



Lesson Plans Digital Booklet

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Introduction

Exploring Africa is a comprehensive curriculum designed to educate about Africa in a true, objective way. Each unit is designed with a theme in mind: *Why Study Africa?*, *Studying Africa through the Social Studies*, *Studying Africa through the Humanities*, *Regional Perspectives*, and *Country Case Studies*. Using these themes allows Exploring Africa to provide a well-rounded, interdisciplinary, and holistic approach to learning about Africa. Within each unit, there are modules constructed in a more specific thematic organization, which creates an even more accessible format for learning in a systematic way. Finally, within each module there are activities designed to help students comprehend the lessons they just learned. Each of these activities is aligned to the Common Core State Standards (CCSS). It is here in this Exploring Africa Lesson Plan Digital Booklet that we offer lesson plans designed for the physical classroom space, to be used and implemented in your own classroom, and adjusted in any way you see fit to meet your individual classroom's needs. It is highly recommended that these lesson plans for activities are supplemental to the lessons in the modules in Exploring Africa. These lesson plans are for the activities only, and not the lessons for which they are designed.

Unit Five

Country Case Studies

Module Twenty Seven: Congo

As emphasized in the introduction to module five *Country Perspectives*, there are a number of reasons for offering modules that focus on specific African countries such as the Democratic Republic of the Congo (DRC), including:

- 1 *Africa is not a country!* Sampling of North American and European perspectives on Africa, whether in a K-12 classroom, college lecture hall, civic or church group, almost always reveals the notion that Africa is socially, culturally, politically, and economical homogenous—Africa is perceived as a country, and not as a richly diverse continent comprised of 54 countries and a myriad of social structures, cultural traditions, and economic practices. Unfortunately, most text-books used in middle and high school social studies classrooms reinforce the perspective of African homogeneity and uniformity. Textbooks usually treat Africa as a single entity or provide chapters on two or three regions of Sub-Saharan Africa. This is in striking contrast to the treatment of Europe and Asia in the same text-books where it is the norm to have separate chapters on selected countries (e.g. China, Japan, India, Britain, France, Germany, Italy, etc.).

Exploring Africa provides an essential alternative to the perspective of African homogeneity by accentuating the reality of Africa's political, social, cultural and economic diversity through the detailed study of the Democratic Republic of the Congo and nine other important African countries.

- 2 *Recognize and celebrate Africa's rich diversity.* An in-depth study of the Democratic Republic of the Congo and country perspectives from all regions of Africa facilitates knowledge and understanding of the rich diversity of African political, economic, cultural and social realities, traditions and practices.
- 3 *Countries are important:* In spite of the growing political importance of globalization, the nation-state remains the primary and most important political entity in the early twenty-first century geo-political world. This is true in Africa as it is in Europe, Asia, and the Americas. Through the comparative study of the Democratic Republic of the Congo and the nine other selected African countries students will gain an understanding and appreciation for the similarities and difference among African nation-states and between African states, their own country, and countries in other regions of the world.

Module Twenty Seven

Introduction to the Democratic Republic of Congo

History of the Congo

Postcolonial Congo: Bitter Harvest

Postcolonial Congo: A Country and Region at War

Heart of Darkness

Introduction to the Democratic Republic of Congo

Time Needed	Approximately 45 minutes
Prior Knowledge	None needed
Lesson Assessment	Formative: reading guides
Standards	CCSS.ELA-LITERACY.RH.6-8.7 <i>Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</i> D2.Geo.2.9-12 <i>Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.</i>
Materials Needed	Pencil, paper, Introduction to DRC Reading Guide ¹ , access to Exploring Africa

Objectives

Students will be able to...

- Describe the geography of the Democratic Republic of Congo using maps and photographs
- Identify population challenges in DRC

Time	Learning Task	Methods or Procedures						
5 min	Students create a KWL chart on a piece of paper for the topic of Congo, after listening to instructions on how to do so from the teacher.	<p>Individual student work; teacher gives instructions to class on how to complete a Know, Want, Learn (KWL) chart. Students draw a chart with three columns like the example below.</p> <table border="1" data-bbox="852 1365 1429 1522"> <thead> <tr> <th>Know</th> <th>Want</th> <th>Learn</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>In the “Know” column, students list things they already know about Congo. In the “Want” column, students list what they want to know about Congo. The “Learn” column is to be left blank for now. Students should place their chart in a safe place where it will not be lost.</p>	Know	Want	Learn			
Know	Want	Learn						
5 min	Students listen to instructions, receive	Teacher instructs students to get onto module						

¹ Handouts and Worksheets, pg. 20-23

	reading guide, and get on Exploring Africa.	27, activity 1 of Exploring Africa.
35 min	Students read the text of Activity 1, completing their reading guide as they go.	Individual student work; teacher monitors and assists as needed.

History of the Congo

Time Needed	Approximately 2 days
Prior Knowledge	Completion of previous activities in this module
Lesson Assessment	Formative: discussion, reading guide Summative: persuasive essay
Standards	CCSS.ELA-Literacy.RH.6-8.7 <i>Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</i> D2.His.1.6-8 <i>Analyze connections among events and developments in broader historical contexts</i>
Materials Needed	Pencil, paper, access to Exploring Africa, History of the Congo handout ² , History of the Congo Reading Guide ³ , Belgian Colonialism Persuasive Essay handout ⁴

Objectives

Students will be able to...

- Identify kingdoms throughout the history of the Congo
- Argue that the Congo *does* have a history
- Compare and contrast writings with different perspectives of the same event
- Write a persuasive essay

Time	Learning Task	Methods or Procedures
Day One		
5 min	Teacher passes out History of the Congo Handout. Students read it silently.	Individual student work.
10 min	Class discussion: students debate the validity of the claim by early European observers that “the unlucky peoples here [tropical rainforests of the DRC] have no history because they have never changed.”	Whole class discussion: Teacher asks students to reread that quote, and then poses the following questions for a class discussion: <ol style="list-style-type: none"> 1. How valid is the claim that the people in the rainforest of the DNC have never changed? 2. Does the “having” of history depend upon change? If not, is it valid to argue that the people who live in the rainforest have no history?

² Handouts and Worksheets, pg. 24

³ Handouts and Worksheets, pg. 25-30

⁴ Handouts and Worksheets, pg. 31

2 min	Students receive reading guide, listen to instructions, and get on Exploring Africa.	Teacher hands out reading guide and instructs students to get onto module 27, activity 2 of Exploring Africa.
25 min	Students read the text of Activity 2, filling out their reading guide as they go.	Individual student work; teacher monitors and assists as needed. Teacher instructs students to come get persuasive essay handout when their reading guide is complete.
n/a	Students who have finished their reading guide may use the rest of the class period to begin their persuasive essays.	Individual student work, teacher monitors and assists as needed.
Day Two		
5 min	Students pull out their persuasive essay handout from the previous class, and whatever work they have done so far on their essay.	Teacher instructs students to get materials together.
40 min	Students spend the class period drafting, writing, editing, and revising their persuasive essay. If it is not finished in the class period, it is due for homework.	Individual student work. Teacher assigns due date for essay.

Postcolonial Congo: Bitter Harvest

Time Needed	Approximately 45 minutes
Prior Knowledge	Completion of previous activities in this module
Lesson Assessment	Formative: reading guide
Standards	CCSS.ELA-Literacy.RH.6-8.7 <i>Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</i> D2.His.1.6-8 <i>Analyze connections among events and developments in broader historical contexts</i>
Materials Needed	Access to Exploring Africa, pencil, Postcolonial Congo: Bitter Harvest Reading Guides

Objectives

Students will be able to...

