

DRC Lesson # 3: Colonial History Comparing the King and His Critics

Date:	Subject: DRC – Colonial History NCSCOS: Competency Goal Objectives - 1.01, 1.02, 4.03, 7.01, 7.02, 8.01, 8.02, 9.01, 9.02, 10.01, 11.04	Warm – Up/Bell ringer: Day #1: Provide students with statements and have them determine if each is a fact or an opinion. Images of the Congo for Day #2	
Materials Needed	Time – Pacing	Link(s) to Prior Learning: Knowledge of the location of the DRC within Africa and basic understanding of European colonization of the Americas.	Continuous Assessment - tools/strategies
<p>See the Resource Section for the hyperlinks to the following:</p> <p>Interview with King Leopold II</p> <p>The Crime of the Congo, VI: Voices from the Darkness by Sir Arthur Conan Doyle, divided into two sections:</p> <p><i>The first portion on the Rev. Joseph Clark consists of the start through the paragraph on “Belgian post of Imesse ... ”</i></p> <p><i>The second portion on Rev. Mr. Scrivener continues from there to the end of the chapter.</i></p> <p>Fact/Opinion Graphic Organizer</p>	<p>Two 40 minute class periods or one block class</p>	<p>Purpose/Objective of this lesson: To compare contrasting views of King Leopold II’s rule over the Congo Free State (present day DRC). To develop student skills in examining conflicting points of view and discerning fact from opinion.</p> <p>Teacher Input:</p> <ul style="list-style-type: none"> • Both readings and possible vocabulary assistance (see Resources) • Background note and images for the Congo Free State <p>Key Questions:</p> <ol style="list-style-type: none"> 1. How do we determine fact from opinion? 2. How can we determine what happened in the past? 3. What impact did the rule of King Leopold II have on the Congolese people? 4. Did the benefits of King Leopold’s rule outweigh its cost and were his policies ethical? <p>Strategies for Differentiation: Consider the selected vocabulary terms in the resources section and determine what level of assistance your students may require. Terms can be bolded and their definitions inserted into the text if it has been saved from the website in a word document. Students can also be challenged to determine the meaning of these terms by the context of their use. Edit the document’s length to meet the time requirements and ability levels of your class.</p> <p>Class Activity: Guided Practice:</p> <ol style="list-style-type: none"> 1. Review Warm Up statements of Fact and Opinion. 2. Provide an interactive lecture combining the background notes and images. Suggested images include Leopold II himself, land cleared for rubber plantation, child missing a hand, map of the Congo, etc. This can be done by LCD projector, Aver Key connection to a class room television, or by overhead transparencies. 	<p>Sample Fact versus Opinion statements:</p> <p>The Duke Blue Devils are the best Men’s basketball team in the state.</p> <p>The Carolina Hurricanes were the best hockey team in the 2005-2006 season because they won the Stanley Cup.</p> <p>George Washington is the father of our country.</p> <p>George Washington was the first President of the United States and Commander in chief of the Continental Army.</p>

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		<p>3. Read aloud the paragraph from The Crime of the Congo in the Rev. Mr. Scrivener portion that begins with "Four and a half ..." (approximately 4 pages into the article) and have students determine if there are facts and/or opinions in it.</p> <p>4. Students should write 1-2 facts and or opinions on their graphic organizer under his name.</p> <p>5. Ask the students to explain why they believe what the Rev. Mr. Scrivener has written is factual or an opinion.</p> <p>6. Divide the students into reading groups of 3-4 students and assign each group King Leopold's Interview, the first portion of Chapter Four in The Crime of the Congo focusing on the Rev. Joseph Clark's testimony, or the second half of the chapter focusing on the testimony of the Rev. Mr. Scrivener.</p> <p>7. Each group will read their approximately 3-4 page article, or your selected portion of it, and note examples of facts and opinions in each.</p> <p>Independent Practice:</p> <ol style="list-style-type: none"> 1. Students will read their article and write down at least 3 facts or opinions on their graphic organizer. 2. Each group should compare their findings for 3-5 minutes before sharing with the rest of the class. 3. Groups will discuss their findings with the class and complete the graphic organizer section for the other two articles. Students may need to complete the reading for homework. <p>Summary Closure:</p> <ol style="list-style-type: none"> 1. Present a fresh image of the Congo Free State and ask the students to describe what King Leopold II, the Rev. Joseph Clark, or the Rev. Mr. Scrivener would have to say about it. Have students contrast the differing views of how the Congolese are treated based on each person's point of view. Have students answer the key questions. 2. On the second day, have students analyze the political cartoon that accompanied Mark Twain's <u>King Leopold's Soliloquy</u>. <p>Homework: Have students complete their reading and graphic organizer and or write a paragraph on why the King or either of the Reverends is believable based on the facts in their statements. Are King Leopold II and Arthur Conan Doyle, best known as the author of the Sherlock Holmes stories, selective in their choice of information to share in the interview or book?</p>	<p>Is King Leopold a believable interviewee? Does he have an interest or a bias on the way readers will perceive his rule over the Congo Free State?</p> <p>Do Rev. Clark and Rev. Mr. Scrivener hold differing points of view? Are they more creditable simply because of their religious profession? Do they have a bias or interest in how the reader views the Congo Free State?</p>
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Reflection:

