

DRC Lesson #2: Attack on the Congo: Two Differing Points of View

Date:		Subject: DRC- Cultural Differences/Similarities NCSCOS: Competency Goal Objectives: 7.02, 8.01, 11.01, 11.02, 11.03, 12.01	Warm – Up/Bell ringer: Do you eat anything special for the following holidays: Christmas and New Year’s Day?
Materials Needed	Time – Pacing	Link(s) to Prior Learning: Knowledge of the colonial history of the Democratic Republic of Congo.	Continuous Assessment - tools/strategies
See the Resource Section for hyperlinks to the following: Attack on the Congo River Readings Point of View Graphic Organizer	45 minutes <u>Warm-Up</u> 3 - 5 minutes <u>Guided Practice</u> 10 - 15 minutes <u>Independent Practice</u> 20 - 25 minutes <u>Summary/Closure Homework</u> 5 minutes 90 minutes (Block/Flexible Schedule) Times would be the same as the 45 minute class period. It would be possible to expand the Independent Practice as needed.	Purpose/Objective of this lesson: To gain knowledge of the cultural differences and similarities between indigenous peoples of the DRC (the Basoko) and Henry Stanley (the Anglo-American) exploring for King Leopold II. To evaluate the impact of events that occurred during the aforementioned groups. Teacher Input <ul style="list-style-type: none"> Facilitate a discussion of the Attack on the Congo River Readings Explain the Point of View Graphic Organizer Key Questions: <ul style="list-style-type: none"> Compare the similarities and differences of the two accounts. Why are their agreements and disagreements? What do these differences tell us about the relationships between Europeans and Africans during this time period? Why is it important to be aware of cultural differences/similarities? Would a better understanding of cultural differences/similarities between the two groups have changed the events in the Attack on the Congo River readings? Strategies for Differentiation: Decide, depending upon the reading comprehension abilities and learning styles of the students in your class, whether you will have them read individually or aloud as a class. You may want to pair students together to complete the POV Graphic Organizer, then have them share with their peers as a team. Class Activity: Guided Practice <ul style="list-style-type: none"> Distribute a copy of the Attack on the Congo readings to each student. 	As you complete the first reading, ask students to predict how the other reading will describe the event. As they are completing the POV Graphic Organizer, students to defend their answers with evidence from the texts and or prior knowledge. After reading the Basoko description of the meeting, ask students to compare their spear throwing with the US military practice of firing 21 gun salutes in honor of visiting dignitaries and fallen soldiers.

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		<ul style="list-style-type: none"> • Instruct them to briefly scan the readings. • Ask them the following questions: <ol style="list-style-type: none"> 1. What do you think these readings are about? Why? 2. What did you see/read that gave you some clues about the topic of the readings? • Complete the readings individually or aloud as a class and facilitate the discussion. <p>Independent Practice</p> <ul style="list-style-type: none"> • Students should complete the POV Graphic Organizer using only what they remember from the readings. • Once they are finished, they should consult a peer or fellow student and share their POV Graphic Organizer. <p>Summary/Closure:</p> <ul style="list-style-type: none"> • Bring the class back together and discuss their findings/answers on the POV Graphic Organizer. • Conclude by having students to answer a Who, What, When, Where, How diagram on the board. • Have students answer the key questions. <p>Homework: As needed for next lesson in the unit.</p>	
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Reflection:

Differentiation	Student Engagement	Higher Order Thinking	Transition
1 2 3 <u>4</u> 5	1 2 3 <u>4</u> 5	1 2 <u>3</u> 4 5	1 2 3 <u>4</u> 5

Notes and Comments:

Resources:

"Attack on the Congo River: One View." Social Studies Anthology with Teaching Strategies. New York, New York: MacMillian/McGraw-Hill School Publishing Company, 1993. 116-117.

"Attack on the Congo River: Another View." Social Studies Anthology with Teaching Strategies. New York, New York : Macmillian/McGraw-Hill School Publishing, 1993. 118-119.

The readings can also be found on pages 125-130 of Clark, Leon E. Through African Eyes: Volume 1 The Past. New York: New York, The Apex Press, 1991

These two readings can also be found on-line at http://www.phschool.com/professional_development/teaching_tools/social_studies/teacher-to-teacher_network/journals2.html or

<http://allafrica.com/stories/200101080444.html>

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Attack on the Congo River
Point of View Graphic Organizer

What happened in their opinions	
Henry Stanley	Basoko People
What is their opinion of the other people involved?	
What was the affect of this event on cultural relations between the two groups?	