- Use cause and effect to explain connections among events in history (in the Congo)
- Explain US involvement in the Congo

Time	Learning Task	Methods or Procedures
5 min	Students listen to instructions, receive reading guide, and get on Exploring Africa.	Teacher hands out reading guide and instructs students to get onto Module 27, Activity 3 of Exploring Africa
40 min	Students read the text of activity 3, completing their reading guides as they go.	Individual student work; teacher monitors and assists as needed. **Note –there are multiple videos to be watched in this activity. Although the videos can be watched as a class, they are embedded strategically in parts of the reading, and since each student will read at a different pace, it may make more sense to have students watch the videos on their own as they come to it. Due to this, it is advisable that each student has their own pair of headphones or at the very least listens at a low volume, as not to disturb other students.

Postcolonial Congo –A Country and Region at War

Time Needed	Approximately 2 days
Prior Knowledge	Completion of previous activities in this module
Lesson Assessment	Summative: reflection paper, group project
Standards	CCSS.ELA-Literacy.RH.6-8.7 <i>Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</i> D2.His.1.6-8 <i>Analyze connections among events and developments in broader historical contexts</i>
Materials Needed	Conflict Mineral Project Handout ⁶ , Postcolonial Congo Reflection Paper Handout ⁷ , pencil, access to Exploring Africa

Objectives

Students will be able to...

- Describe the key events of the Great African War –especially the involvement of the Congo
- Explain the impact of U.S. engagement in the Congo from 1960-present
- Define *conflict minerals* and create an advocacy plan for stopping their distribution

Time	Learning Task	Methods or Procedures
Day One		
5 min	Students listen to instructions and get on Exploring Africa.	Teacher instructs students to get onto Module 27, Activity 4 of Exploring Africa
20 min	Students read the text of activity four. When they are finished reading, they may obtain the Reflective Essay handout from the teacher.	Teacher instructs students to read all of the text of the page <i>but</i> to ignore any of the red activity boxes. Students do not need to complete any work other than reading at this time. Teacher hands out Reflection Essay handout to students who have finished reading ***note: 2 reflection essay handouts are printed on one sheet to save paper. Please cut sheets in half before distributing.
20 min	Students begin working on Postcolonial Congo Reflection paper.	Individual student work; teacher monitors and assists as needed. The paper should be finished at home for homework –teacher assigns due date.
Day Two		

⁶ Handouts and Worksheets, pg. 37

⁷ Handouts and Worksheets, pg. 36

5 min	<p>Students receive project handout, listen to instructions, and move to sit with their groups.</p> <p>Students should circle or highlight the group task they've been assigned on their project handout.</p>	<p>Teacher hands out project handout, and assigns students to groups. Teacher may assign groups in whatever way works best for particular classroom—randomly, purposefully, letting students pick, etc. There should be four groups total.</p> <p>Teacher assigns each group <i>one</i> of the tasks from the project handout.</p> <p>***One easy way to assign groups would be to have students count off 1-4. All the 1s would be in a group together <i>and</i> work on task 1 from the handout, and so on.</p>
40 min	<p>Students work with their groups on the conflict mineral project.</p>	<p>Small group work; teacher monitors and assists as needed.</p> <p>Any work not finished in class should be completed as homework by the assigned due date.</p>

Heart of Darkness

Time Needed	Approximately 3.5 weeks
Prior Knowledge	Completion of previous activities in this module, previous engagement in Socratic seminars.
Lesson Assessment	Formative: Reading Packet, Socratic Seminar Summative: Critical Analysis Paper
Standards	CCSS.ELA-LITERACY.RH.6-8.7 <i>Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</i> CCSS.ELA-LITERACY.RH.9-10.3 <i>Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</i> CCSS.ELA-LITERACY.RH.9-10.5 <i>Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</i> CCSS.ELA-LITERACY.RH.9-10.7 <i>Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</i>
Materials Needed	Heart of Darkness novella (or online copy: http://www.pagebypagebooks.com/Joseph_Conrad/Heart_of_Darkness/), Heart of Darkness Reading Packet ⁸ , pencil, journal, access to Exploring Africa (http://exploringafrica.matrix.msu.edu/heart-of-darkness-glossary/), Congo KWL chart, Critical Analysis Paper Peer Review handout ⁹

Objectives

Students will be able to...

- Use previous knowledge to make text to world and text to text connections
- Conduct research independently
- Write a critical analysis of a text
- Work with peer groups to construct meaning of a text, respectfully voice opinions/arguments, and revise writing while providing constructive criticism

Week One: Introduction

Time	Learning Task	Methods or Procedures
Day One		
5 min	Students receive Heart of Darkness	Teacher hands out packet and explains that the

⁸ Handouts and Worksheets, pg. 38-56

⁹ Handouts and Worksheets, pg. 57

	Reading Packet and listen to instructions.	class will be reading the novella, <i>Heart of Darkness</i> . Before we start reading, we will complete a few pre-reading activities.
25 min	Students turn to the 1 st page of their reading packet: "Pre, during and post reading." They complete <i>only</i> step 1 of this page (filling out Joseph Conrad's Life Events column of the organizer)	Individual student work Teacher instructs students to only complete step 1-pre reading, and only the left column. Students may wish to search Joseph Conrad on bio.com or the Britannica website.
10 min	Once students have finished step 1 –pre-reading, they get out their journal, and respond to this prompt: <i>Based on what you've learned about Joseph Conrad in your research, what predictions can you make about Heart of Darkness?</i>	Individual student work; teacher gives prompt, students write silently
5 min	Students share their prediction with a partner. Students defend their predictions with evidence from their research.	Partner work; teacher instructs students to share with the person sitting next to them, using reasoning from their research as to why they predicted it.
Day Two		
5 min	Students pull out their KWL chart on the Congo from Activity One of this module.	Teacher instructs students to retrieve chart.
20 min	Students fill out the final column – learned –in their KWL chart. In this column, they should write everything that they have learned about the Congo that they did not know before this module.	Individual student work; teacher instructs students to write as much as possible.
10 min	Class brainstorm: Students share out items from their learned list that they think are really important to the history of the Congo.	Teacher asks students to share out, and writes a list on the board. Once the list is compiled, circle the following items if they appeared on the list: <ul style="list-style-type: none"> • King Leopold II • Kingdoms of the Congo • Scramble for Africa • Ivory industry If they did not appear on the list, write them down and circle them. Ask students to review these topics for homework, as they will be covered in <i>Heart of Darkness</i> .
10 min	Students listen as teacher goes through the rest of the packet on <i>Heart of Darkness</i> .	Teacher explains the following sheets in the Heart of Darkness packet (everything in the during reading section): <ul style="list-style-type: none"> • Pre, During, and Post Reading , Step 1 – pre-reading right column (<i>Heart of Darkness</i> parallel events), step 2 –During

		<p>Reading</p> <ul style="list-style-type: none"> • Literary Elements • Map Activity Part 1 • Character Analysis Activity <p>Teacher explains that all of these activities are to be completed <i>while</i> the students read <i>Heart of Darkness</i>.</p>
Day Three		
15 min	Students review what they reviewed for homework about the Congo	Class discussion: teacher asks students to summarize the important events of the history of the Congo that were circled on the board the previous day.
15 min	Students listen to teacher's introduction of <i>Heart of Darkness</i> .	<p>Teacher introduces <i>Heart of Darkness</i>.</p> <ul style="list-style-type: none"> • It is written in a train-of-thought style • It consists mainly of one sided dialogue • The narrator is two-fold: story is "written" by a crew member of the ship who is narrating Marlow's story, but Marlow is recounting the story that makes the content of <i>Heart of Darkness</i> • Students should take care to consider any possible biases of the author or from the time period of the novella
15 min	Students listen as teacher reads the first 10 pages (or less, as time allows) of the novella.	Teacher reads the beginning of the novella, <i>Heart of Darkness</i> , out loud to the whole class.
Day Four		
5 min	Students review what happened in the beginning of the book.	<p>Teacher asks students to summarize what they have read so far:</p> <ul style="list-style-type: none"> • What is the setting? • What characters have been introduced? • What are they doing? Where are they going? • What is "The Company"?
10 min	Students receive copies of the novella (or access it online.)	<p>Teacher hands out copies of the novella, or instructs students to find it online (link in materials section)</p> <p>Teacher also instructs students to access the Heart of Darkness Glossary as needed while they read, which can be found on Module 27 of Exploring Africa (under the links section of the introduction page, or under the links in activity 5, or at the url given in the materials section of this lesson plan)</p>
30 min	Students have the rest of the class period to continue reading silently to	Silent reading; teacher reminds students to fill out the during reading assignments in their

	themselves.	reading packet as they read.
Day Five		
5 min	Students gather their book and their reading packet	Teacher instructs students to gather materials for reading.
40 min	Students get the entire class period to read and work on their reading packet.	Teacher allows students to go to a new location to read—outside, the library, the hall, etc. Students are encouraged to get comfortable and settle in with their books.

