

A STUDY GUIDE FOR CONGO STORIES



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CONGO STORIES



Battling Five Centuries of Exploitation and Greed



PHOTOGRAPHS BY RYAN GOSLING



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Study Guide

Congo Stories, by John Prendergast and Fidel Bafilemba, with photographs by Ryan Gosling

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Note to Teachers

Introduction

We are pleased and appreciative that you have chosen to share *Congo Stories* with your students. This book brings to light the historical and contemporary conditions in the Democratic Republic of Congo (hereafter referred to as Congo), focusing on the resilient people and the heinous conditions they have been forced to endure. The book also demonstrates how much of the progress in the United States and Europe has resulted from the exploitation of Congo's people and raw materials.

For those who are not deeply familiar with conditions in Congo, the people and events there might seem distant, a world away. And for those who have some knowledge of Congo, it is possible that a pervasive sense of despair, helplessness, and hopelessness might lead to a lack of interest and action. The book *Congo Stories*, however, and this study guide, are designed to counter such feelings through a two-pronged approach: (1) illustrating the hope, courage and resilience of the people of Congo and (2) providing information about the many opportunities that exist to take action.

Study Guide Goals

- Provide information regarding the history of Congo and the impact of that history on current conditions in Congo. This history demonstrates how the people and natural resources of Congo have been used for centuries to build, develop, advance and safeguard the United States and Europe.
- Create awareness of current conditions in Congo and understand that there are many positive actors in Congo who are taking action.
- Generate insight into the wants and needs within and outside of Congo that give rise to some of the different crimes committed in Congo.
- Help eliminate the lack of understanding and the turning of a blind eye to conditions in Congo.
- Give rise to empathy for those who have suffered and who continue to suffer as a result of conditions in Congo.
- Understand the responsibility we have as consumers of products whose raw materials are in part sourced from Congo and the impact the exploitation of those raw materials has on the people of Congo, thus linking our phones, other consumer electronics, automobiles, and many other products directly to human suffering in Congo.
- Engender hope through recognition of those who have survived the abuses, vowed to change conditions in Congo, and taken action.
- Help understand what we can do about the problems in Congo and catalyze civic engagement on the part of the student.

Study Guide Structure

BEFORE READING

This section provides activities that students will begin to work with prior to reading the book. Students will return to these activities and complete them after reading the book. The activities are designed to provide a base for understanding and to inform students—after reading—of how much they have learned about Congo.

DURING READING

This section of the guide covers the chapters through the following features:

Overview

This feature familiarizes students with sections of the book. It includes background for the teacher, followed by classroom discussion prompts and activities for students. Student activities include discussions, short-answer inquiries, and research projects. There is an emphasis on primary source material.

Because we are aware that the amount of time available for work with this book might vary widely from teacher to teacher and from classroom to classroom, a number of options are presented. There is a great deal of flexibility in the amount of time you spend with class discussion and the number of outside assignments you provide to students. You may select the options that best comport to your students' needs and interests and your available time for coverage of the book.

The classroom discussion questions are designed to catalyze interaction that will lead to greater understanding. Be certain to have students bring the book to class with them, so that they may reference specifics during discussion. If your classroom time does not allow for all of the discussion questions to be covered in class, any of them may also be assigned for student work outside of class.

Why Read?

This feature provides information for the teacher to share with students. The section briefly explains why the content is included in the book, how it will provide information of interest and value to students, and additional pertinent background information.

Observe to Prepare

This feature refers students to relevant articles, audio clips, and video clips they will experience prior to reading the chapter. The activity engages students and provides background information. It is suggested that students view each video in class; however, if time does not permit, you may direct students to view the videos outside of class. If you view the video or listen to the audio in class, hold a discussion with students afterward. Ask them to discuss the new information they have learned from watching or listening.

Terms

This feature identifies key terms from the chapter. In order to guide their understanding, have students write brief notes regarding the importance of each term while reading.

People

This feature identifies people who play key roles in issues related to Congo. Have students write brief notes regarding the importance of each person while reading.

Organizations

This feature identifies organizations referenced in the chapter. Have students write brief notes regarding the importance of each organization while reading.

Prompts for Classroom Discussion

This feature provides questions and statements to be used to catalyze critical thinking during classroom discussion. If time does not permit coverage of all questions, you may select specific questions you wish to cover, and if you so choose, you may assign the remaining questions for work outside of class. The number of questions for each chapter or set of chapters corresponds to the most effective coverage of the content of the chapter(s).

