

## Democratic Republic of the Congo Lesson #4 African World War

<b>Date:</b>		<b>NCSCOS:</b> Competency Goal Objectives- 1.01, 1.02, 4.01, 4.03, 7.01, 7.02, 8.01, 8.02, 9.01, 9.02, 9.03, 9.04, 10.01, 10.02, 10.03, 10.04, 11.03, 11.04,	<b>Warm – Up/Bell ringer:</b> What are the costs and results of going to war? What is a “world war?” What do you recall about WWI and WWII?
<b>Materials Needed</b>	<b>Time – Pacing</b>	<b>Link(s) to Prior Learning:</b> Knowledge of DRC’s geography and colonial history.	<b>Continuous Assessment - tools/strategies</b>
BBC article entitled:  <u>DR Congo: Who is involved and Why</u> from January 25, 2001  2002 Fact Sheet  Graphic Organizer  Graphic Organizer 2007 Results	Two forty minute class periods or one block period	<p><b>Purpose/Objective of this lesson:</b> To examine how geographic and cultural factors have affected the DRC’s Second Civil War, often called Africa’s First World War. To develop problem-solving skills utilizing the information provided.</p> <p><b>Teacher Input</b></p> <ul style="list-style-type: none"> <li>Provide an interactive lecture with images regarding Mobutu Sese Seko’s corrupt rule from 1965-1997 and the First African World War conditions in 2000. Use images from the Resources section to help students visualize the conflict and the countries participating. The New York Times lesson plan contains excellent maps. Images can be shared via an LCD projector, an Aver Key connection from your computer to a classroom television, or by overhead transparencies.</li> </ul> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>What are the main causes of the African World War?</li> <li>How have the DRC’s natural resources and ethnic conflicts played a part in this war?</li> <li>Why did a civil war in one country turn into a “world war” involving several nations?</li> </ul> <p><b>Strategies for Differentiation:</b> Images should assist lower level readers understand the topic and provide a reason for reading. Students can be challenged by the substantially more in-depth history of the war through the Wikipedia article or the more specific topics listed in the resource section. Presentation requirements can be elaborated. Read aloud and discuss as much of the main article beyond the Rwanda portion as needed to ensure student understanding.</p> <p><b>Class Activity:</b> <b>Guided Practice</b></p> <ol style="list-style-type: none"> <li>Following interactive lecture, have a student read aloud the opening portion and the information on Rwanda.</li> <li>Have students provide reasons for why Rwanda is involved in the war from the article and have them fill these in on the graphic organizer. Add a definition of genocide, the Hutu killing of 700,000 Tutsi, and the fact that the current Rwandan government is controlled by the Tutsis.</li> </ol>	<p>What are some reasons why a country might go to war? What might they want to gain or protect? Do countries ever fight simply to help others without any gain? Can you think of the reasons why the US has fought its wars?</p> <p>Can you compare the genocide in Rwanda in 1994 to the Holocaust during WWII?</p>

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3. Have students complete the remainder of the article and write reasons for involvement on their graphic organizer. Discuss as needed.
4. Explain that the article was meant to be a brief introduction to the war in 2000 and that more has been learned about each country's involvement. Pass out the 2002 Fact Sheet that provides findings on each country or group.
5. Have students read aloud the 2002 facts about Rwanda and add any details they believe are important in explaining why it is involved in the war. Have them brainstorm predictions for what has happened since based on this information.

### **Independent Practice:**

1. Assign pairs of students to one of the remaining 6 countries or groups and have them add facts and make a prediction based on the 2002 Fact Sheet.
2. Form student pairs into the 6 groups based on the graphic organizer. Each group will discuss predictions and come to a consensus on what is currently occurring.
3. Students will write up a presentation to the class regarding what they think each country/group will do.
4. Discuss predictions and debate differing conclusions.
5. Teacher provides the actual results/conditions – see answer key. Discuss what questions should be asked to explain for example Zimbabwe's withdrawal or Uganda's continued support for rebels in the DRC.