Week Two

Time	Learning Task	Methods or Procedures
Day One		
5 min	Students gather their book and their reading packet	Teacher instructs students to gather materials for reading.
40 min	Students get the entire class period to read and work on their reading packet.	Teacher allows students to go to a new location to read—outside, the library, the hall, etc. Students are encouraged to get comfortable and settle in with their books.
Day Two		
5 min	Students gather their book and their reading packet	Teacher instructs students to gather materials for reading.
40 min	Students can do either of the following: <ul style="list-style-type: none"> • Finish reading • Complete any “during reading” activities in their reading packet 	Individual student work; teacher asks students to silently read or work
n/a	Students who have finished the above two activities (reading the whole novella and completing all “during reading” activities may begin the post reading activities	Students begin work on post-reading activities in their packet before the final paper <ul style="list-style-type: none"> • Map Activity Part Two • Quote Analysis Activity • Criticisms Activity • Preparing for the Socratic seminar Teacher informs all students that anyone who has not finished reading should do so for homework tonight.
Day Three		
5 min	Students gather their materials (pencil, reading packet)	Teacher instructs students to start working on all of the post-reading activities. Teacher explains that in two days’ time, there will be a Socratic seminar. Remind students that this is a student led discussion, and all students will be graded on their participation.
40 min	Students work on the post reading activities.	Individual student work; teacher monitors and assists as needed.

Day Four		
5 min	Students gather their materials (pencil, reading packet)	Teacher instructs students to continue working on their post reading activities. Teacher reminds students that the Socratic seminar will be held tomorrow, so students should be prepared for discussion.
40 min	Students continue working on their post reading activities.	Individual student work; teacher monitors and assists as needed. Teacher reminds students to finish any preparation for the Socratic seminar as homework.
Day Five		
5 Min.	Students get set in the concentric circles for the Socratic Seminar and listen to the teacher's instructions	Socratic Seminar; desks are arranged in two concentric circles; teacher gives instructions to students: Students in the inside circle are actively participating and asking/answering one another's questions about the seminar questions while the students on the outside circle take notes and write any questions they want to ask for their turn in the inner circle, each turn gets 15 minutes of continuous dialogue, the teacher does not participate unless to ask a prompting question when the discussion slows down, every student has to contribute, the teacher will be keeping track of participation; before beginning, ask students if they need any clarification on what they'll be doing Students should be reminded to take notes during the discussion, as they will be writing a paper with the same questions.
15 Min.	Group #1 in the inner circle begins dialogue while group #2 in the outer circle take notes	Teacher keeps track of participation and asks prompting questions as needed
15 Min.	Group #2 in the inner circle picks up dialogue where Group #1 (now in the outer circle) left off	Teacher keeps track of participation and asks prompting questions as needed
5 min	Students receive reminders	Teacher reminds students to finish any of the remaining post reading activities for homework over the weekend (everything except for the critical analysis paper.)

Week Three

Time	Learning Task	Methods or Procedures
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Day One		
5 min	Students turn their attention to the final page in their reading packet, and listen to instructions.	Teacher goes over the instructions for the critical analysis paper with the class, assigns due date, and asks if there are any questions
40 min	Students begin to work on their critical analysis paper.	Individual student work; teacher monitors and assists as needed.
Day Two		
5 min	Students get out their materials needed to continue working on their paper.	Teacher reminds students of the due date, and asks for students to have a first draft by tomorrow ready for peer review (each person should bring two copies of their paper to class the next day)
40 min	Students continue work on their critical analysis paper.	Individual student work, teacher monitors and assists as needed.
Day Three		
5 min	Students are split into groups of three. Each student receives a peer review handout	Teacher passes out handout and splits groups into three (in whatever way works best for the class) Students should be in groups of 3 and have with them 2 copies of their completed first draft of their reports. 2) Each student in the group should have one copy of their partner's reports, and should have given each of their partners one copy of their own report, so everyone in a small group should have 2 reports that are not their own. 3) Each student should spend 15 minutes on one report, filling out the peer review sheet for this project and making editing marks on the report itself, and when the timer goes off or the teacher says, the student should go to the other report and do the same. 4) When revision is done, students have 10 minutes to conference with one another and ask questions about the markings and comments on their reports.
15 min	Students do first peer review.	Teacher sets timer, tells students when to start, when to switch.
15 min	Students do second peer review	Teacher sets timer, tells students when to start, when to stop.
10 min	Student peer conferencing	Teacher monitors, observes conferences. Teacher reminds students of the due date for the paper. Students complete revisions at home and turn in paper on due date.

Handouts and Worksheets

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Introduction to DRC Reading Guide

1. Make a list of the various symbols that comprise DRC's coat of arms. Beside each symbol, suggest what you think the meaning of it might be. Translate the national motto, *Justice, Paix, Travail*, from French (one of the official languages of the DRC) into English. Why do you think that is the national motto? What is the meaning?
2. Describe the colors and symbols on the flag of DRC. What do you think the colors and symbols each mean?
3. Rapid population growth is a major issue in a number of African countries. What do you think are some of the social and economic consequences of rapid population growth for developing countries such as the DRC?
4. What demands are placed on societies such as the DRC when there is a much faster growing percentage of youth population than adult population?

5. What social and economic issues become important in a country such as the DRC that experiences a rapid transfer of population from rural to urban areas?

6. Demographers who study population trends in developing countries are concerned with the demands placed on societies by rapid population growth. One of the equations that they use to measure this concern is "*population doubling time*." This is the period of time in which a society will need to double its capacity to provide housing, schooling, healthcare, and employment for its citizens. Demographers use a very simple equation to determine the number of years it will take for a given country to double its population: $pdt = 70 \text{ divided by the population growth rate}$. Given the information provided above, by what year would we expect the DRC's current (2015) population of 79.4 million to double to 158.8 million?

7. Write your own argument for increasing the number of provinces in the DRC to 26, using the guideline questions in activity 1.

8. Fill in the chart below on pros and cons of living in the Congo with its varied & diverse topography

Topography of the Congo and its Effects on the Population:

Benefits	Constraints

9. Carefully study and compare the vegetation maps with the precipitation and relief maps to answer the following questions:
- In which regions of the DRC do you think the most cultivation of food crops takes place?
 - Why do you think this is the case?
 - What is the natural vegetation of these regions?

d. In what region(s) does the least agricultural production take place?

e. Why do you think that is the case?