Student Activities

This feature includes a variety of activities tailored to a variety of learning styles. It includes individual, partner, and group activities. As you assign the activities, make certain to assign partners and group members for activities noted as partner and group activities. As with the discussion questions, the number of questions for each chapter or set of chapters corresponds to the most effective coverage of the content of the chapter.

Curriculum Connections

The guide provides instruction and activities that comport to History, Social Studies, and English Language Arts standards. Classroom instruction and student activities have been designed with standards in mind, so that you may hone students' skills in a variety of ways that will enhance their work and understanding.

With a focus on critical thinking skills, the guide meets students at the intersection of the curriculum and individual learning styles, providing opportunities for all students. Activities are designed to engage and guide the student as the student makes connections across chapters and throughout the entire text, as well as connections to other texts and to self.

Permission Slip

A sample permission slip is provided at the end of this study guide. This form, however, is only a sample. Please be certain to consult school and district administrators to determine whether this permission slip will be valid for your school and whether it will comport to all school and district requirements.

BEFORE READING

INITIAL AND ONGOING ACTIVITIES

Provide the following directions for students. Have students complete the activities on their own paper.

Activity 1: Questionnaire

Directions: Before you read the book, respond to the following questions, based on information you already know. You'll have an opportunity to respond to these questions again after you read the book. There are no right or wrong answers. This activity is designed solely to gauge your current knowledge base.

1. How might the use of a cell phone or an electric car have an impact on the people of the Democratic Republic of Congo?
2. How do the purchases of video game systems and laptop computers have an impact on the people of the Democratic Republic of the Congo?
3. There are many benefits that derive from driving electric cars. Identify two of these benefits. Then respond to this question: *How could the rise in popularity of electric cars cause a spike in corruption or child labor in the mines of the Democratic Republic of the Congo?*
4. Recall the gold and diamond jewelry you have seen people wearing. How is jewelry tied to the people of the Democratic Republic of the Congo?
5. Is there anything we, as consumers and citizens, can do about the situation in Congo?

Activity 2: Table Graphic Organizer

Directions: Before you read, create a six-column table with headings and columns like those that are shown. Across the entire book, as you read, write entries for your table as you learn about the human-rights abuses in Congo. This table is fluid; you may add to any part of it at any time during or after reading. You may make your notes digitally or manually.

As you read, list each type of human-rights abuse you learn of that has occurred or is occurring in Congo. Consider the explicit and implicit catalysts and impacts. After you have completed your graphic organizer, you will use it for civic engagement activities.

Human-Rights Abuses in Congo

Human-Rights Abuse	Catalyst(s) for the Human-Rights Abuse	Impact of the Human-Rights Abuse	Activism/Civil Engagement that Has Helped to Staunch the Human-Rights Abuse	Additional Activism/Civil Engagement that Could Help to Staunch the Human-Rights Abuse	Additional Notes

Activity 3: Flowchart Timeline

Directions: Across the entire book, as you read, make notes you will use to create a flowchart timeline after you have completed your reading. Your flowchart will illustrate the chronology of significant events in Congo and the connections among those events.

Activity 4: Claims with Points of Evidence

Directions: Maintain ongoing points of evidence to support the following claims. Note that the supporting evidence you discover might apply to more than one of the claims.

- The United States and Europe have benefited from Congo for centuries.
- The impact on the Congolese of these benefits has been substantial.
- The Congolese people have reacted and resisted the negative impacts.
- Americans and Europeans can take action to correct the imbalance.
- Congo's cyclical crises are a direct result of its connections to America and Europe.
- Congolese activists and citizens are fighting back against forces of inequality and injustice.
- Because causes are partially global, solutions must not be left solely to the Congolese people.

DURING READING

Chapter 1

Why Congo?

Why Read?

This chapter provides an overview of Congolese history, as well as contemporary issues. The story of upstander Honorata shows the fear and oppression that the Congolese people have faced, but her story also exemplifies the resilience and hope of the Congolese people.

Observe to Prepare

Congolese Rape Survivor Shares Nation's Struggles

<https://www.npr.org/templates/story/story.php?storyId=99351358>

Hear the voice of Honorata Kizende. Her words are translated for the listener.

Terms

Ask students to write a brief statement to explain why each of these terms is relevant to Congo.

1. kleptocratic system
2. exploitation
3. upstander
4. bystander
5. interdependence

People

Ask students to write a brief statement to explain why each of these people is relevant to Congo.

1. Honorata Kizende
2. Joseph Kabila
3. Emmanuel Ramazani Shadary

Organization

Women for Women International

Prompts for Classroom Discussion

1. On page 5, the text states the following: *For these past five centuries, Congo has been the earthly equivalent of a Vampires' Ball.* Why do the authors use this metaphor?
2. This quote from Frantz Fanon appears on page 7: "Africa is shaped like a gun, and Congo is its trigger. If that explosive trigger bursts, it's the whole of Africa that will explode." Explain the meaning of the quote, and explain why the authors chose to include it in the text.

