers groundbreaking insights about liberatory pedagogy for how teacher educators can mentor preservice teachers on touchy issues providing them with tools to reach today's students [Debates in History Teaching](#) Ian Davies, 2017-02-16 Now in its second edition *Debates in History Teaching* remains at the cutting edge of history education It has been fully updated to take into account the latest developments in policy research and professional practice With further exploration into the major issues that history teachers encounter in their daily professional lives it provides fresh guidance for thinking and practice for teachers within the UK and beyond Written by a range of experts in history education chapters cover all the key issues needed for clear thinking and excellent professional action This book will enable you to reach informed judgements and argue your point of view with deeper theoretical knowledge and understanding *Debates include* What is happening today in history education What is the purpose of history teaching What do history teachers need to know What are the key trends and issues in international contexts What is the role of evidence in history teaching and learning How should you make use of ICT in your lessons Should moral learning be an aim of history education How should history learning be assessed *Debates in History Teaching* remains essential reading for any student or practising teacher engaged in initial training continuing professional development or Master's level study [Unsettling Narratives](#) George Dalbo, 2025-03-21 Genocide education has become increasingly popular and prevalent in the United States over the past decade However genocide is all too often taught as something that occurred in the past or is happening far away What does it mean to teach about genocide in a settler colonial nation state that has yet to fully reckon with its violent past *Unsettling Narratives Teaching About Genocide in a Settler Space* examines how high school students and their teacher navigated learning and teaching about genocide and mass

violence in the context of a semester long comparative genocide and human rights elective course in rural south central Wisconsin Specifically how students and their teacher individually and collectively navigated the difficult knowledge of learning about settler colonialism the genocide of Indigenous peoples in the United States during the nineteenth century the legacies of genocide and mass violence at the intersections of U S and Indigenous societies during the twentieth and twenty first centuries and the enduring legacies of white supremacy and settlerness It reveals the complexities limits and possibilities of teaching and learning about genocide in the contemporary United States

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