### **Summary/Closure:**

1. Use images to have students explain what they have learned about the different countries. Have students answer key questions.
2. Utilize the same or new images to summarize results and have students speculate as to why their predictions were correct or different from the actual current conditions.

### **Homework:**

**Day 1:** Have students make predictions for a 2<sup>nd</sup> or 3<sup>rd</sup> country, adding key points to their graphic organizers from the 2002 Fact Sheet.

**Day 2:** As needed, perhaps drafting an artwork representation of the country's role in the war; make a collage from website images; research role of UN's MONUC mission; etc.

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### Reflection:

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

### Notes and Comments:

### Resources:

BBC article DR Congo: Who Is Involved and Why: <http://news.bbc.co.uk/2/hi/africa/1136470.stm>

New York Times Lesson Plan for "Armies Ravage Rich land, Creating Africa's 'First World War' with interactive map and photos of the combatants that are useful for this lesson as well. This lesson will require greater vocabulary and background knowledge.

<http://www.nytimes.com/learning/teachers/lessons/20000209wednesday.html>

*On-line image links for conditions in the DRC currently and during the African World War obtained from Google image Searches. Note these hyperlinks may cease to function over time, please conduct replacement image searches if this is the case. The BBC and Wikipedia.org in particular may be a useful starting places for searches.*

<http://www.monuc.org/Photos.aspx?lang=en&menuOpened=Audiovisual> Numerous images of campaigning, elections, UN Troops, humanitarian efforts, etc. As photos are updated, you will need to scroll through the 10 pages of images.

<http://www.doctorswithoutborders.org/publications/reports/2003/top10.html> 3rd photo is of civil war victims in Burundi and the 5<sup>th</sup> is a refugee camp in the DRC

[http://en.wikipedia.org/wiki/Second\\_Congo\\_War](http://en.wikipedia.org/wiki/Second_Congo_War) Several images of troops and civilians

[http://www.pbs.org/newshour/bb/africa/jan-june03/congo\\_6-24.html](http://www.pbs.org/newshour/bb/africa/jan-june03/congo_6-24.html) Troops, child soldier

<http://news.bbc.co.uk/2/hi/africa/2153231.stm> Rwandan Soldiers entering the DRC

<http://www.alertnet.org/top10crises.htm> Refugee Camp

[http://www.stolenchildhood.net/images/child\\_soldiers.jpg](http://www.stolenchildhood.net/images/child_soldiers.jpg) Child soldier

<http://www.fluxfactory.org/otr/rackleydrc.htm> Photo of adolescents being trained to become soldiers

<http://www.allthingspass.com/uploads/unground2.jpg> Hutu member of Interahamwe militia

[http://www.economist.com/world/na/displayStory.cfm?story\\_id=4054895](http://www.economist.com/world/na/displayStory.cfm?story_id=4054895) UN Troops

<http://english.aljazeera.net/NR/exeres/F62BD998-470B-49AC-8594-01CAC622376F.htm> Militia

(Also consider using a selected Al-Jazeera article in comparison with one from a US newspaper)

[http://www.chinadaily.com.cn/english/doc/2004-12/03/content\\_397085.htm](http://www.chinadaily.com.cn/english/doc/2004-12/03/content_397085.htm)

[http://www.wfp.org/newsroom/in\\_brief/africa/050214\\_africa\\_tsunami.asp?section=2&sub\\_section=2](http://www.wfp.org/newsroom/in_brief/africa/050214_africa_tsunami.asp?section=2&sub_section=2) Refugees in line for aid

<http://www.voanews.com/hausa/archive/2002-02/a-2002-02-25-6-1.cfm> Rwandan troops withdrawing from the DRC

[http://kim.uing.net/1537/home.html?b\\_st=0&b\\_d=&b\\_cd=20070112&b\\_m=&b\\_u=&b\\_pi=0&b\\_k=368&b\\_s=&b\\_o=DESC](http://kim.uing.net/1537/home.html?b_st=0&b_d=&b_cd=20070112&b_m=&b_u=&b_pi=0&b_k=368&b_s=&b_o=DESC) Numerous photos of the DRC in 2006, many in the capital Kinshasa