3. The authors state: *The causal link between Western convenience and opportunity and Congo's suffering is direct and devastating.* Explain the evidence the authors have provided up to this point in the text to support the claim.
4. On page 4, the authors state: *The negative impact this massive extraction has had on Congo may have no parallel in human history.* How does the evidence show that this claim is not hyperbolic?
5. Based on this chapter, what do you expect to discover as you continue to read the book?

Student Activities

1. Create a map (digitally or by hand) to show Congo and neighboring countries. Indicate the location of the greatest concentration of mines. Write several paragraphs to explain why this location makes trafficking easier.
2. What is a kleptocratic system? Why is this term used on page 7?
3. As related to Congo, distinguish between upstanders and bystanders.

Chapter 2

The Story of the Kongo Kingdom: Before and After the Europeans Landed

Why Read?

This chapter provides a view into the early history of Congo and the changes that began to occur with the arrival of Europeans. Students will be able to connect this history to other events in history when new societies collided with existing societies.

Observe to Prepare

These links lead to opportunities for students to see and read about Kongolese art.

Kongo: Power and Majesty

<https://www.newyorker.com/magazine/2015/10/12/power-surge>

Great Traditions-Kongo: Power and Majesty with Alisa LaGamma

<https://www.metmuseum.org/blogs/now-at-the-met/2015/great-traditions-kongo-power-and-majesty>

Terms

Ask students to write a brief statement to explain why each of these terms is relevant to Congo.

1. Kongo Kingdom
2. *langage tambouriné*
3. *kanda*
4. cubism
5. *matrilineal system*

People

Ask students to write a brief statement to explain why each of these people is relevant to Congo.

1. Lukeni lua Nimi
2. Henri Matisse
3. Pablo Picasso
4. Emmanuel Ramazani Shadary
5. Steve Jobs

Prompts for Classroom Discussion

1. What was life like in Kongo Kingdom?
2. How did reading about and viewing Kongolese art help you understand and appreciate the culture?
3. Why was it assumed prior to the 1960s that the Portuguese had created the Kongo Kingdom?

4. Civil wars within the Kongo Kingdom became frequent after the arrival of the Europeans, and the intensity of these wars increased after the mid-1600s. Why?

Student Activities

Have students respond to the following questions on their own paper.

1. Compare and contrast *langage tambouriné* and Morse code. What does *langage tambouriné* show about the level of advancement of the society?
2. Work with a partner. Create a timeline. Depict the events detailed in the chapter.
3. Create a diagram to depict the political structure of the Kongo Kingdom.
4. Imagine that you are living in Kongo during the late 1300s. Write a journal entry to tell what your life is like during one week. Include the political structure, your work, the food you eat, the way you pay taxes, the way you communicate, and your spiritual beliefs.

Chapter 3

How Congo Helped Build America and Europe: Following the Money and Greed for Five Centuries

Teacher Note: Because this chapter contains a wealth of information, it is suggested that you provide coverage in two or three separate sessions, as your schedule permits.

Why Read?

This chapter provides additional information about Congolese history and contemporary issues. Guide students to understand that the pervasive problems in today's Congo began long ago. Point out that the problems are complex, but can be solved, given sufficient and appropriate time, attention, and care.

Observe to Prepare

Conflict Minerals 101: 2018 Update/Enough Project

<https://www.youtube.com/watch?v=6aJxIEkSiPg>

(2 minutes, 36 seconds)

CBS News finds children mining cobalt for batteries in the Congo

<https://www.cbsnews.com/news/cobalt-children-mining-democratic-republic-congo-cbs-news-investigation/>

(1 minute, 31 seconds)

Merci Congo (film trailer)

This documentary from filmmaker Paul Freedman explores the ongoing conflict in Congo that has torn lives apart and killed millions of people – and what we as individuals can do to help stop it. The activists, citizens, and everyday people making a difference in Congo are the central focus on the film and play a starring role.

<https://vimeo.com/147912318>

(2 minutes, 10 seconds)

When Elephants Fight (film trailer)

This documentary from director Mike Ramsdell and executive producer Robin Wright spotlights the conflict minerals trade in Congo and the role global tech companies play in both the problem and the potential solutions.

<https://www.youtube.com/watch?v=2gtui6sSJPo>

(5 minutes, 7 seconds)

Terms

Ask students to write a brief statement to explain why each of these terms is relevant to Congo.