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

Notes and Comments:

Readings:

Interview with King Leopold II of Belgium regarding the Congo

<http://congostate.blogspot.com/2006/01/interview-with-king-leopold-ii.html>

The Crime of the Congo by Arthur Conan Doyle, London: Hutchinson & Co., 1909

http://www.boondocksnet.com/congo/congo_crime06.html

Sample background notes on the Congo Free State:

- **Beginnings:** King Leopold II of Belgium persuaded the Berlin Conference of 1884-85 that he should govern over 905,000 square miles of the present day DRC.
- His acquisition and rule over the Congo Free State led other European countries to obtain colonies in the "Scramble for Africa."
- **Why:** Tremendous wealth was gained through the sale of ivory and, particularly, rubber from forced labor.
- **How:** He ruled through treaties with tribal leaders and his military, known as the Force Publique, which was armed with artillery, machine guns, and chicottes (type of whip). The Force Publique was required to submit a human hand for every bullet that they used and hands were cut off when laborers did not fulfill their rubber quota.
- **Results:** Estimates for the death toll in the Congo Free State range from three million to 10 million, resulting from warfare, disease, and starvation. Some railroads and steamers were built while few schools and roads were constructed.
- **Ending:** The outcry over the conditions in the Congo Free State became the first international human rights movement and it led King Leopold II to transfer governance of the lands to the Belgium government in 1908.

The detailed history of King Leopold II's rule over the Congo Free State found at http://en.wikipedia.org/wiki/Congo_Free_State (peer reviewed and certified article) was utilized for this brief summary.

Colonization of the Congo: <http://www.answers.com/topic/congo-country-zaire>

Extensions:

The outcry over the Congo Free State was the first international humanitarian effort. What current countries or global issues might students be interested in providing relief for? Global Warming, Darfur, etc. Have students draw persuasive posters or write persuasive handbills based on the readings such as the building of railways and steamers in the Congo Free State from King Leopold II's interview or the horrific conditions of native villages based on the observations of the Rev. Joseph Clark and the Rev. Mr. Scrivener.

Resources:

In addition to the On-line readings, numerous primary sources and background on the Congo Free State and the exploitation of it by King Leopold II of Belgium are available on the internet.

<http://memory.loc.gov/learn/lessons/primary.html> Using primary Sources in the Classroom by the Library of Congress

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<http://web.jjay.cuny.edu/~jobrien/reference/ob73.html> Excerpt from the Casement Report to England's Parliament on the atrocities occurring in the Congo Free State under King Leopold II.

<http://vlib.iue.it/history/africa/congo.html> Outline of Congo Free State, Belgian Congo, Zaire, and the Democratic Republic with hyperlinks to documents and resources.

<http://congostate.blogspot.com/> Numerous additional articles from the time period in addition to The Interview with King Leopold II.

<http://www.boondocksnet.com/congo/contents.html> Historical texts by those supporting reform in the Congo Free State beyond the Arthur Conan Doyle piece; accounts from missionaries, reporters, reformers, Mark Twain, Joseph Conrad, Booker T. Washington, the American Congo Reform Association, etc.

Video:

White King, Red Rubber, Black Death, Peter Bate, 2003; Reviewed in King Leopold's Legacy of DR Congo Violence: <http://news.bbc.co.uk/2/hi/africa/3516965.stm>

Images:

Please note that these hyperlinks are not maintained by the NC DPI and therefore may not continue to function. The numerous links are provided for choice and to ensure that some will be available for your use. Using a search engine, like Google, for images will undoubtedly generate alternative, functioning links.

<http://news.bbc.co.uk/2/hi/africa/3516965.stm> Images of King Leopold II, forced labor, and child with hand cut off by Belgian soldiers.

<http://www.gutenberg.org/files/15240/15240-h/15240-h.htm#img077> A Project Gutenberg free book – A Journal of a Tour of the Congo Free State by Marcus Dorman. This includes 26 images of the tour including steamers on the Congo River, Leopoldville, native chiefs and warriors, fishermen, and the Belgian Force Publique.

<http://www.postcardman.net/rubber.html> Numerous images of tapping rubber trees and transportation of it from Asia and Africa.

<http://sirocco.blogsome.com/2006/01/16/robbing-the-congo-part-ii-unspeakable-richness/> Images of forced/slave labor, 3 children with their hands cut off by Belgian soldiers, a father looking at the hand and foot of his daughter, statue of King Leopold II in Leopoldville (Kinshasa), and more.

<http://www.michaelstevenson.com/contemporary/exhibitions/congo/congo1.htm> Photographs comparing the DRC under Mobutu Sese Seko and the Congo Free State under King Leopold II.