10. On your computer, go to Google Earth:

a. Search for the Congo River. First, look at the satellite image of the entire Congo River Basin. Then zoom in on different sections of the river. What do the satellite images and attached photographs tell you about the topography and vegetation of the Congo River Basin? Using the same images, what can we learn about human demography (population density and settlements) in the Congo River Basin? What is the relationship between topography, climate, vegetation, and human demography?

b. Search for and zoom in on the Inga Falls and hydroelectric dams on the Congo River. Using the satellite imagery, locate the dams in relationship to the waterfalls. Examine the physical terrain, vegetation, and distance to major urban areas and mining centers in the Congo. How might these factors impact the distribution of electric power from the dams?

History of the Congo Handout

Unlike other areas of Africa, no remains of early humans (hominid) have been found in the DRC, or anywhere else in Central Africa and the knowledge about the earliest inhabitants of the region is still limited. However, it is believed that the first inhabitants of the region were forest-dwellers who lived in the tropical forest of the present Congo, or sometimes in the savanna. Evidence suggests that the Ancient Egyptians knew about these first inhabitants many millennia ago (5,000 BCE).

The early history of the DRC reflects the geo-environmental realities of the country: approximately forty percent of the country is comprised of tropical rainforests; most of the rest of the country is dominated by savanna type vegetation. These environmental differences contributed to the development of distinctive cultural, social, economic and political systems resulting in two distinctive historical traditions in the DRC.

Jan Vansina (who we quoted in the first learning activity) in his seminal work on the early history of the tropical rainforests of Central Africa, *Paths in the Rainforest*, strongly challenges a dominant perspective that due to the restrictive forest environment the forest communities were homogenous (social, economic, political behaviors and practices limited by the forest ecology) and permanent (did not experience significant change and development over time), “that the people living there were too busy surviving in such a hostile environment to change. Peoples there supposedly still live today as they have done for centuries or millennia . . . in other words, environment determines history and the unlucky peoples here [tropical rainforests of the DRC] have no history because they have never changed.” (p 3). Throughout the 265 pages of his book Vansina clearly demonstrates that while the tropical rainforest ecology influences the way people live and the institutions they develop, this environment does not determine uniform (monolithic) cultural practices or social and political institutions throughout the rainforest. Neither does the environment prohibit change within these societies. The peoples and societies of the rainforest have a history that they helped bring about, just as their neighbors in the adjacent savanna regions did.

History of the Congo Reading Guide

1. Create a timeline that details the main events and their corresponding dates in Afonso's reign in the Kongo Kingdom

2. Create a chart, comparing and contrasting what Africa is today to what it could have been, according to the claim “in many respects [the Bakuba Kingdom] exemplifies what Africa could have been without outside influences.”

Outside Influence	Present-Day Africa	Hypothetical Africa
“A,” which led to...	“B,” but...	without “A” Africa could have been “C”

3. Write a short paragraph on how you would structure your own empire. How does it resemble or differ from that of the Luba-Lunda kingdom? What are the benefits and constrains of the Luba-Lunda Kingdom’s political structure?

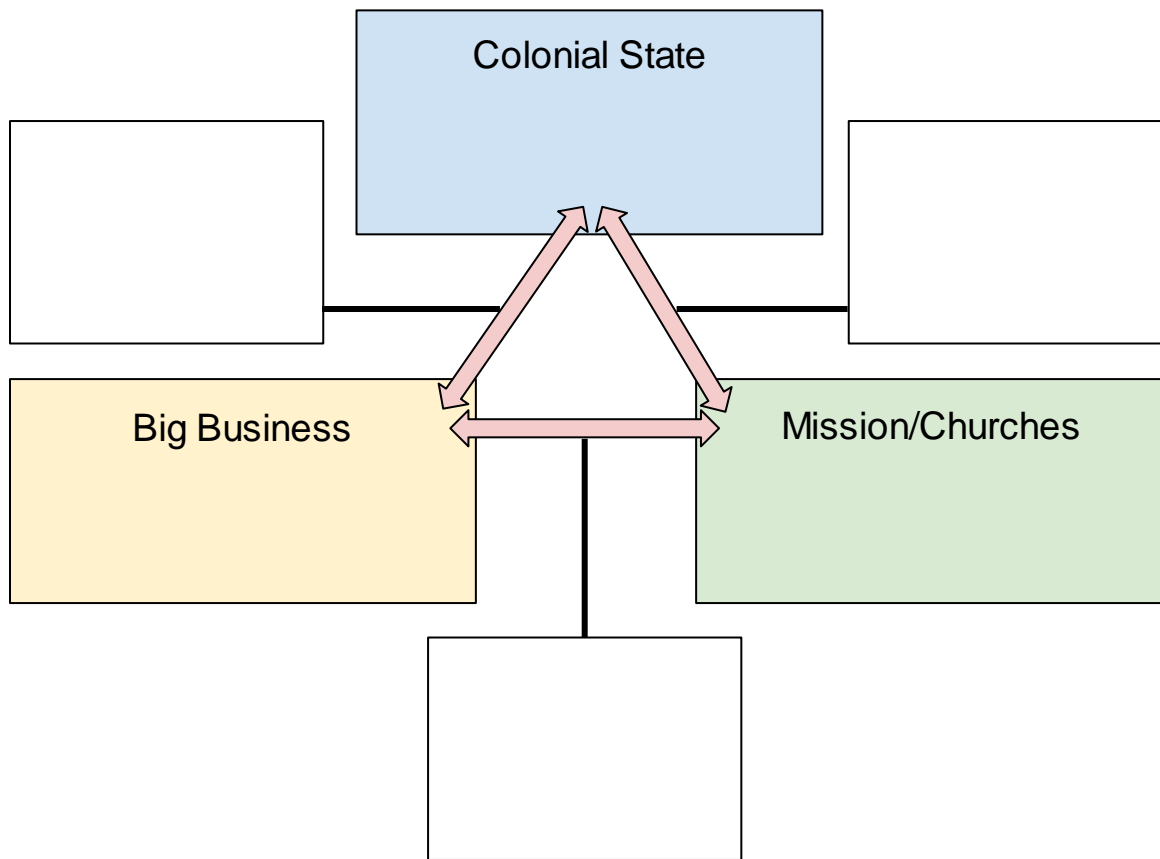
4. Read *That Was No Welcome* and *That Was No Brother* and answer the following questions:
 - a. Whose perspective do you think was the most accurate, Stanley's or Mojimba's? Why?
 - b. As depicted in his writing, what was Stanley's attitude towards the Congolese? How did this attitude affect his perceptions of Africans and their culture?
 - c. As depicted in his first person account, what was Mojimba's attitude towards European visitors?
5. Read "The White Man's Burden" and "The Black Man's Burden." Then, write a short response that details your comparison of the two works.
6. What does paternalism mean?
7. What are some of the ways in which the Belgian colonizers acted as paternalists to the Congolese?
8. What are some current ways in Western societies in which we paternalize Africans?

9. What is Platonism?

10. How is Platonism different from paternalism? How are they similar?

11. Conduct some research on the term “white savior industrial complex.” Find reliable and credible sources to define this term, and choose one article to write about. Include the article’s name, author, and publisher, the article’s definition of “White-Savior Industrial Complex,” and your review of the article as it relates to what we have been learning about the Congo in this activity.

12. Fill in the boxes with respective information about each of the trinity's responsibilities, and where the responsibilities overlap (the white boxes that indicate toward the connecting arrows).



13. What were Belgian business officials concerned would happen if the Congolese became educated? Do you think this fear was based on truth? What do you think might happen if the Congolese were more educated?

14. What was the primary goal of Christian mission education? What skills did they want the Congolese to have, and why?

15. What did Congolese students learn in school? What is problematic about this?

16. Complete the following graphic organizer with the information you have just read about the various forms of open and covert resistance by the Congolese in response to their colonization. First, define what is meant by “open resistance” and “covert resistance,” and then find explicit examples from the reading that would qualify as either one of these types of resistance.