1. elephant poaching
2. deforestation
3. lithium-ion battery
4. cobalt
5. middle passage
6. *Force Publique*
7. *chicotte*
8. “children’s colonies”
9. “Builder King”
10. Shinkolobwe Mine
11. August 6, 1945: Hiroshima
12. *Société Internationale Forestière du Congo (Forminière)*
13. Krupp
14. 3Ts and gold
15. Resource theft
16. Conflict gold

People

Ask students to write a brief statement to explain why each of these people is relevant to Congo.

1. King Alfonso I
2. King Leopold II
3. Tippo Tip
4. Theodore Roosevelt
5. Albert Einstein
6. Patrice Lumumba
7. Joseph Mubutu
8. John F. Kennedy
9. Lyndon B. Johnson
10. George H. W. Bush
11. Guggenheim family
12. Sir Ernest Oppenheimer
13. Paul Kagame
14. Justine Masika Bihamba
15. Bosco “The Terminator” Ntaganda
16. Petna Ndaliko

Organizations

1. Women’s Synergy for Victims of Sexual Violence (SFVS)
2. Panzi Foundation
3. UNESCO
4. Yole!Africa

Prompts for Classroom Discussion

1. On page 19, the authors state: *Thus, for the Congolese, the country’s wealth of natural resources has proven to be more of a curse than the blessing it should have been.* What do the authors mean when they make this claim? What evidence do they provide in the chapter to support the claim?
2. Why did the colonies decide to transport the enslaved from Congo and other locations, rather than utilizing other types of labor?
3. Why have so many animals been poached in Africa? What made elephants in Congo particularly valuable in the 1800s?
4. Page 27 includes the following information: *Leopold once told one of his advisers, “Belgium doesn’t exploit the world. It’s a taste we have got to make her learn.”* Why do the authors include this quote in the book? How does it relate to King Leopold’s choices and actions?

5. On page 28, the text states the following: *Leopold's workforce in his colony was largely composed of slave labor, from porters to soldiers, while back in Europe he was making grand statements against slavery.* Discuss the dichotomous nature of these behaviors and the hypocrisy Leopold exhibited. Support your statements with evidence from the text.
6. Approximately how many people are estimated to have died at the hands of Leopold's regime? How did they perish? Why were the deaths not recorded?
7. Why did rubber exceed ivory as the main Congolese export by 1890? What impact did this have on Congo?
8. Why is one neighborhood of Kigali in Rwanda nicknamed "*Merci, Congo*"?
9. Why did most Congolese refuse to harvest rubber trees? What strategy did Leopold's authorities develop as a response? Why didn't the U.S. intervene to try to stop the atrocities?
10. Congo obtained its independence in 1960; however, as stated in the text: *The Belgians had set an independent Congo up for failure.* How had they set an independent Congo up for failure?
11. Which nations supported anti-Lumumba factions? What was the result?
12. During the early 1930s, diamonds from Congo were in great demand; however, these diamonds were not of gem quality. Why were they in such great demand?
13. Why did diamond expert and development professional Ian Smillie refer to diamonds as "a curse"?
14. What are the "3Ts"? Why are they important? What is a function of each one? Discuss the link between minerals and violence.
15. Analyze the editorial image on page 46. Explain why and how the depiction of the people in the lower left of the image is juxtaposed with the depiction of the other people in the image.
16. At the gold mines in Congo, children work with less rigorous tasks than do the adults at the mines. Does this justify the use of children as workers? Explain.
17. Why is it so easy to smuggle gold out of Congo?
18. How do elephant poachers and oil wildcatters threaten Congo? How is the increase in poaching and ivory trafficking qualitatively and quantitatively different from events in previous experience? Why have prices for ivory dropped substantially recently?
19. What is the impact on Congo and the Congolese people of the global demand for electric car batteries?
20. What are some of the military uses for cobalt? How does this have an impact on Congo and the Congolese people?

