



**Problem Based Learning (PBL) and  
'Reacting to the Past' Role Play  
- Take Home Workshop Pack  
for History Leaving Certificate**

**British Withdrawal from India, 1945-1947**

**The Secession of Katanga, 1960 – 1965**

## Problem Based Learning (PBL)

### Aims and Objectives of the Workshop

- To inform in-service teachers about the total education strategy and teaching and learning technique of integrating PBL and Reacting to the Past as an efficient Pedagogy.
- PBL challenges learners to tackle real problems and issues related to their area of study or their professional domain and is a total education strategy as well as being a teaching and learning technique. Furthermore, PBL is flexible as a pedagogical approach and can be used cross curriculum and as a scaffold for group work, case studies, independent research, presentations, seminar discussions and written reports.
- PBL can be utilized to tackle Development issues such as population growth and carrying capacity, independence and interdependence, individual and community, resource development and resource depletion, renewable energy, ecological footprint, fair trade, production & consumption, injustices and inequalities, culture, ethics, human rights, local, national and international governance, legislation, cooperation, competition, needs and wants and much more.

## ‘Reacting to the Past’ Role Play

- Reacting to the Past is a pedagogy involving collaborative role playing in history-based games.
- Role playing has long been used as a novel, engaging, and active learning method in which students spontaneously act out characters assigned to them within a social scenario (Bolton, 1979, 1998; Ladousse, 1987; Livingston, 1983; McCaslin, 2005; O’Toole & Dunn, 2002; Thiagarajan, 1996).
- Practitioners and theorists alike have suggested that role playing produces numerous benefits. It has been argued, for example, that role-based simulations promote classroom interaction and motivation (e.g., van der Meulen Rodgers, 1996), produce a more internal locus of control and sense of mastery (McClure, Chinsky, & Larcen, 1978; Swink & Buchanan, 1984), allow discovery of the strengths, weaknesses, and consequences of certain behaviors or attitudes (Galbraith & Zelenak, 1991), and provide a means for exploring divergent points of view (Galbraith & Zelenak, 1991). It has also been hypothesized that role playing might increase empathy and altruism (Iannotti, 1978; Staub, 1971), perspective taking (Chalmers & Townsend, 1990), and moral reasoning (Krogh, 1985).

## **The Take Home Workshop Pack - Schedule and Format**

- This booklet incorporates content from the History Leaving Certificate (European withdrawal from the empire and the aftermath) from the perspective of Society and Economy and specifically the secession of Katanga, 1960 – 1965.
- Furthermore, using the lens of Development Education Role Play and PBL as a pedagogical approach complements the elements of the secession of Katanga as it explores Development issues such as the consequences of de-colonisation (Trade, aid and famine)

## Stage One - The Problem

- Students are typically challenged with a problem or dilemma and given some defined period of time to develop a response to this problem. The problem can be presented to the learners at the start of the learning process.
- Ice Breaker: Students are shown the Map of Katanga and given an historical vignette.
- The students should be assigned to equal groups
- The Problem: They imagine how the key players in the succession of Katanga would have dealt with the problems that they faced from the documents presented as the events play out.

## Stage One: Background

### **The Secession of Katanga Role Playing Pedagogy Timeline**

- The Congo declared its independence from Belgium on 30 June 1960 and became known as the new Democratic Republic of the Congo. Patrice Lumumba\* became the first elected Prime Minister of the Congo. However, not everyone enjoyed the Congo's new independence. Moïse Tshombe\* was the leader of the CONAKAT party\* in the Katanga Province. He believed that the Congo would prosper more if they remained in contact with Belgium. He therefore asked Belgium to send troops over to Katanga and train an army. This led to Katanga becoming a breakaway state and declaring its secession\* on 11 July 1960. Tshombe became head of the new Government of Katanga. Lumumba requested the United Nations to force Katanga to reunite with the Congo, but they refused.