Open Resistance	Covert Resistance
Definition:	Definition:
Examples from Reading:	Examples from Reading:

17. Once you have completed the organizer, which do you think is more effective: open or covert resistance? Why?

Belgian Colonialism in the Congo –Persuasive Essay

Introduction: The Belgian style of colonialism, as expressed and experienced in the Congo, shared common attributes with the way colonialism was practiced by other European powers in their African colonies. However, the colonialism practiced in the Congo also had unique attributes expressed in extreme paternalism. For example, while in the late 1950s Congo had the largest industrial labor forces in all of Africa, it also had one of the most underdeveloped education systems in all of Africa. This legacy loomed large, as Congo became an independent nation in June 1960. Your assignment is to write a persuasive essay in which you use historical evidence provided in this section to intelligently project the impact of this legacy on the capacity of independent Congo to govern effectively, and its ability to seriously address social and economic needs of the newly independent country.

Question: How does the political legacy—the impact of paternalism and total exclusion of African participation— impact Congo’s post-independence history?

Example Thesis Stem: Congo’s post-independence history is impacted by the political legacy of paternalism and exclusion by _____.

Minimum Requirements:

- Define paternalism (using in-text and source citation)
- Explain African exclusion (using in-text and source citation)
- Make an argument for how paternalism and exclusion has impacted Congo’s post-independence history
- Speculate as to what the Congo’s post-independence history *would have been* had paternalism and exclusion of African participation *not* occurred
- Use the Congo’s history as (an) example(s) to support your argument (using in-text and source citations)
- Use examples from other countries’ history to support your argument (using in-text and source citations) For example, use an African country that experiences indirect rule (Ghana, Nigeria, Uganda) and/or an African country that experienced a less paternalistic form of direct rule (Senegal, Mali, Cote D’Ivoire), and/or an African country that was a European settler dominated colony (Angola, Kenya, Zimbabwe).
- 4 pages
- MLA format and citations
- 3 source citation on works cited page
- 3 in-text citations
- Argumentative elements: argument, claim, evidence, warrant, counter-argument
- Essay elements: intro, thesis, topic sentences, body paragraphs, conclusion

Postcolonial Congo: Bitter Harvest Reading Guide

1. Create a chain of events, starting with the most recent event in the previous section, and working your way backwards to what caused the preceding event. Begin with the last sentence, “. . . U.S. support of the 1965 military coup that brought Mobuto Sese Seko to power and of his 32 years of authoritarian rule.” With this event, ask yourself, “but why?” and continue down the chain of events back into time. Look into the reading to answer the “why” of the question: “Why did the U.S. support the 1965 military coup?”

2. After watching the video and reading the reports on the assassination of Patrice Lumumba, write at least a paragraph that answers the question: *How, and why, was Patrice Lumumba murdered, according to these reports? What are your personal thoughts about his assassination?*

3. Answer the following questions after watching the *60 Minutes* segment:
- a. What was the primary focus of the *60 Minutes* piece narrated by Mike Wallace?

 - b. According to the piece, what were the main problems confronting Zaire under Mobutu's rule? What were the causes of these problems?

 - c. A number of prominent American and Zairian individuals were interviewed for the program, including a third party interview of Mobutu. What explanation and justification does Mobutu give for his policies and actions? Critique his arguments.

 - d. Here is a list of the individuals interviewed. See if you can answer these questions for each of the interviewees:
 - i. What is their assessment of Mobutu and his policies?
 - ii. What is their explanation for his policies and actions?
 - iii. What should the U.S. government and its European allies' policy be towards Mobutu? What culpability, if any, do external powers have in the maintaining of Mobutu's rule?

Erwin Blumenthal, formal International Monetary Fund (IMF) official at the Bank of Zaire (country's central bank).

Nguza Karl-i-Bond, former prime minister of Zaire, then in exile in Belgium

Howard Wolpe, U.S. Congressman from Michigan, then chair of the House of Representatives subcommittee on African Affairs

Sheldon Vance, former U.S. ambassador to Zaire (1969-1974)

Mickey Leyland, U.S. Congressman from Texas, key member of the African American Caucus in the House of Representatives.

- e. Former U.S. ambassador to Zaire, Sheldon Vance, contends that Mobutu's authoritarian rule can be explained the tendency in "Black Africa," to resort to a tradition of "tribal governance" in which the chief had absolute power. Based on what you have learned in the module of the history of the country up until Mobutu's rule, give reasons why this assessment by Ambassador Vance is faulty.

Postcolonial Congo Reflection Essay

Introduction: The United States has been engaged in the Congo since its independence in 1960. Looking back over the information and analysis provided in this module, you will write a reflection on this involvement.

Question: How has US engagement impacted the Congo from 1960 until now?

Example Thesis Stem: Congo's post-independence history is impacted by the United States by

Minimum Requirements:

- Summarize the nature of U.S. engagement in the Congo from 1960 until the present day
- Provide an analysis of the political impact of U.S. engagement on the Congo
- Provide your thoughts on how U.S. policy towards the Congo could change so as to improve the possibility of lasting peace in the region
- 2 pages
- MLA format and citations
- At least 1 source citation on works cited page
- At least 1 in-text citations

Postcolonial Congo Reflection Essay

Introduction: The United States has been engaged in the Congo since its independence in 1960. Looking back over the information and analysis provided in this module, you will write a reflection on this involvement.

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- 2 pages
- MLA format and citations
- At least 1 source citation on works cited page
- At least 1 in-text citations

Conflict Mineral Advocacy Project

Group Members:

Due Date:

Directions: You have just finished reading activity four of the module on the Congo. This activity details the “curse” of Congo –its mineral wealth. One of the first steps in finding a solution to any problem is through advocacy and raising public awareness. You will be split into 4 groups, and each group will be assigned one of the following tasks:

1. Inform the U.S. public of the role of conflict minerals in ongoing conflict in eastern Congo
2. Articulate a concrete plan for tracing the use of conflict minerals in smart phones, handheld electronic devices, and laptops (similar to the Kimberly Process and blood diamonds)
3. Effectively lobby major companies (such as Apple and Google, among others) to implement a commitment to use only minerals that are certified to be conflict free in their manufacturing of smart phones, electronics, etc.
4. Effectively lobby the U.S. government to establish regulations that would make it difficult to market devices in the U.S. that are not certified as conflict free, no matter where they are manufactured.

You can complete this task using whatever medium makes most sense to you, and that you believe will best appeal to your audience and achieve the goal of your task –a poster, a letter to someone, etc.

As you develop your plans and strategies you may find it helpful to consult the websites of international advocacy group such as *Global Witness*, *The Enough Project*, *Project Hope*, and *Amnesty International* and UN agencies such as UNICEF all of which have done extensive work on impact of *Conflict Minerals* on the eastern Congo.

Heart of Darkness

Reading Packet

Heart of Darkness: Pre, During, and Post Reading

Step 1 - Pre-reading

Research the author of *Heart of Darkness*, Joseph Conrad. Create a timeline of the most important and relevant events of Conrad's life as it relates to the events in the story. **After completing the timeline for Joseph Conrad, complete the other side of the timeline graphic organizer below with any parallel events from the story as you read.** You may complete the timeline in the space provided below:

Joseph Conrad's Life Events	<i>Heart of Darkness</i> Parallel Events

Step 2 - During Reading

Journaling Activity

Look back to the History of the Congo activity and identify which parts of what you learned are similar to various aspects of the story. For instance, do any of the people from the Congo's colonial history resemble any of the characters from *Heart of Darkness*? Do any of the events that took place seem closely related to the events from the story? Think about these questions and more as you make connections between *Heart of Darkness* and the DRC's history. **As you reflect on that section of *Exploring Africa*, keep track of the similarities in your Exploring Africa Journal.**

Literary Elements

Directions: While reading find examples of the following literary elements.