Student Activities

1. [Partner Activity] Work with a partner to create a web to show how all of the following are related to Congo and the exploitation of Congo and the Congolese people. Develop your web with a partner. Write several paragraphs to explain your web and to detail the impact of these events on Congo.
 - Slave trade
 - Demand for ivory and rubber
 - Demand for copper
 - Uranium and the development of the atomic bomb
2. [Group Activity] Work with your group to conduct research and then compare child labor in Congo today to child labor in the United States before passage of the Fair Labor Standards Act in 1938. Prepare a 15-minute presentation for the class to report your findings.
3. Historian Didier Gondola stated: “Kongo . . . virtually disintegrated as a result of intense demand for slaves on the Atlantic.” Explain what Gondola meant.
4. [Partner Activity] On page 23, the text states: *The best estimates conclude that approximately four million people were captured in the Congo Basin and transhipped to the Americas, representing roughly a third of the people enslaved and sent across the Atlantic and a quarter of the enslaved people working on cotton and tobacco plantations in the American South.* Explain the impact on Congolese society. In your explanation, include the relevance of the following quote from historian Martin Meredith: “Kongo’s domestic slavery thus became part of an international traffic in slaves.” Work with a partner to develop your explanation.
5. [Group Activity] On page 23, the text states: *It is commonly assumed that those Kongolese participating in enslaving people knew what they were selling enslaved people into--a race-based permanent status--and actively engaged in that, when in fact here was little understanding that this was the case.* Did this lack of understanding make the decision by Kongolese participating in enslaving people less immoral? Support your response. Include information from the text in your support. Then discuss your response with your group.
6. [Partner Activity] When the “children’s colonies” were established, what was stated to be the purpose? What was the actual purpose? How does this exemplify similar treatment of children at other times, in other locations, across the world? Work with a partner to develop your responses.
7. Compare King Leopold to two other historical leaders, one who was similar to Leopold and one who was different.
8. Why did nearly every weapon created during the 20th century have an impact on the Congolese? Support your response with evidence from the text.
9. Susan Williams, the author of *Spies in the Congo*, concluded that Congolese uranium was “a mineral that had the power to change history.” Consider this quote as you select one of the following questions and write your response:
 - (A) Suppose that the governor-general of the Belgian Congo had sided with Germany during the 1940s, rather than Great Britain, in regard to Congo’s uranium. What type of impact would this have had on world history? Support your response with text evidence and other relevant historical facts.
 - (B) Why was access to uranium in Congo instrumental in the outcome of World War II?

10. [Group Activity] Historians have often focused on the impact of uranium on World War II, but not on the impact of uranium extraction on the Congolese people. As a group, discuss the impact of uranium extraction on the Congolese people who worked in the mines. Is the impact on these people more significant than, less significant than, or as significant as the impact of the uranium extraction on world history? Support your response. Share your response with your group.
11. During the Cold War, the U.S. was concerned about Soviet advances into Western Europe. Why did this cause the U.S. to send CIA agents to the region and arms to Belgian troops in Congo? Create a map to accompany your response.
12. In March 1945, the uranium mine in Katanga was reopened. As noted of Congo by Congolese historian and political scientist Georges Nzongola-Ntalaja, it “was an important element of Washington’s geopolitical strategy in the context of the Cold War.” Why did he make this statement? Support your response with evidence from the text and additional historical facts.
13. [Group Activity] How do you believe Congolese--and world--history would be different if Lumumba had survived and remained in power? Support your response with evidence from the text and historical facts. Work with your group to develop a response. Then discuss your response with another group.
14. [Group Activity] Summarize the reign of Joseph Mubutu, indicating how he changed from the beginning of his rule to the end. In addition, explain how his wealth compared to Congo’s economy. Work with your group to develop responses. Then discuss your responses with another group.
15. The authors state the following: *By the late 1990s, in the context of Rwanda’s and Uganda’s invasions of Congo, the situation had devolved into a blood-filled Wild West scenario.* Explain whether this statement is effective. Explain what the authors mean by the statement.
16. How do statistics show that official export figures for gold from eastern Congo are a fraction of the actual production?
17. How are the FDLR’s charcoal cartels like a South American drug trafficking network? Given the purpose the FDLR states for itself, is this ironic?
18. [Partner Activity] How does reading the stories of Dominique Bikaba and Petna Ndaliko help you better understand events in Congo? What are similarities in their experiences? Why do you think the authors include the stories in the book? Discuss your response with a partner.
19. What is the Dodd-Frank Act? What is its significance to Congo?
20. Discuss the connection of the cobalt and copper industry in Congo to corruption and lack of transparency.

Chapters 4-7

A Den of Highly Armed Thieves
Africa's First World War: Reverberations from Rwanda's Genocide
Road to Congo
Crimes Against Humanity: Ground Zero

Why Read?

- Chapter 4 examines kleptocracy in Congo, while showing hope through the story of upstander Rebecca Kabugho.
- Chapter 5 details the aftermath of the Rwandan genocide, while showing resilience and aspiration through the story of upstander Phoebe Mapendo.
- In Chapter 6, Ryan Gosling relates the roots of his connection to Congo, as well as his experiences in Congo. The reader is uplifted through the story of Justine Masika.
- Chapter 7 examines crimes against humanity, including rape and child-soldier recruitment. The authors again temper despair with uplifting upstander stories.