## Stage One - Key Characters

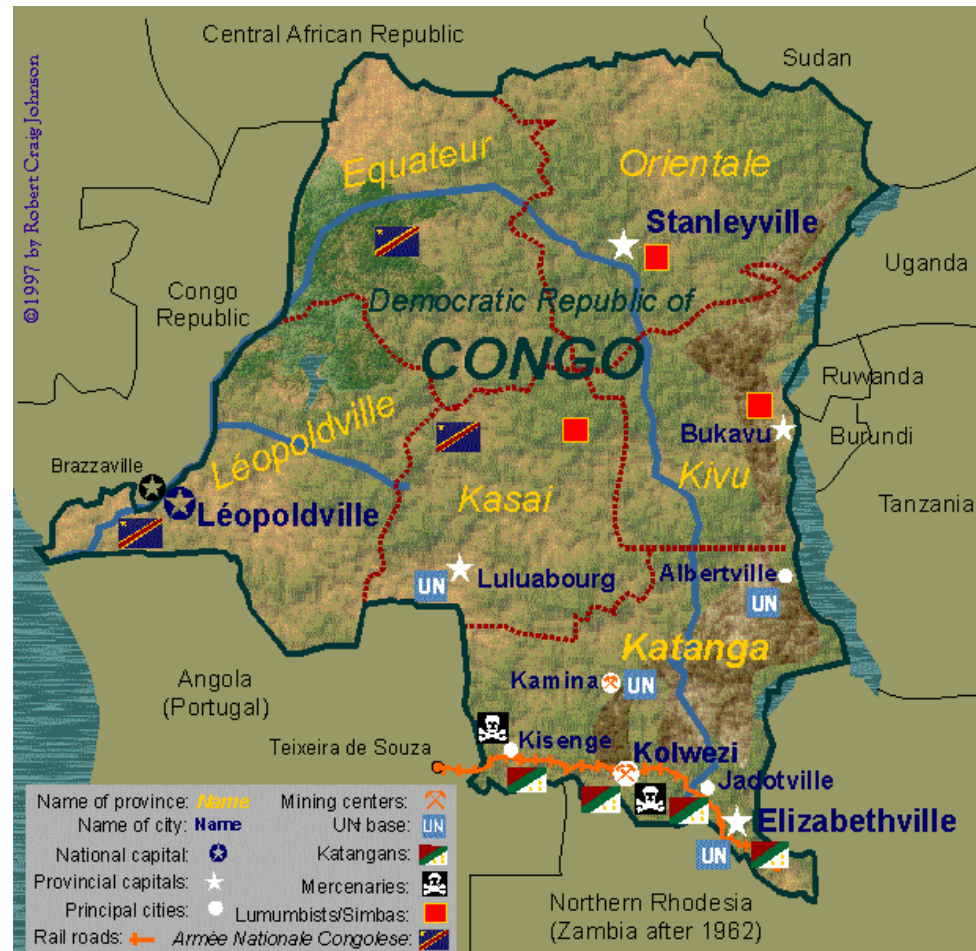
- **Main Characters for Students to 'Role Play'**
- **Cyrille Adoula** – was the Prime Minister of the Republic of the Congo from 2 August 1961 until 30 June 1964. He followed many of the same policies as his predecessor, Lumumba. However, his reign was a difficult task as the Secession of Katanga led to a crisis in the Congo, and even created the threat of civil war. Adoula made several attempts to enter negotiations with Tshombe, the leader of Katanga, but none were successful.
- **Dag Hammarskjold** - Dag Hammarskjold was a Swedish diplomat. He served as Secretary- General of the United Nations from 1953 until his death in 1961. After gaining independence from Belgium, the newly independent Republic of the Congo made several requests to the U.N. for help in diffusing the Congo Crisis. Hammarskjold travelled to the Congo four times between 1960 and 1961. Hammarskjold made several attempts to try and build peace in the Congo. He refused Lumumba's request to force Katanga Province to re-join the Congo. After Lumumba's arrest, Hammarskjold also made numerous attempts to have him tried and treated according to the law.
- **Ian Berendsen** – United Nations representative in Elizabethville.
- **Joseph Mobutu** – Joseph Mobutu was President of the Democratic Republic of the Congo from 1965 until 1997. While in office he formed an authoritarian regime and attempted to purge the country of all colonial cultural influence. In September 1960 he organised a coup d'état in which he overthrew Patrice Lumumba as Prime Minister of the Congo and had him placed under house arrest
- **Joseph Okito** – Was the Vice President of the Senate. He was also a leader in Lumumba's political party the Mouvement National Congolais. He was killed on 17 January 1961 along with Lumumba and Maurice Mpolo.
- **Maurice Mpolo** – He was the sports and youth minister in Lumumba's government. He served briefly as the army's chief of staff. He was killed with Lumumba and Joseph Okito on January 17 1961.