Literary Element		Examples
Diction	What kind of word-choice, or diction, does the author use to describe the Congolese people? How does that make you think about the Congolese or Africans in general?	
Imagery	What kind of imagery is present in the description of the setting? What effect does that have on you as a reader?	
Characterization	How are the characters portrayed? What do you notice about how the European characters are described compared to the Congolese?	

Heart of Darkness Map Activity Part One

As you read *Heart of Darkness* by Joseph Conrad, pay close attention to the locations mentioned throughout the novella.

As a location is mentioned during your reading, write down the lines from the text that mention the location and properly cite the quote following MLA parenthetical documentation guidelines. Keep track of these locations, the quote from *Heart of Darkness* that details the location, and the proper citation for that quote in this graphic organizer: The first location is done for you.

Location	Quote	In-Text Citation
Gravesend, England	"The air was dark above Gravesend, and farther back still seemed condensed into a mournful gloom, brooding motionless over the biggest, and the greatest, town on earth"	(Conrad 17).

--	--	--

Character Analysis Activity

For each character listed, complete the graphic organizer. You should include at least 3 quotes that define the character's personality, at least 5 words of your choosing to describe the character's personality, and an image of what you think the character might look like. Be sure to include the page number for each quote you provide.

<p><u>Marlow</u> (image below)</p>	<p><u>Quotes</u></p>
<p><u>Personality Traits</u></p>	

Kurtz
(image below)

Quotes

Personality Traits

The Accountant
(image below)

Quotes

Personality Traits

The Manager

(image below)

Quotes

Personality Traits

The Russian

(image below)

Quotes

Personality Traits

Kurtz's Intended

(image below)

Quotes

Personality Traits

Congolese Woman

(image below)

Quotes

Personality Traits

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Step 3 –Post Reading

Heart of Darkness Map Activity Part Two

Once you have finished reading and have completed the location log:

Create a map that outlines the entire setting and timeline of the story. To do this, you will need to use an image of an accurate map that includes England and the Congo. Within this map, identify each location mentioned in Marlow's journey to the Congo as well as their entire trail, complete with each location name, quote, and page number from above. In addition, write a brief synopsis of the events that took place in that location. To begin, you may use the maps on the following pages.

In writing the required details on the map of Marlow's journey, you can be creative as to how you want to incorporate all the information. For example, you may choose to draw a line of their complete trail with dots at each location that have a reference number, and then on a separate page you will write all the required information by the location's reference number. Alternatively, you may choose to include the name of the location and a cited quote from the novella on the map itself, as well as the line and dots identifying the entire journey, and the synopsis of each location on a separate page.



South Atlantic Ocean



South Africa

Map data ©

Make sure to also incorporate a more focused map of a region where numerous locations are mentioned in a smaller area. You may use these maps for that purpose:



Quote Analysis Activity

For each quote provided, write a brief analysis in your journal. Your analysis should include what you believe the author, Joseph Conrad, intended to say by writing this; what the social implication or connotative meaning of the quote is, apart from Conrad's intentions; and how you have come to your conclusion. To defend your analysis, you may reference parts of the learning activities in *Exploring Africa*, things you may have learned in your own independent research, or any other reliable source of information.

1. "Land in a swamp, march through the woods, and in some inland post feel the savagery, the utter savagery, had closed round him,— all that mysterious life of the wilderness that stirs in the forest, in the jungles, in the hearts of wild men. There's no initiation either into such mysteries. He has to live in the midst of the incomprehensible, which is also detestable. And it has a fascination, too, that goes to work upon him. The fascination of the abomination—you know. Imagine the growing regrets, the longing to escape, the powerless disgust, the surrender, the hate."
2. "The conquest of the earth, which mostly means the taking it away from those who have a different complexion or slightly flatter noses than ourselves, is not a pretty thing when you look into it too much. What redeems it is the idea only. An idea at the back of it; not a sentimental pretense but an idea; and an unselfish belief in the idea—something you can set up, and bow down before, and offer a sacrifice to. . . ."
3. "It's queer how out of touch with truth women are. They live in a world of their own, and there had never been anything like it, and never can be. It is too beautiful altogether, and if they were to set it up it would go to pieces before the first sunset. Some confounded fact we men have been living contentedly with ever since the day of creation would start up and knock the whole thing over."
4. "These men could by no stretch of imagination be called enemies. They were called criminals, and the outraged law, like the bursting shells, had come to them, an insoluble mystery from over the sea. All their meager breasts panted together, the violently dilated nostrils quivered, the eyes stared stonily uphill. They passed me within six inches, without a glance, with that complete, deathlike indifference of unhappy savages. Behind this raw matter one of the reclaimed, the product of the new forces at work, strolled despondently, carrying a rifle by its middle. He had a uniform jacket with one button off, and seeing a white man on the path, hoisted his weapon to his shoulder with alacrity. This was simple prudence, white men being so much alike at a distance that he could not tell who I might be. He was speedily reassured, and with a large, white, rascally grin, and a glance at his charge, seemed to take me into partnership in his

exalted trust. After all, I also was a part of the great cause of these high and just proceedings.”

5. “Moreover, I respected the fellow. Yes; I respected his collars, his vast cuffs, his brushed hair. His appearance was certainly that of a hairdresser’s dummy; but in the great demoralization of the land he kept up his appearance. That’s backbone. His starched collars and got-up shirt-fronts were achievements of character.”
6. “You know I hate, detest, and can’t bear a lie, not because I am straighter than the rest of us, but simply because it appalls me. There is a taint of death, a flavor of mortality in lies,— which is exactly what I hate and detest in the world— what I want to forget. It makes me miserable and sick, like biting something rotten would do. Temperament, I suppose. Well, I went near enough to it by letting the young fool there believe anything he liked to imagine as to my influence in Europe.”
7. “”She put out her arms as if after a retreating figure, stretching them black and with clasped pale hands across the fading and narrow sheen of the window. Never see him! I saw him clearly enough then. I shall see this eloquent phantom as long as I live, and I shall see her too, a tragic and familiar Shade, resembling in this gesture another one, tragic also, and bedecked with powerless charms, stretching bare brown arms over the glitter of the infernal stream, the stream of darkness. She said suddenly very low, ‘He died as he lived.’”

Criticisms of *Heart of Darkness* Activity

Read the following critical analyses of the novella (you can find and follow these links directly on Exploring Africa)

- [Criticism 1](http://www.diva-portal.org/smash/get/diva2:356589/FULLTEXT01.pdf): <http://www.diva-portal.org/smash/get/diva2:356589/FULLTEXT01.pdf>
- [Criticism 2](http://kirbyk.net/hod/image.of.africa.html): <http://kirbyk.net/hod/image.of.africa.html>
- [Criticism 3](https://landing.athabasca.ca/blog/view/136720/conrad-and-the-critics-responses-to-heart-of-darkness): <https://landing.athabasca.ca/blog/view/136720/conrad-and-the-critics-responses-to-heart-of-darkness>
- [Criticism 4](https://abookishcharm.wordpress.com/2014/12/11/the-necessity-of-the-reader-a-literary-criticism-of-heart-of-darkness/): <https://abookishcharm.wordpress.com/2014/12/11/the-necessity-of-the-reader-a-literary-criticism-of-heart-of-darkness/>

While you read pay attention to:

- Where does the author place his/her thesis? What makes it a good or bad thesis statement?
- How is the paper structured? What are some of the qualities of their transition phrases?
- Where does the author incorporate evidence from the text? How is it incorporated? How is it discussed and analyzed? What did they do well or not so well?
- What is your reaction to their analysis/criticism overall? What was good about it? What was bad or unclear about it?