Observe to Prepare

UNICEF helps reintegrate former child soldiers into local communities in DR Congo

https://www.unicef.org/protection/drcongo_57653.html

(3 minutes, 11 seconds)

RAISE Hope for Congo Podcast Series: Chouchou Namegabe Nabintu

<https://www.youtube.com/watch?v=6os-YkHnvfA>

(2 minutes, 28 seconds)

Terms

Ask students to write a brief statement to explain why each of these terms is relevant to Congo.

1. SGBV
2. *génocidaires*
3. insurgents

People

Ask students to write a brief statement to explain why each of these people is relevant to Congo.

1. Rebecca Kabugho
2. Laurent Kabila
3. Justine Masika
4. Chouchou Namegabe
5. Huguette
6. Dr. Denis Mukwege
7. Dr. Namegabe Murhabazi

Organizations

1. Synergie des Femmes
2. LUTTE
3. Mama Amkeni
4. ANZAFRIKA
5. Peace and Development Humanitarian Action
6. *Le Bureau pour le Volontariat au service de l'Enfance et de la Santé* (BVES)
7. Save the Children
8. SOS Africa

Prompts for Classroom Discussion

Before beginning classroom discussion, ask children to briefly summarize what they have learned to this point about Congo.

1. Read the quote from Jason Stearns on page 79. Explain what he means by the quote in general and by these phrases in particular: “used to steal with a fork”; “some of the crumbs would fall between the cracks, enough to trickle down to the rest of us.” How do these phrases exemplify effective rhetoric?
2. Why does Stearns compare Congo to the sixteenth-century Italy of Machiavelli?
3. On page 89, the authors state the following: *The US and UK supported Kagame and by extension his intervention in Congo.* What was the reason for this support? Do you believe this support was warranted? Explain.
4. What is the doctrine of command responsibility? What is its relationship to SGBV?
5. Why has there been little prosecution for SGBV crimes in Congo? Why has the prosecution that has occurred been largely ineffective?
6. How does Huguette’s story show that there is hope for Congo?
7. How does the story of Dr. Denis Mukwege show the entwinement of despair and hope? Compare Dr. Mukwege’s life in Boston to his life when he returned to Congo.
8. How does Claude’s story provide insight into the life and horrors of a child soldier?

Student Activities

1. How do the stories of Rebecca Kabugho, Phoebe Mapendo, and Justine Masika deepen your understanding of events in Congo? How does their stories show that there is hope?
2. [Group Activity] How did Uganda help Rwanda invade Congo in 1996? Summarize the resulting events. Work with your group to create your summary. Then share your summary with another group.
3. On page 91, the authors include a quote from Jason Stearns, in which Stearns states, in part: “The Rwandan, Ugandan, and Congolese proxies eventually ran amok, wreaking havoc.” Why do the authors include this quote? What was the impact of this running amok on the Congolese people?

4. On page 105, the authors state that the phrase “crimes against humanity,” coined by George Washington Williams, was first used in response to human-rights abuses that occurred in Congo. Does this surprise you? Explain.
5. [Partner Activity] How does Fidel Bafilemba’s story exemplify hope for Congo? How do the photos the authors included to show Bafilemba help show the hope he has for Congo? Develop your responses with a partner.

Chapters 8-11

Life Today in One Part of Congo
Congo Responds to the Onslaught: The Whistle for Change
Dauids and Goliaths: Global Rights Activists vs. the War Profiteers
Steve Jobs and Conflict Minerals: Apple and Corporate-Driven Change

Why Read?

- Chapter 8 guides the reader to view Goma, a city in Congo, through the eyes of Fidel Bafilemba, one of the authors of the book. Bafilemba's comments are enriched through the addition of photos of Goma. (In addition, students may view Goma through the video link below.) Readers will meet upstander Marie and learn of her determination in the face of adversity.
- In Chapter 9, readers learn of Congolese youth and women's movements, as well as other movements, working hard to staunch the human-rights violations in Congo. Douce Namwezi's upstander story exemplifies the difference someone can make by rising above adversity to meet specific goals.
- Chapter 10 provides details regarding an early activist, Edmund Morel, and the difference he and others have made for the people of Congo. The reader is taken through steps of advocacy through the *Conflict Minerals Campaign Story*.
- In Chapter 11, readers discover the action taken by Steve Jobs of Apple when he learned about conflict minerals in Congo.

