

Congo Lesson Plan

Lesson Overview (50 Minutes)

Warmup - Talk to the people around you... What do you know about the Congo? After students share with their neighbors, allow student volunteers to share out answers. Make sure students understand that no answer is too basic or too simple. Anything at all is good!

Break students up into 5 groups and assign each group a page in the workbook from 1.1-1.5. Each group will be responsible for completing their questions and sharing their answers with the rest of the class. After each group completes their task, give each group 2 minutes to project their slide to the class (or write their answers on the whiteboard) and share them with the rest of the class. Ensure each group covers the following:

1. Congo has many major rivers flowing towards the Atlantic Ocean which is home to its capital which is near the delta of the river basin.
2. Congo is very rich in natural resources. It is home to one of the largest deposits of Diamonds, while at the same time enormous deposits of cobalt (used to make phones) and Uranium for nuclear energy.
3. Congo was given to Leopold II of Belgium at the Berlin Conference. What followed was a period of terror for the Congolese. Under Leopold upwards of 10 million people were murdered. Those who weren't lost limbs and loved ones. Congo was home to one of the biggest genocides in human history.
(<https://ideastream.pbslearningmedia.org/resource/6031c3a2-ada9-42b4-8045-52006e2a2b07/the-berlin-conference-of-1884-1885/>)
4. Under Colonialism the genocide ended and so did the impossible quotas. However, Congolese were still required to give free labor to the government for a said number of days a

Standards Covered

Social Studies Standards Covered:

SS7G1 Locate selected features of Africa.

1. Locate on a world and regional political-physical map: Sahara, Sahel, savanna, tropical rainforest, Congo River, Niger River, Nile River, Lake Victoria, Great Rift Valley, Mt. Kilimanjaro, Atlas Mountains, and Kalahari Desert.
2. Locate on a world and regional political-physical map the countries of Democratic Republic of the Congo, Egypt, Kenya, Nigeria, South Africa, and Sudan.

SS7G2 Explain environmental issues across the continent of Africa.

1. Explain how water pollution and unequal access to water impacts irrigation, trade, industry, and drinking water.
2. Explain the relationship between poor soil and deforestation in Sub-Saharan Africa.

SS7G3 Explain the impact of location, climate, and physical characteristics on population distribution in Africa.

- a. Explain how the characteristics in the Sahara, Sahel, savanna, and tropical rainforest impact trade and affect where people live.

Map & Globe Skills:

4. Compare and contrast the categories of natural, cultural, and political features found on maps
6. Use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps
7. Use a map to explain impact of geography on historical and current events
8. Draw conclusions and make generalizations based on information from maps
11. Compare maps with data sets (charts, tables, graphs) and/or readings to draw conclusions and make generalizations

year. Essentially 100 days a year Congolese were enslaved to do government tasks. (https://www.hrw.org/news/2009/08/21/dr-congo-chronology#_The_Belgians)

5. Lumumba was a leader of Congolese Nationalism in Congo. He was unpopular amongst America and Europe because he was a socialist. He was supported by America's archenemy the USSR. Congo was torn to pieces by violence and a desire for resources. Finally, Lumumba was killed by nationalist violence.

(<https://www.youtube.com/watch?v=CgzSnZidGuU> (Start at 28:50 - Stop at 32:40))

Once students share their answers show students the final video clip (Link below and in interactive notepad. After watching they should analyze the relationship between natural resources and the development of Congo over the years. This will be answered in 1.6 & 1.7..

<https://www.youtube.com/watch?v=japfUdlcNvY>

(If you complete this lesson using the best for printing version either allow students to use mobile devices and scan the links from the QR codes or share the following links with the class electronically)

1.3 -

<https://ideastream.pbslearningmedia.org/resource/6031c3a2-ada9-42b4-8045-52006e2a2b07/the-berlin-conference-of-1884-1885/>

1.3 -

https://www.hrw.org/news/2009/08/21/dr-congo-chronology#_The_Belgians

1.4 -

<https://www.youtube.com/watch?v=CgzSnZidGuU>

Information Processing Skills

1. Compare similarities and differences
3. Identify issues and/or problems and alternative solutions
7. Interpret timelines, charts, and tables
11. Draw conclusions and make generalizations

Reading Standards for Literacy in History/Social Studies

L6-8RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

L6-8RHSS7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Writing Standards for Literacy in History/Social Studies

Additional Suggested Resources

<https://ideastream.pbslearningmedia.org/resource/6031c3a2-ada9-42b4-8045-52006e2a2b07/the-berlin-conference-of-1884-1885/>

Materials from Aboki Box:

Aboki Box Magazine Student Workbook

https://www.hrw.org/news/2009/08/21/dr-congo-chronology#_The_Belgians

<https://www.youtube.com/watch?v=CgzSnZidGuU>

Differentiated Supports

Additional Instructional Supports

- Re-voicing
- ✓ Explaining
- ✓ Prompting for participation
- Challenging or countering
- Asking "Why?" "How?"
- Reread
- Practice new academic vocab.
- Assistive technology
- Pre-teach & re-teach in a different way
- ✓ Repetition
- Use of manipulatives
- ✓ Collaborative work
- ✓ Direct/explicit instruction
- "Chunking"
- ✓ Accommodating different learning styles
- Create differentiated text sets

Specially Designed Instruction for Special Education Students

- Conferencing
- ✓ Additional time
- Small group collaboration
- Modify quantity of work
- Take student's dictation
- Scaffold information
- ✓ Differentiated content process or product
- Consistent reward system
- ✓ Refer to students' IEP or 504 plan
- Assistive technology

Strategies for English Language Learners

- ✓ Visuals/Realia
- Front-loading
- Echoing/Choral response
- ✓ Color-coding
- ✓ Multiple exposures in different media
- ✓ Pair-share
- ✓ Modeling
- Language scaffolds: eg, sentence frames
- Deconstruct complex sentences and texts
- ✓ increased opportunities for student-student talk
- Strategic vocabulary instruction
- ✓ Additional think time