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Lesson Title: Imperialist Roots for the Democratic Republic of the Congo

Grade Level: 9th Modern World History

Essential Question: How has imperialism impacted the Democratic Republic of the Congo?

Lesson Foundations

Content Standards	MWH.9-12.10 Imperialism involved land acquisition, extraction of raw materials, spread of Western values and direct political control.		
Learning Objective(s)	<ol style="list-style-type: none"> 1. SWBAT explain examples of Imperialism seen in the Congo 2. SWBAT compare past-Congo with present-day Congo to see how far the nation has come 	Assessment(s)	<ol style="list-style-type: none"> 1. Check for Understanding 2. Group Discussion 3. Exit Ticket – Venn Diagram
Materials & Resources	<ul style="list-style-type: none"> • PowerPoint Presentation • Jigsaw Worksheet • Exit Ticket • Origins Article: “A New Congo Crisis” - http://origins.osu.edu/article/new-congo-crisis 		

Instructional Procedures/Steps

Opening 15 Minutes	<ol style="list-style-type: none"> 1. Teacher will open class by having students complete a 5-3-1 to activate prior knowledge on Imperialism: <ul style="list-style-type: none"> 5: What are five characteristics of imperialism <ul style="list-style-type: none"> A. Direct Rule B. Indirect Rule
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	<p>C. Economic Gains D. Western Values E: Racist Motives</p> <p>3: Pick three to share with a partner A: Indirect Rule B: Economic Gains C: Western Values</p> <p>1: Select one final characteristic of imperialism A: Indirect Rule</p> <p>2. Teacher will have each pair of students share their one final characteristic of imperialism and will write their responses on a board. Teacher will tally the ones that come up more than once to show students the collective responses.</p> <p>3. Teacher will have brief open discussion to better understand what imperialism means: Based on our characteristic... what can we infer about imperialism to answer... Q: Why does imperialism occur? Q: What do Western Values, Economic Gains, and Racist Motives (X, Y, Z – characteristics) entail? Q: What does imperialism mean for certain nations in terms of gains/losses? Q: Where do we see examples of imperialism in the real world, now or past?</p> <p>4. Teacher will then tie in last discussion question of “Where do we see examples of imperialism in the real world, past or present” by bringing in the specific example of Imperialism in the Democratic Republic of Congo and how this will be the central focus of the lesson.</p> <p>5. Teacher will give a brief five minute presentation on Imperialism in the Democratic Republic of Congo to introduce Origins article students will be analyzing to better understand how imperialism has impacted the Congo. Support questions to ask students that should tie into student’s responses of characteristics of imperialism: Q: What were some characteristics of imperialism, that we brainstormed earlier, that we saw happening in the Congo? Q: What impact did imperialism have on the Congolese?</p>
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	<p>6. Teacher will transition by explaining to students how they will continue to learn about imperialism and its impact in/on the Democratic Republic of the Congo by analyzing sources and answering questions.</p> <ul style="list-style-type: none"> • Teacher will introduce: <ul style="list-style-type: none"> ○ Essential Question: How has imperialism impacted the Democratic Republic of the Congo? ○ Learning Objectives: SWBAT explain three examples of imperialism seen in the Congo & SWBAT compare past-Congo with present-day Congo to see how far the nation has come.
<p>Instruction 30 Minutes</p>	<ol style="list-style-type: none"> 1. Teacher will pass out Jigsaw Activity worksheet, with four sources - two source examples of political control and two source examples of economic control, to each student <ul style="list-style-type: none"> - See worksheet for sources and questions - Students will be assigned a specific source (Source 1A, Source 1B, Source 2A, Source 2B) based on their tables (One group to one source) 2. Teacher will explain directions and also have PowerPoint with directions displayed on the board as visual reference to students for what they need to do for the Jigsaw activity: <ol style="list-style-type: none"> a) Students will take 10 minutes to work in their teams to complete their source and answer their questions on the Jigsaw Activity Sheet – see detailed instructions on the activity sheet b) Once students in the group are finished with their source, have answered and discussed the questions for that source, and then answer synthesis question, students should STOP and put their pencils down c) Teacher will walk around to help monitor on-task behavior, to observe interactions, and assist with questions d) Questions to help guide student in their processing of the sources: <p style="margin-left: 20px;">Source 1A: Q: What kind of leader do you think King Leopold II was? Q: Do you think that the best interests of the Congo was taken into consideration?</p> <p style="margin-left: 20px;">Source 1B: Q: What was the political environment like for the Congo Q: How were the Congolese people treated?</p>

Source 2A:

Q: What do you think the picture of the man and snake mean?

Q: How important was natural resources to the Belgium?

Source 2B

Q: How does this image make you feel?

Q: What do you think the role of children are in the economies in the Congo?

3. As students are completing their sources, teacher will be walking around to observe interactions and responses to select an “expert” student from each group to meet with the other groups during rotation to collude on the questions, answers, and ideas from their source with the other group

4. After 10 minutes and once an expert student has been selected (based on student’s responses) a **Check for Understanding will occur to see if Learning Objective 1** is being met:

Q: What are examples of Imperialism seen in the Congo based on the sources you have been analyzing?

A: Political control through the Belgium King (Source 1A)

- Tensions between the military groups and imperialist government that is harming the citizens (Source 1B)
- Economic Exploitation with rubber (Source 2A)
- Lacking in economic advancements because of imperialists cause the Congo’s economy to be dependent on the ruling nation and unstable when they leave (Source 2B)

5. Teacher will then have the expert students rotate through each group to collaborate on the questions, ideas, and answers. Teacher will set timer for 5 minutes for each rotation.

6. Once expert students have made their rounds to each group and are back at their home table, teacher will bring students back together to engage students in a **Group Discussion (LO2)** to deepen their understanding of how imperialism has impacted the Congo past and present day.

Questions that will be asked to guide discussion:

Q: What were some examples of imperialism that you saw in the sources?



	<p>Q: What evidence can you use to explain how imperialism impacted the Congolese people? – connect to Synthesis Question on Jigsaw Worksheet</p> <p>Q: How does past-Congo compare to present-Congo in terms of how imperialism has impacted the people?</p> <p>Q: Have there been any changes or improvements?</p> <p>7. Teacher will close by explaining and tying in students’ responses of how imperialism that happened centuries ago is still impacting the country of Congo today through instability, dependence, and a struggle for power that needed to be founded when the colonizer left</p>
<p>Closure 5 Minutes</p>	<ol style="list-style-type: none"> 1. Extension Activity: For students who finish early, they will create an alternative ending for the Congo and explain in a paragraph what could have happened to the Congo if they had not faced imperialism 2. Exit Ticket: Venn Diagram: Teacher will have students create their own Venn Diagram (Past-Congo, Present-Congo). Teacher will have students fill in examples of imperialism that relate to each time and/or are similar to both. Teacher will have students include specific examples from the lesson to tie into what they are thinking. Students can either select political control or economic exploitation as the two to compare past and present day.