Observe to Prepare

DR Congo: Goma, a city living on the edge

FRANCE 24

<https://www.youtube.com/watch?v=6os-YkHnvfA>

(16 minutes, 12 seconds)

Terms

Ask students to write a brief statement to explain why each of these terms is relevant to Congo.

1. *telema*
2. *Les Congolais debout!*
3. M23

People

Ask students to write a brief statement to explain why each of these people is relevant to Congo.

1. Mama Mathilde
2. Ghislain Muhiwa
3. Douce Namwezi
4. Edmund Morel
5. George Washington Williams
6. William Sheppard
7. Roger Casement
8. Neema Namadamu

Organizations

1. *Mamans Organisées pour le Développement*/MAODE (Mothers Organized for Development)
2. *Lutte pour le Changement* (LUCHA: Struggle for Change)
3. Congolese Conference of Catholic Bishops (CENCO)
4. Catholic Lay Committee (CLC)
5. *Manifeste du Citoyen Congolais*
6. *Association des Femmes de Média du Sud Kivu* (AFEM)
7. Aborigines Protection Society
8. Anti-Slavery Society
9. American Congo Reform Association
10. STAND
11. Conflict-Free Campus Initiative (CFCI)
12. *Maman Shujaa* (Hero Women)

Prompts for Classroom Discussion

1. Explain how the photos from page 152 through page 183 help to deepen your understanding of Congo and its people. Reference specific photos in your discussion.
2. How can you correlate Marie's story, on page 200, to Huguette's story on page 112?
3. How has Marie taken action to make a difference against staggering odds?
4. How do the photos on pages 204-210 show the joy and hope that Marie has refused to give up in the face of such adversity?
5. What do the Congolese youth and women's movements have in common?
6. What are organizations and individuals doing to move forward to resist dictatorship?
7. Why did Douce Namwezi's goal of becoming a journalist seem unrealistic?
8. How did Douce Namwezi's path cross that of Chouchou Namegabe? How is this an example of upstanders helping upstanders--and helping the Congolese people in general?
9. Once Leopold was removed, what was Edmund Morel able to accomplish? Why is this accomplishment significant?

Student Activities

1. [Partner Activity] As you read Johnathan's story, what were your thoughts regarding his despair and his resilience? Were you surprised to read the postscript? Explain. Discuss your response with a partner.
2. [Group Activity] How do the photos of Johnathan on pages 190-199 help to personalize his story? What are some of the details you noted in these photos that surprised you? Why? Work with your group to develop responses. Then discuss your responses with another group.
3. [Group Activity] Marie states that she believes the intent of the FDLR is "to destroy the community through rape so they can keep hold of the mines." Explain how--and why--the FDLR uses rape as

a strategy to destroy a community. Work with your group to develop responses. Then discuss your responses with another group.

4. What is the startling distinction that Marie draws between rape by civilians and rape by soldiers?
5. What is Mama Radio? What is its purpose?
6. How did Edmund Morel practice his activism?
7. How did Roger Casement and Edmund Morel work together to effect change? What was the role of the British government in their work?
8. On page 229, the authors state the following: *However, Leopold's zealous defense proved to be his undoing . . .* How did Leopold's zealous defense prove to be his undoing? Why do the authors reference an *early data dump*?
9. [Group Activity] Read *Conflict Minerals Campaign Story*, by Annie Callaway and Sasha Lezhnev, on pages 233-244. Work with your group to develop responses. Then discuss your responses with another group.
 - a. What are the 3Ts? Why are the 3Ts and gold so important to the issues in Congo? Why do the authors state that the supply chain for these minerals look like an hourglass?
 - b. Why was a decision made to focus on the 3Ts and gold as an advocacy strategy?
 - c. What is trace-audit-certify? Why is it significant?
 - d. Why is the U.S. Congress a major key in working toward ending atrocities in Congo? Include a discussion of Dodd-Frank in your response.
10. [Partner Activity] How does the interaction between the Enough Project and Steve Jobs prove that advocacy for Congo works? Provide evidence from the text in your response. Work with a partner to develop your response.

Chapters 12-13:

Advocacy Project

Teacher Note: While this activity covers Chapters 12-13, be certain to have students complete the AFTER READING activities before launching the advocacy project, as those activities will inform their work with the advocacy project.

Make certain to obtain approval from students' parents/guardians for participation in this project.

Directions: Discuss Chapters 12-13 and the power of advocacy with your group. Then plan an advocacy project. Use the form that follows this page to make certain you have approval for each step of the project.