<http://www.stereoviews.com/foreign2.html> A Bakete Chief with Native Musical Instruments, near Ntomba Lake, Belgian Congo, 6th row down on the left.

<http://www.csus.edu/indiv/s/slaymaker/Archives/stereoview/Geology/RiversSurface/Rivers/Congo/Congo.htm> View of the Congo River from steamer pilot's perspective

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The following images are from www.Wikipedia.org and an in-depth account of King Leopold II, Henry Morton Stanley, the Congo Free State, the efforts to stop the horrific treatment of the Congolese, the rubber plantations, etc. can be found at there under subject searches and corresponding links. Estimates run between 3-10 million deaths in the Congo resulting from Leopold's reign.



King Leopold II



Sjambok of South Africa, similar to the fimbo or chicotte – whip made of hippopotamus hide used in the Congo Free State. The chicotte or fimbo was utilized to coerce labor, as was cutting off of hands for lack of productivity.



Cleared forest for a rubber plantation in the Congo Free State (privately owned by King Leopold II) also at

<http://www.top20democraticrepublicofthecongo.com/encyclopedia/images/thumb/7/72/Congo.jpg/300px-Congo.jpg>

Geographic illustrations in Henry Stanley's account of exploring the Congo Free State:
<http://sourcebook.fsc.edu/history/congo.html>

Map of the Congo Free State: http://www.rare-maps.com/MAPS_PIC/POCKET-1887-CONGO.JPG

Photo of Congolese collecting rubber:
http://media.fastclick.net/w/click.here?cid=52489&mid=102946&sid=3076&m=2&c=0http://cas1.elis.rug.ac.be/avrug/leopolds/foto_as_alb/images/13_177w.jpg

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Photo of Congolese preparing rubber:

http://cas1.elis.rug.ac.be/avrug/leopolds/foto_tt_alb/pages/tt6_08.htm

Political cartoon of King Leopold's greed from Mark Twain's King Leopold's Soliloquy: A Defense of His Congo Rule: <http://www.chss.montclair.edu/english/furr/i2l/Image11.gif>

Photos of the Congo Free State from Congo and the Coast of Africa:

<http://www.gutenberg.org/files/14297/14297-h/14297-h.htm>

Re-enactors portraying the Congo Free State in the dvd White King, Red Rubber, Black Death:

<http://www.africanfilm.com/congo.htm>

Excellent primary source images are available from www.boondocksnet.com, which can be displayed by an Aver Key connection between your computer and classroom television, printed from the screen, or, of course, viewed on an internet connected computer. The gif format of the images do not appear to be accessible for copying, saving, or manipulating.

http://www.boondocksnet.com/congo/congo_kodak.html The Congo Reform Association's use of photographic evidence of atrocities in its campaign against King Leopold's rule of the Congo Free State.

http://www.boondocksnet.com/congo/congo_kodak03.html Photographs of 3 children victims of Congo soldiers with their personal stories.

<http://www.boondocksnet.com/stereo/congo.html> Photographs of the Congo free State which covers transportation, rubber collection, trade centers, steamers, etc. with substantial notes explaining each image.

http://www.boondocksnet.com/gallery/cartoons/congo_index.html Political cartoons about the Congo Free State

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Possible Vocabulary Terms:

These terms can be bolded and their definitions inserted into the text of the interview if it is cut and pasted from the website into a word document. They also can be consulted by the students as a separate handout.

1. Possible vocabulary terms in order of appearance in the Interview with King Leopold II:

- atrocities (act of violence)
- merit (value)
- libeling (damaging a person's character or reputation, to ridicule)
- perfidy (betrayal, treachery)
- maligning (speaking evil of)
- calumniation (to make a cruel, false statement about; to slander)
- scourge (a way to inflict severe punishment or suffering)
- sanctify (to bless or make sacred)
- pecuniary (financial or economic)
- concessions (something, such as land or a business interests, granted by a government)

2. Possible vocabulary terms in order of appearance in The Crime of the Congo:

A. Rev. Joseph Clark portion -

- Entreat (beg or ask)
- Palavers (idle chatter, talk between European explorers and local inhabitants, especially in Africa)
- Amelioration (improvement)
- Odious ((hateful or revolting)
- Abyss (bottomless pit)
- Effrontery (confidence or nerve)
- Goaded (irritated or motivated by)
- Verandah (porch or balcony)
- Anglo-Saxon (a person of English ancestry)

B. Rev. Mr. Scrivener portion -

- Acquiesced (to consent or give in without protest)
- Traversed (crossed)
- Cassava (the root of this tropical plant is used as an ingredient in tapioca, a staple food)
- Maltreated (mistreated or harmed)
- Havoc (chaos or disaster)
- Upbraiding (to sharply criticize)
- Fathom (a 6 foot unit of measurement)
- Calico (a rough cloth, usually printed with a bright design)
- Privation (hardship or poverty)
- Tinder-boxes (metal box used to store materials to start a fire)
- Punitive (punishing or retaliating)
- Domaine Prive (territory over which the king privately rules)
- Paramount (supreme or chief)