## Stage One - Key Characters

- **Moise Tshombe** – was a successful Congolese business man and politician. He was the founder of the CONAKAT party in the province of Katanga. In 1960 the CONAKAT party won control of the Katanga provincial legislature, and at the same time the Congo gained its independence from Belgium. However, Tshombe favoured the idea of continuing ties with Belgium. He requested Belgium send over troops to Katanga to train an army, and broke contact with the Congolese Prime Minister Lumumba, and his successor Cyrille Adoula.
- **Munongo** – Godefroid Munongo Mwenda M'Siri was a politician of the Democratic Republic of the Congo. He was a minister and briefly the interim President in 1961. He was involved in ethnic cleansing and in the killing of Patrice Lumumba.
- **Nkrumah**– Kwame Nkrumah was the leader of Ghana and its predecessor state, the Gold Coast, from 1952 to 1966. Overseeing the nation's independence from British colonial rule in 1957, Nkrumah was the first President of Ghana and the first Prime Minister of Ghana.
- **Patrice Lumumba**– Patrice Lumumba was the first legally elected Prime Minister of the new Republic of the Congo after they won their independence from Belgium in June 1960. In September 1960, only ten weeks after he was elected Prime Minister, the President of the Republic dismissed Lumumba from power. Lumumba immediately protested this decision and the legality of the President's actions. During this struggle, a period which became known as “the Congo Crisis”, Lumumba's government was deposed in a *coup d'état* and Lumumba was replaced by Colonel Joseph Mobutu. Mobutu had Lumumba arrested and claimed he would be tried for inciting the Congolese army to rebellion and other crimes.
- **Sekou Toure** – Ahmed Sékou Touré was an African political leader and President of Guinea from 1958 to his death in 1984. Touré was one of the primary Guinean nationalists involved in the independence of the country from France.
- **Spaak**– Paul Henri Charles Spaak was a Belgian Socialist politician and statesman.
- **U Thant** – U Thant was a Burmese diplomat and the third Secretary-General of the United Nations, from 1961 to 1971. He was chosen for the post when his predecessor, Dag Hammarskjöld, died in September 1961.



## Stage One – The Problem



## Stage One - The Problem (Background)

- The Belgian Congo provided more clinics, primary schools, and social welfare organizations than any government on the continent. But, in so doing, Belgium did no more than put some of the Association's paternalistic rhetoric into practice. The wages that gave the Congolese laborer his relative prosperity paled in comparison with the vast wealth that his labors earned for various secretive, government-sanctioned foreign monopolies. Africans were children, the argument went. They expected no more, and they needed only a firm, guiding hand and simple, physical work that would not overtask their limited intellects or stir up unrealistically egalitarian hopes. Africans labored on the roads, in the rubber plantations, and in the ever more important diamond, cobalt, and copper mines. But they were not allowed to manage their own affairs. French, British, and Portuguese colonial authorities encouraged African lawyers, businessmen, clerks, scholars, and novelists. A native intelligentsia was a useful safety valve for native aspirations and the cornerstone of friendly future governments. The British expressly trained African parliamentarians and jurists, while the French let Africans elect deputies to the French parliament. Angolans enjoyed at least nominal, full Portuguese citizenship even under the Salazar dictatorship. But Belgium expressly excluded Africans from positions in government and corporate management, from learned professions, and from higher education. It banned the publication of African newspapers and the organization of native political parties. The police watched self-educated Africans and subjected them to endless petty harassments and arbitrary, indefinite imprisonment.