[http://en.wikipedia.org/wiki/Mobutu\\_Sese\\_Seko](http://en.wikipedia.org/wiki/Mobutu_Sese_Seko) Background and images of Mobutu Sese Seko of Zaire/DRC

[http://en.wikipedia.org/wiki/First\\_Congo\\_War](http://en.wikipedia.org/wiki/First_Congo_War) Background and images for the First DRC Civil War

[http://en.wikipedia.org/wiki/Robert\\_Mugabe](http://en.wikipedia.org/wiki/Robert_Mugabe) Background and image of Robert Mugabe of Zimbabwe

### Sources for the 2002 Fact Sheet and results for 2007:

Un Mission in Congo's Key Indicators:

<http://www.monuc.org/News.aspx?newsID=11448&menuOpened=DRC%20profile>

Four Million Dead: The Second Congolese War 1998-2004:

<http://www.geocities.com/afonseca/CongoWar.htm>

Congo: Staying Engaged After the Elections by Crisis Group Africa Briefing No. 44, 9 January 2007:

[http://www.crisisgroup.org/library/documents/africa/central\\_africa/b44\\_congo\\_staying\\_engaged\\_after\\_the\\_elections.pdf](http://www.crisisgroup.org/library/documents/africa/central_africa/b44_congo_staying_engaged_after_the_elections.pdf)

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World Affairs, Summer 2002 v165 i1 p25 (17)

Crisis of government, ethnic schisms, civil war, and regional destabilization of the Democratic Republic of Congo. Paul S. Orogun. (This may be accessed through <http://www.ncwiseowl.org>. Consult your Media Center

for the password available to all NC public school teachers and students)

[http://web6.infotrac.galegroup.com/itw/infomark/220/949/99901317w6/purl=rc2\\_GRGM\\_1\\_crisis+of+governme nt,+ethnic+schisms,+civil+war\\_xx \\_\\_\\_&dyn=sig!1?sw\\_aep=ncowl](http://web6.infotrac.galegroup.com/itw/infomark/220/949/99901317w6/purl=rc2_GRGM_1_crisis+of+governme nt,+ethnic+schisms,+civil+war_xx ___&dyn=sig!1?sw_aep=ncowl)

A thorough explanation of the war's causes, events, and results can be found at:

[http://en.wikipedia.org/wiki/Second\\_Congo\\_War](http://en.wikipedia.org/wiki/Second_Congo_War)

Analysis of post-peace agreement conditions at: <http://www.geocities.com/afonseca/CongoWar.htm>

The current humanitarian crisis in the DRC is covered by Doctors Without Borders in:

[http://www.doctorswithoutborders.org/publications/reports/2007/top10\\_2006.htm](http://www.doctorswithoutborders.org/publications/reports/2007/top10_2006.htm)

### Other Possible Readings:

BBC: Q&A: DR Congo Conflict Time line. December 14, 2004.

<http://news.bbc.co.uk/1/hi/world/africa/3075537.stm>

BBC: Country Profile: Democratic Republic of Congo. November 20, 2006.

[http://news.bbc.co.uk/2/hi/africa/country\\_profiles/1072684.stm](http://news.bbc.co.uk/2/hi/africa/country_profiles/1072684.stm)

BBC: Quick Guide: DR Congo Conflict 2006: <http://news.bbc.co.uk/2/hi/africa/5031352.stm>

DR Congo: Africa's Worst War – 2003 focus on humanitarian deaths:

<http://news.bbc.co.uk/2/hi/africa/2928127.stm>

Another perspective on the Congo Civil War/Africa's World War:

<http://www.globalsecurity.org/military/world/war/congo.htm>

Doty, Jane, Gregory Cameron, and May Lee Barton. Teaching Reading in Social Studies: A Supplement to Teaching Reading in the Content Areas Teacher's Manual, 2<sup>nd</sup> Edition. McREL: Aurora, Colorado. 2003

Santa, Carol, Lynn Havens, and Evelyn Maycumber. Project CRISS: Creating Independence through Student-owned Strategies, 2<sup>nd</sup> Edition. Kendall/Hunt Publishing Company: Dubuque, Iowa. 1996.