Socratic Seminar

Now that you've learned more about the author, Joseph Conrad, and the connections between his life and the real events from the DRC's history to the story, *Heart of Darkness*, analyze what you believe Conrad is telling the reader about the Congo.

In class on _____ we will hold a Socratic seminar, where we discuss the following questions.

1. Based on the author's diction, or word choice, and characterization, or development of character personalities, and imagery of the setting of the story (the Congo), what do you think of Joseph Conrad's depiction of the Congo?
2. How does his diction impact your understanding of the Congo and of Africa as a whole?
3. How does it affect your idea of who the Congolese are?
4. Who is depicted as the "hero" of this story, and what effect does that have?
5. Would you argue, like many other critics, that Conrad is racist in his depiction of the Congo and its people? Or, would you argue that Conrad is being cynical and sarcastic in his depiction, thus criticizing the racism of colonization?
6. Could it possibly be that both are true?

Critical Analysis Paper

Rough Draft Due Date: _____

Final Due Date: _____

Now that you have read other criticisms of *Heart of Darkness*, you are going to write your own, while considering the following questions (the same as discussed in the Socratic seminar)

1. Based on the author's diction, or word choice, and characterization, or development of character personalities, and imagery of the setting of the story (the Congo), what do you think of Joseph Conrad's depiction of the Congo?
2. How does his diction impact your understanding of the Congo and of Africa as a whole?
3. How does it affect your idea of who the Congolese are?
4. Who is depicted as the "hero" of this story, and what effect does that have?
5. Would you argue, like many other critics, that Conrad is racist in his depiction of the Congo and its people? Or, would you argue that Conrad is being cynical and sarcastic in his depiction, thus criticizing the racism of colonization?
6. Could it possibly be that both are true?

Use your own research and evidence from *Heart of Darkness* to support your argument and defend your claim. Do not use personal pronouns (I, me, us, our, we) in your writing. This writing should be in essay format, and you should correctly cite your research and textual references using MLA format and a works cited page.

Critical Analysis Paper Peer Review

Instructions:

1. You will be in groups of 3 and have 2 copies of your completed first draft of your papers. Both of your group members will have a copy of your paper, and you will have a copy of each of your group member's paper, but you will not have a copy of your own report.
2. You will get 15 minutes on one paper, filling out this sheet for both of your group member's paper and making editing marks on the paper itself, and when the timer goes off or the teacher says, you should go to the other paper and do the same.
3. When revision is done, you will have 10 minutes to conference with one another and ask questions about the markings and comments on your own report.

This is filled out for _____'s paper:

- My favorite part was:

- The part that needs most work is:

- What do you want to know more of in this report? What questions do you still have?

- What did you learn from this report

Answer Keys and Examples

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Introduction to DRC Reading Guide

Make a list of the various symbols that comprise DRC's coat of arms. Beside each symbol, suggest what you think the meaning of it might be. Translate the national motto, Justice, Paix, Travail, from French (one of the official languages of the DRC) into English. Why do you think that is the national motto? What is the meaning?

Student answers will vary.

Motto in English—Justice, Peace, Work

Describe the colors and symbols on the flag of DRC. What do you think the colors and symbols each mean?

Student answers will vary.

Rapid population growth is a major issue in a number of African countries. What do you think are some of the social and economic consequences of rapid population growth for developing countries such as the DRC?

Student answers will vary. Answers may include: poverty, hunger, high infant mortality, inadequate social/health/infrastructure services.

What demands are placed on societies such as the DRC when there is a much faster growing percentage of youth population than adult population?

Student answers will vary. Answers may include: less employable adults, more education demands

What social and economic issues become important in a country such as the DRC that experiences a rapid transfer of population from rural to urban areas?

Student answers will vary. Answers may include: not enough housing (construction of slums, overcrowding), poverty, poor sanitation, high unemployment and crime rates.

Demographers who study population trends in developing countries are concerned with the demands placed on societies by rapid population growth. One of the equations that they use to measure this concern is "population doubling time." This is the period of time in which a society will need to double its capacity to provide housing, schooling, healthcare, and employment for its citizens. Demographers use a very simple equation to determine the number of years it will take for a given country to double its population: $pdt = 70$ divided by the population growth rate. Given the information provided, by what year would we expect the DRC's current (2015) population of 79.4 million to double to 158.8 million?

Answer: Around 2040

Write your own argument for increasing the number of provinces in the DRC to 26, using the guideline questions in activity 1.

Student answers will vary. They should include logical reasoning with ideas taken from the activity in their argument.

Fill in the chart below on pros and cons of living on the topography of Congo.

Student answers will vary. Example chart below.

Topography of the Congo and its Effects on the Population:

<i>Benefits</i>	<i>Constraints</i>
-lots of vegetation -high precipitation (for farming) -plains are easy to construct houses on Congo river basin provides water, animal life, fertile soil, and vegetation	-lots of rainforests (not a livable environment) -mountains are typically infertile and unsuitable for housing/living on

Carefully study and compare the vegetation maps with the precipitation and relief maps to answer the following questions:

In which regions of the DRC do you think the most cultivation of food crops takes place?

Answer: regions around waterbodies, agriculture regions, regions with the most rainfall

Why do you think this is the case?

Student answers will vary+

What is the natural vegetation of these regions?

Answer: steppic savanna/agriculture, forest

In what region(s) does the least agricultural production take place?

Answer: mountain regions, rainforests

Why do you think that is the case?

Answers will vary.

History of the Congo Reading Guide

Create a timeline that details the main events and their corresponding dates in Afonso's reign in the Kongo Kingdom

Answer: example timeline below

Date	Event
1506	Afonso led a group of Christians to attack and kill his brother, and took power in the Kongo kingdom.
1518	Following Afonso's goal of spreading Catholicism in the kingdom, his son Henrique became a bishop and officiated in Rome for two years, before he was appointed to lead the local church in Kongo.
??	Afonso asked for the Portuguese king to send him skilled workers to help develop the kingdom. Many convicts were sent, and initiated a slave trade.
??	Afonso attempted to eliminate the slave trade by appointing a committee with the task. This was unsuccessful.
1540	The Portuguese attempted, and failed, to assassinate Afonso. In retaliation, he ordered a number of Portuguese traders and clergy to be killed.
1543	Afonso dies, leaving a kingdom devastated by slavery in his wake.

Create a chart, comparing and contrasting what Africa is today to what it could have been, according to the claim "in many respects [the Bakuba Kingdom] exemplifies what Africa could have been without outside influences."

Student answers will vary. One below.

<i>Outside Influence</i>	<i>Present-Day Africa</i>	<i>Hypothetical Africa</i>
<i>"A," which led to...</i>	<i>"B," but...</i>	<i>without "A" Africa could have been "C"</i>

Portuguese controlled the mineral resources of many parts of the Congo	The Congolese did not benefit from the mineral wealth, and became impoverished.	Without outsiders controlling their mineral wealth, Congolese could have been prosperous
--	---	--

Write a short paragraph on how you would structure your own empire. How does it resemble or differ from that of the Luba-Lunda kingdom? What are the benefits and constraints of the Luba-Lunda Kingdom's political structure?

Student answers will vary.

Read That Was No Welcome and That Was No Brother and answer the following questions:

Whose perspective do you think was the most accurate, Stanley's or Mojimba's? Why?

Student answers will vary.

As depicted in his writing, what was Stanley's attitude towards the Congolese? How did this attitude affect his perceptions of Africans and their culture?

Stanley thought of the Congolese as "savages" (pg. 15), "barbarous" (pg. 16), "filthy, vulturous ghouls" (pg. 17) and even "cannibals" (pg. 17). This affected their perception of Africans, as they found their music and chants barbaric, and all people to be villainous. They perceived the drum beats as a cry for war, as they followed the retreating men into a village and proceeded to kill anyone who tried to flee

As depicted in his first person account, what was Mojimba's attitude towards European visitors?