## Stage One - The Problem

### The Secession of Katanga Timeline - four sections

- **Section 1** - Lumumba and the secession of Katanga. The first is Lumumba and the secession of Katanga". This section looks at the character of Lumumba, his arrest and his time in prison. It includes a telegram from the U.S. consulate\* in Elizabethville discussing the consul's concern for Lumumba (Document 1) and a picture of Lumumba being forced to eat his own speech (Document 2). Students could use these documents to acquire a better understanding of Lumumba's imprisonment.

## Stage One - The Problem

### Document 1

Telegram from the Consulate in Elizabethville to the Department of State, 20 January 1961, *Foreign Relations of the United States, 1961-1963* Vol. XX, Congo Crisis, Document 8

#### Description of Document:

Patrice Lumumba was the first legally elected Prime Minister of the new Republic of the Congo after they won their independence from Belgium in June 1960. However, in July 1960, Katanga proclaimed itself as a breakaway state under the leadership of Moïse Tshombe. The secession of Katanga was the result of a revolt against Lumumba and his new government. Although Katanga didn't have support throughout the province, they were aided in their attempts by Belgium.

In September 1960, only ten weeks after he was elected Prime Minister, the President of the Republic dismissed Lumumba from power. Lumumba immediately protested this decision and the legality of the President's actions. During this struggle, a period which became known as "the Congo Crisis",\* Lumumba's government was deposed in a *coup d'état* and Lumumba was replaced by Colonel Joseph Mobutu. Mobutu had Lumumba arrested and claimed he would be tried for inciting the Congolese army to rebellion and other crimes.

The following document is an extract from a telegram from the Consulate in Elizabethville to the United States Department of State discussing his concern for the prisoner Lumumba.

## Stage One - The Problem

### Edited Transcript of Document:

During call on Minister Interior Munongo\* today I had occasion to raise question of treatment of prisoner Lumumba with him, in accordance with reference instruction, underlining that Department's interest in his welfare stems from considerations of international opinion and not from tender feelings toward him. Munongo said, speaking for himself only, that he astounded that USG\* would raise question of welfare of prisoner while thousands of victims have died or will die throughout Congo which Communist Lumumba disrupted. When I repeated reason for USG position, Munongo said he and rest of Katanga Government stand on their own feet in present circumstances and give no credit to world opinion. Munongo added that in former times West African dictators such as Nkrumah\* or Sekou Toure\* had no influence in central Africa and Katanga Government intends that it remain that way. Munongo said Lumumba in safe keeping outside Elisabethville and receiving same treatment as any prisoner anywhere in world. He did not indicate Lumumba being well-treated or in good physical condition. On other hand, Katanga Government today issued denial Lumumba was beaten up on arrival here, adding that, as Consulate has reported that all Consulate officers had heard reports from various sources that Lumumba had arrived in Elisabethville with a badly beaten face and head injuries. U.N. representative in Katanga Ian Berendsen\* told me UN report on arrival of prisoner did not indicate that any mistreatment occurred at airport.

## Stage One - The Problem

### Document 2

#### Description of Document:

Lumumba was placed under house arrest at the Prime Minister's residence on 14 September 1960, after a *coup d'état* removed him from power. Although he had the protection of U.N. troops, Lumumba decided to leave his residence and escape to Stanleyville where he attempted to set up his own government and army. He was again captured and arrested and flown to Leopoldville. He asked the U.N. for protection, but after escaping from his initial residence he was no longer their responsibility. He was treated very poorly in prison. He was transported to Elizabethville in the Katanga province on 17 January 1961, and it has been reported that later that night he was driven to an isolated spot and killed by firing squad. His death was announced on 13 February.