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<b>Country Name</b>	<b>Why is it Involved in 2002?</b>	<b>Prediction for 2007 based on 2002 facts</b>	<b>Actual 2007 Role</b>
Angola			
Burundi			
DRC Government			
DRC Rebels			
Rwanda			
Uganda			
Zimbabwe			

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Country Name	Why is it Involved in 2002?	Prediction for 2007 based on 2002 facts	Actual 2007 Role
<b>Angola</b>	<ul style="list-style-type: none"> <li>* Fear of Unita rebels using the DRC as a base for attacks;</li> <li>* Fears Rwandan and Ugandan support for Unita</li> </ul>		* Withdrew in 2002 following international pressure and the pledge of UN peacekeeping troops through the Sun City Peace Agreement.
<b>Burundi</b>	* 15,000 rebels are using the DRC as a base for attacks and these rebels are allied with the Kabila government		Withdrew its forces in 2002 after the South African Sun City Peace Agreement.
<b>DRC Government</b>	* President Joseph Kabila, son of assassinated President, is fighting several countries and armed rebel groups with bitter tribal conflicts		<ul style="list-style-type: none"> <li>* Joseph Kabila won peaceful 2006 runoff Presidential election, (1<sup>st</sup> since 1960);</li> <li>* rebuilding country + political trust;</li> <li>* needs continued UN and International support (17,000 UN Troops help in disarming militias and \$3.45 billion in foreign aid in 2003-04)</li> </ul>
<b>DRC Rebels</b>	<i>(Teacher provided info) Each of the listed countries are supporting militias that are involved in this and neighboring civil wars, profiting from the DRC's natural resources, or protecting</i>		<ul style="list-style-type: none"> <li>* Many Rebel leaders now part of Gov't thru power-sharing agreements;</li> <li>* 120,000 rebels are disarmed, many integrated into the DRC army;</li> <li>* in the East, 8,000-9,000 pro- and anti- Rwandan + Ugandan rebels remain, as well as 5,000 independent Congolese militia</li> <li>* Militias are often similar to warlords</li> </ul>
<b>Rwanda</b>	<ul style="list-style-type: none"> <li>* Fighting to get rid of the threat from the Hutu Interahamwe (which killed over 700,000 Tutsis in 1994);</li> <li>* The Interahamwe are allied with Joseph Kabila</li> </ul>		<ul style="list-style-type: none"> <li>* Withdrew forces in 2003;</li> <li>* Probably still supporting rebel groups, especially DRC Tutsis</li> </ul>
<b>Uganda</b>	<ul style="list-style-type: none"> <li>* Rebels are in the DRC;</li> <li>* Some Ugandans are making money from having troops in the DRC</li> </ul>		<ul style="list-style-type: none"> <li>* Withdrew forces in 2003;</li> <li>* Probably still supporting rebel groups especially DRC Tutsis</li> </ul>
<b>Zimbabwe</b>	<ul style="list-style-type: none"> <li>* Contracts and economic agreements with the former President;</li> <li>* The war is providing profits;</li> <li>* President Mugabe may want more regional prominence</li> </ul>		Withdrew forces in 2002

## **Democratic Republic of the Congo Lesson #4 African World War 2002 Fact Sheet Regarding the Key Countries Involved**

### **Angola:**

- Angola's army was invited by Laurent Kabila's government to enter the DRC. Its air force is seen as a key in stopping rebel advances on the capital of Kinshasa.
- It intervened in the 1996 rebellion and helped Laurent Kabila overthrow Dictator Mobutu Sese Seko because he had supported UNITA rebels and allowed them bases to attack Angola. For the past 25 years, Unita has rebelled against the Angolan government.

### **Burundi:**

- In its ongoing 11 year old civil war, rebels have used bases in the DRC to launch attacks against Burundi. Over 2,000 Hutu rebels are reported to be in the DRC and allied with President Joseph Kabila's government.
- Burundi's troops are on the west bank of Lake Tanganika, inside the DRC, to protect trade, communications, and security and take DRC natural resources like diamonds.
- The UN reported that Burundi was exporting diamonds taken from the DRC as it does not have any diamond mines of its own.