1. Select a specific issue in Congo your group would like to address.
2. Determine the outcome you wish to see as a result of your activism.
3. Decide on the strategies you will use as you pursue your goals. These might include the following, as well as additional ideas your group develops:
 - social media contact
 - contacting U.S. legislators
 - contacting businesses, large and small
 - creating a blog
 - creating visuals, such as posters or banners, to be displayed in your classroom, school, and community
 - creating video and/or audio presentations to be shared with others in your school and/or community
 - beginning a school advocacy group

It is suggested that you view the websites and strategies of existing advocacy groups as you develop your plan. A good site for beginning is <https://enoughproject.org/get-involved/take-action>.

4. Once you have determined your strategy, inform your teacher and your parent or guardian to gain approval.
5. Upon approval, create the types of communication you will use. Then have each piece of communication approved by your teacher and parent or guardian.

As you develop the forms of communication, it is essential that the content of your communication be clear, concise, focused, and calm. Be certain to tell the person or organization you are contacting exactly the action you expect to be taken or stopped--and why.

6. Move forward with your project.
7. During the work, inform your teacher of the progress of your advocacy project, and share the results with the class.

Advocacy Project Checklist (one checklist per group)

Names of Group Members:

1. Issue Teacher Approval _____

2. Desired outcome: Teacher Approval _____

3. Strategies Teacher Approval _____

4. Attach list of intended forms of communication, the intended recipients of the communication, and the content of the communication Teacher Approval _____

AFTER READING

ACTIVITIES

Activity 1: Return to Questionnaire

Have students return to the questionnaires they completed before reading. Tell them to write new responses that show what they have learned from reading *Congo Stories*. Ask them to discuss their before-and-after responses with the class.

Activity 2: Complete the Table Graphic Organizer

Have students return to the table graphic organizers they began before reading. Tell them to complete and review their graphic organizers. Ask them to write several paragraphs to explain what they have learned about human-rights abuses in Congo and the steps that can be taken to address these abuses.

Activity 3: Complete the Flowchart Timeline

Have students complete the flowchart timeline. Ask them to write several paragraphs to explain the graphic organizer.

Activity 4: Present Points of Evidence

Have students complete the Points of Evidence project they've been working with throughout their reading. Ask them to write a paragraph to explain why these pieces of evidence and the support they provide guide them to see the validity of the claims.

Activity 5: Track Legislation

Have groups track the history and current status of legislation related to human-rights abuses in Congo. Then ask groups to share their findings with the class.

After students complete these activities, invite them to launch the advocacy project.

PERMISSION SLIP

Dear Parent/Guardian,

We will be working with the book *Congo Stories*, by John Prendergast and Fidel Bafilemba, photographs by Ryan Gosling in your student's _____ class. The book will be provided to your student, so you will have the opportunity to review the content, should you wish. This book examines issues related to the Democratic Republic of the Congo. It references historical and contemporary events related to resources, governance, geography, and crimes against humanity, including assault, murder, and crimes of a sexual nature. This content is treated sensitively and is viewed through the lens of understanding issues and recognizing civic action that students and others can take to help the Democratic Republic of the Congo and the Congolese people. A major focus of the book is the resilience and courage of the people of the Democratic Republic of the Congo and their dedication to creating change in their country. Students will be working with the book and viewing videos in connection with the work. In addition, they will be participate in an advocacy project connected to the book.

These are the goals of our work with the book:

- Provide information regarding the history of the Democratic Republic of the Congo (hereafter referred to as “Congo”) and the impact of that history on current conditions in Congo.
- Create awareness of current conditions in Congo, including human-rights abuses.
- Generate insight into the wants and needs within and outside of Congo that give rise to the sweeping crimes within Congo.
- Help eliminate the lack of understanding and the turning of a blind eye to conditions in Congo.
- Give rise to empathy for those who have suffered and who continue to suffer as a result of conditions in Congo.
- Engender hope through recognition of those who have survived the abuses, vowed to change conditions in Congo, and taken action.
- Help understand what we can do about the problems in Congo and catalyze civic engagement on the part of the student.
- Understand the responsibility we have as consumers of products whose raw materials are in part sourced from Congo and the impact the exploitation of those raw materials has on the people of Congo, thus linking our phones, other consumer electronics, automobiles, and many other products directly to human suffering in Congo.

I look forward to working with your student and the class as we study important issues related to Congo.

Sincerely,

(Teacher's name/signature)

I give permission for my child, _____, to participate in the study of *Congo Stories* and to view related video clips and listen to related audio clips.

Parent or Guardian's Printed Name

Parent or Guardian's Signature

Date

I DO NOT give permission for my child, _____, to participate in the study of *Congo Stories* and to view related video clips and listen to related audio clips.

Parent or Guardian's Printed Name

Parent or Guardian's Signature

Date