The following document is a picture of Lumumba being forced to eat a speech he had previously written while under arrest.

## Stage One - The Problem



## Stage One - The Problem

The group is split into two and takes on the roles of the opposing sides. Using the documents think about and discuss:

1. What question did the Consulate raise with Munongo?
  2. What did Munongo say of Lumumba?
  3. Is this a primary or secondary source? Give reasons for your answer.
  4. Do you think this is a reliable source for a historian? Why, or why not?
  5. Compare this document with document 2. In your opinion which document provides a bigger impact? Give reasons for your decision.
  6. Compare this document with document 4. Which document provides more information regarding U.N involvement in the Congo? Make reference to the texts in your answer.
  7. What impact did Lumumba's arrest have on the Republic of the Congo?
8. What is happening in this document?
9. Why was Lumumba arrested?
10. Does this image have an impact on you as a historian? Why, or why not?
11. Assess the strengths and weaknesses of this image as a historical source.
12. Compare this document with document 1. Which document provides you with a better understanding of Lumumba's time in prison? Give reasons for your answer.
13. Compare this document with document 4. What do these documents contribute to your knowledge of the Secession of Katanga?
14. Why did the U.N. not intervene in Lumumba's imprisonment?



## Stage One - The Problem

- The group now becomes one again and discusses the information that they have learnt from the document in terms of Development Education and the broader picture.
- What impact would these events have had on the people of Katanga at the time?
- Would these events have effected education, sustainability and quality of life.
- How?
- Look at the 10 UN Millennium goals and decide.
- Eradicating extreme poverty and hunger, achieving universal primary education, promoting gender equality and women's empowerment, reducing child mortality, improving maternal health, combating major disease, and improving environmental sustainability.

## Stage One - The Problem

- **Section 2** - Crisis in the Congo. This section of the study focuses on events which unfolded after the death of Lumumba. It includes a translated extract of Resolution 161 (Document 3) and an extract from a resolution adopted by the U.S. House of Representatives and the Senate (Document 4). Finally it includes a telegram from the U.S. consulate in Elizabethville discussing U.N. relations with Tshombe regarding unification of Katanga with the Congo (Document 5). Students should be encouraged to use these documents to analyse the impact Lumumba's death had on politics in the Congo, and assess the reasons for U.N. involvement in the Congo Crisis

## Stage One - The Problem

### Document 3

Translated extract of Resolution 161, 21 February 1961, S/4741

#### **Description of Document:**

The Congo Crisis refers to the period after the Congo won its independence from Belgium. The newly independent First Republic of the Congo was thrown into a period of turmoil shortly after Patrice Lumumba was elected to the position of Prime Minister. The Crisis in the Congo saw the imprisonment and killing of Lumumba in 1961.

The following document is an extract from the text of Resolution 161. The United Nations Security Council adopted Resolution 161 on February 21 1961, after learning of the deaths of Patrice Lumumba, Maurice Mpolo\* and Joseph Okito.\* The resolution stated that the U.N. should take all measures to prevent civil war in the Congo, using force if necessary. It also called for the removal of all Belgian and foreign troops from the Congo, and stated that the U.N. would investigate the killings of Lumumba, Mpolo and Okito.