In the beginning, Mojimba thought of the European visitors as brothers, whom he would welcome with a feast. After they began to kill, he found the white men to be "wicked" (pg. 19).

Read "The White Man's Burden" and "The Black Man's Burden." Then, write a short response that details your comparison of the two works.

Student answers will vary.

What does paternalism mean?

Answer: A direct rule in which the colonial power believes the colonized people are like children, who are culturally hindered or incapable of taking care of themselves, and thus the colonial power holds all direct control and constantly supervises the people.

What are some of the ways in which the Belgian colonizers acted as paternalists to the Congolese?

Answer: missionaries and representatives sought to make radical change in the Congo. They forced new religion and language upon them, set strict guidelines, and controlled their mineral wealth.

What are some current ways in Western societies in which we paternalize Africans?

Students may come up with multiple examples. One example is the white savior complex, or believing that Africans cannot take care of themselves, and need a westerner to save them.

What is Platonism?

Answer: Thoughts and behavior of the masses are easily reshaped, and it is the job of educators to transmit certain unquestionable/unquestioned moral values, and that the main interest of the mass is in welfare.

How is Platonism different from paternalism? How are they similar?

Answer: There are multiple possible answers. One example: Both Platonism and paternalism view the mass mind as that of a child—one that can be easily molded or controlled with any notion that the colonial power finds morally correct. Platonism focuses more on using education to mold the minds, whereas paternalism focuses on creating strict guidelines—this means that Platonism seeks to teach people how to behave, whereas paternalism seeks to stop people from behaving a certain way.

Conduct some research on the term “white savior industrial complex.” Find reliable and credible sources to define this term, and choose one article to write about. Include the article’s name, author, and publisher, the article’s definition of “White-Savior Industrial Complex,” and your review of the article as it relates to what we have been learning about the Congo in this activity.

Student answers will vary depending on the differing articles they find.

What were Belgian business officials concerned would happen if the Congolese became educated? Do you think this fear is based on truth? What do you think might happen if the Congolese were more educated?

Answer: business officials believed that educated Congolese would demand an increase in state revenue, which would require increased taxation that would eat into their profits. Business officials were also concerned that education would result in a less compliant/more vocal workforce.

What was the primary goal of Christian mission education? What skills did they want the Congolese to have, and why?

Answer: The primary goal was to convert Congolese people to Christianity, with Christian values and perspectives. They wanted them to learn literacy (for reading the bible), basic arithmetic, religious values, and basic vocational education (home-making and farming).

What did Congolese students learn in school? What is problematic about this?

Answer: Students learned about the history, geography, and environment of Europe rather than Africa. This was problematic because students did not gain the skills to address economic and social problems in their own communities. At their independence, most adults did not have an education beyond primary school, and those who did were not skilled in enough areas to provide a human resource foundation from which to build a country on.

Postcolonial Congo: Bitter Harvest Reading Guide

Create a chain of events, starting with the most recent event in the previous section, and working your way backwards to what caused the preceding event. Begin with the last sentence, “. . . U.S. support of the 1965 military coup that brought Mobutu Sese Seko to power and of his 32 years of authoritarian rule.” With this event, ask yourself, “but why?” and continue down the chain of events back into time. Look into the reading to answer the “why” of the question: “Why did the U.S. support the 1965 military coup?”

Example answer:

- The US supported the 1965 military coup that brought Mobutu Sese Seko the power and his 32 years of authoritarian rule because
- The US believed this would ensure the best political and economic interests of the US because
- Belgium asserted that Lumumba and his allies were Marxist and would align with the USSR which made the US dismiss Lumumba because
- The US was engaged in heightened Cold War tensions with the USSR

*Students may include more events and reasoning than this, or answer in a different format.

After watching the video and reading the reports on the assassination of Patrice Lumumba, write at least a paragraph that answers the question: How, and why, was Patrice Lumumba murdered, according to these reports? What are your personal thoughts about his assassination?

Answers will vary. Students should mention the Cold War, US involvement, Belgian involvement, and their own personal thoughts.

Answer the following questions after watching the 60 minutes segment:

What was the primary focus of the 60 minutes piece narrated by Mike Wallace?

Answer: The wealth of Mobutu (taken from the country)

According to the piece, what were the main problems confronting Zaire under Mobutu's rule? What were the causes of these problems?

Answer: Zaire was not profiting from any of its mineral wealth or projects, such as the Inga dam, when they should have been. Prosperous businesses were run to the ground, many citizens went broke while the economy fell apart, important sectors like agriculture were not developed. Hospitals were unable to provide care, etc.

A number of prominent American and Zairian individuals were interviewed for the program, including a third party interview of Mobutu. What explanation and justification does Mobutu give for his policies and actions? Critique his arguments.

Here is a list of the individuals interviewed. See if you can answer these questions for each of the interviewees:

- i. What is their assessment of Mobutu and his policies?*
- ii. What is their explanation for his policies and actions?*
- iii. What should the U.S. government and its European allies' policy be towards Mobutu? What culpability, if any, do external powers have in the maintaining of Mobutu's rule?*

Erwin Blumenthal, formal International Monetary Fund (IMF) official at the Bank of Zaire (country's central bank).

Sample Answer: He found Mobutu intelligent, not a good leader for the people, a thief. He uses his leadership to fill his own pockets and his comrade's pockets. If the US interfered there would be a revolution, there would be a blood bath. The US can't interfere now.

Nguza Karl-i-Bond, former prime minister of Zaire, then in exile in Belgium

Sample Answer: He has taken 1 billion Belgian franc from the national bank. Money from the mineral wealth of the country is deposited straight into his pockets. He bribes other officials/countries and pays them off for it. The people are starving and miserable. The revolt against Mobutu will extend to his allies, so if the US and other powers are allies to Mobutu, the people of Zaire will also revolt against them.

Howard Wolpe, U.S. Congressman from Michigan, then chair of the House of Representatives subcommittee on African Affairs

Sample Answer: He ran the country's economy into the ground. Resources have been diverted away from feeding the population and sustaining the economy. Zaire is an important country—how will Zaire respond to the US if we remained allies to Mobutu before he is overthrown? Zaire will have a hostile attitude towards the US and we don't want that to happen.

Sheldon Vance, former U.S. ambassador to Zaire (1969-1974)

Sample Answer: He built this country. There was no country before Mobutu came to power. He was benign but tough. He had to deal with people who had no concept of a nation. He succeeded in bringing them together, he brought the country together, it belongs to him. It's not corruption, it's the way the game is played. He is an important

ally to the US because he is a good leader, in an important country and he is anti-communist.

Mickey Leyland, U.S. Congressman from Texas, key member of the African American caucus in the House of Representatives.

Sample Answer: The US tried to gloss over what was happening in Zaire.

Former U.S. ambassador to Zaire, Sheldon Vance, contends that Mobutu's authoritarian rule can be explained the tendency in "Black Africa," to resort to a tradition of "tribal governance" in which the chief had absolute power. Based on what you have learned in the module of the history of the country up until Mobutu's rule, give reasons why this assessment by Ambassador Vance is faulty.

Student answers will vary. However, students should point out that Vance's answer is shallow in that it does not take into consideration the diversity of political, cultural and social systems in pre-colonial Congo. Whereas some pre-colonial political systems were autocratic, there are numerous examples of societies in which the leaders had limited powers. Moreover, Vance's stereotypical assessment does not recognize the legacy of both colonial rule, which was highly autocratic--, that establishing a model of non-democratic government and the Cold War policy that actively supported autocratic behavior of Mobutu.