### **DRC Government led by President Joseph Kabila**

- President Kabila has also received troops and aid from not just Angola and Zimbabwe but also Namibia, Chad, and Libya.
- It also must face rebel groups supported by Sudan, which fight against Uganda's government. Uganda has permitted rebels against the Sudanese government in Khartoum to use its territory as base for operations.
- The United Nations has sent in 5,500 observers and troops to help the warring countries and militias achieve a peace agreement but fighting continues.
- It is attempting to get rebel militias to join the DRC army and help reduce, not spread, the violence. These Army soldiers are offered \$24 a month, and \$5 for food but corruption often takes much of this.
- The eastern DRC provinces of Ituri and the Kivus (North and South) continue to see the worst fighting.

### **DRC Rebel Groups**

- After advancing towards the capital of Kinshasa, the Ugandan and Rwandan supported rebel groups were halted by the armed forces of Zimbabwe, Angola, and others. As the war has progressed, many different groups have attacked the DRC's Tutsis and forced many communities to provide mining labor for them.
- The two main rebel groups fighting against the DRC government are the Rwandan supported RDC and the Ugandan supported ADF. The RDC has refused to participate in peace negotiations and they have fought against their former ally ADF.
- The Hutu Interahamwe are in the DRC fighting for Kabila and against Rwandan Tutsi led government. An additional group is in the DRC fighting for Kabila and against Ugandan Tutsi led government.
- Finally, many rebel militias represent tribal groups and are now more focused on gaining wealth from the DRC's natural resources than in submitting to peaceful rule of law.

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### Rwanda

- 35,000-50,000 members of the Interahamwe have repeatedly attacked Rwanda since 1994. They are responsible for committing genocide against the Tutsis, who currently run the government.
- Prevent the genocide of DRC Tutsi, known as the Banyamulenge, living in South Kivu.
- According to the UN Panel of Experts, Rwanda has created the infrastructure (roads, airports, communications, banks) for taking minerals from the DRC. Noted examples include \$3.5 million in diamonds, \$722,482 of coltan (used in cell phone and laptop batteries), plus gold and timber. The UN estimates that Rwanda earns \$1 million a month by having 25,000 troops in the DRC.
- Between 90-100% of the Rwanda military budget must be spent on the 25,000 troops in the DRC, which the UN report stated "allowed them to acquire even more wealth." The rebel militia RCD is seen as a Rwandan puppet group.

### Uganda

- ADF (Allied Democratic Forces) have attacked Uganda from bases in the DRC. An example comes from June, 1998 ADF forces attacked a school, and killed some 40 students.
- Uganda's army has advanced over 1,000 kilometers inside of the DRC to stop the ADF and to prevent genocide against the Tutsis living in South Kivu.
- The UN panel of Experts has accused Uganda of taking diamonds, coltan, timber, and coffee while also forcing DRC communities to buy Ugandan-made goods. Example in 1995, before entering the DRC, Uganda exported \$23 million in gold but after sending in troops, it has exported \$105 million of gold.
- The UN Panel concluded that the Ugandan troops in the DRC "allowed them to acquire even more wealth."

### Zimbabwe

- Zimbabwe was invited by Laurent Kabila's Government to enter the DRC and it sent over 10,000 troops, with jets and tanks. Zimbabwe is now spending \$70 million a month on the war. It has no border with DRC.
- President Mugabe's family is reported to have economic ties and investments in the Katanga copper mines and Mbuji-Mayi diamond mines in the DRC worth over \$200 million. The UN has estimated that current president Joseph Kabila and his allies owe a debt of \$40 to \$200 million dollars to Zimbabwe. The UN is now recommending that sanctions be imposed against Zimbabwe.
- President Mugabe is believed to be acting in defense of Kabila in part to replace South Africa's Nelson Mandela as the most important leader in Sub-Saharan Africa.
- Chad and Libya have also played smaller roles in supporting Kabila.