## Stage One - The Problem

### Edited Transcript of Document:

The Security Council:

Having considered the situation in the Congo,

Having learnt with deep regret of the announcement of the killing of the Congolese leaders, Mr Patrice Lumumba, Mr Maurice Mpolo and Mr Joseph Okito,

Deeply concerned at the grave repercussions of these crimes and the danger of widespread civil war and bloodshed in the Congo and the threat to international peace and security,

Noting the report of the Security General's Special Representative, dated 12 February 1961, bringing to light the development of a serious civil war situation and preparations therefor;

Urges that the United Nations take immediately all appropriate measures to prevent the occurrence of civil war in the Congo, including arrangements for cease-fires, the halting of all military operations, the prevention of clashes, and the use of force, if necessary, in the last resort;

Urges that measures be taken for the immediate withdrawal and evacuation from the Congo of all Belgian and other foreign military and parliamentary personnel and political advisors not under the United Nations command.

## Stage One - The Problem

### Document 4

Text of the resolution adopted unanimously by the House of Representatives and the Senate on 2 August 1961, S/4913

#### **Description of Document:**

In September 1960, Patrice Lumumba was removed from power, only ten weeks after being elected the first legal Prime Minister of the Republic of the Congo. However, Lumumba immediately protested against the President's decision and made several attempts to restore himself to power. On 14 September Lumumba was completely overthrown in a *coup d'état* under Joseph Mobutu. He was placed under house arrest with the protection of U.N. guards. Lumumba left and managed to escape to Stanleyville where he attempted to rally an army of his own. He was captured and arrested. On 17 January 1961 Lumumba was moved to a prison in Elizabethville in the province of Katanga. His death was announced on 13 February.

Although Lumumba requested help from the U.N. after his arrest, they were unable to assist him. After he escaped from house arrest and U.N. protection he was no longer their responsibility. However, the United Nations Secretary General Dag Hammarskjöld made several attempts to have Lumumba treated according to the law. The Soviet Union wanted Lumumba to be released from prison and restored as head of the government. Dag Hammarskjöld feared that the release of Lumumba without trial and dissolution of Mobutu's forces would only worsen the crisis in the Congo.

The following document is an extract from a resolution adopted by the U.S. House of Representatives and the Senate following Lumumba's death.

## Stage One - The Problem

### **Edited Transcript of Document:**

Considering the constitutional crisis which followed the adjournment of Parliament and the death of Mr Patrice Lumumba, Prime Minister of the first Central Government of the Republic of the Congo, and which has seriously threatened the well-being and progress of the nation,

Considering the desire of the Congolese people, expressed through its duly elected representatives meeting in parliamentary session, to put an end to the constitutional crisis,

Considering the urgent need for the formation of a Government of national unity and political reconciliation which alone might be able to resolve the difficult problems facing the country,

Considering that it rests with the Chambers alone to give an authoritative interpretation of the laws and that it rests with Parliament alone to re-establish legality,

Declares that:

The lack of a Central Government whose authority is founded on an incontestable and universally recognised constitutional basis has created a void which must be filled by the formation of a new Government;

On the formation of the new Government and from the moment it shall have obtained a vote of confidence in the Chambers, no other Government may claim to act as the constitutional Government of the Republic of the Congo;

The new Government of national unity shall be the legal successor of the first Central Government of the Republic of the Congo.

## Stage One - The Problem

### Key Questions for Section 2

1. Who was killed, according to this document?
2. What is the stated aim of resolution 161?
3. Which organisation was responsible for the proposed resolution 161?
4. Is this a valuable source for a historian? Give reasons for your answer.
5. Compare this document with document 4. Which document do you find more informative? Make reference to the texts in your answer.
6. Compare this document with document 5. What do you learn about the U.N. and its policies on the Congo Crisis?
7. Why was Resolution 161 implemented, and what impact did this have on the Succession of Katanga?
  
8. What was said of Lumumba at the beginning of this document?
9. What does this resolution say the Congo is in urgent need of?
10. Is this a primary or secondary source?
11. Why was the U.S. becoming involved in Congolese politics?
12. Compare this document with document 1. What do you learn from these documents about events happening in the Congo and the Province of Katanga? Make reference to the texts in your answer.
13. Compare this document with document 5. Which document provides more information regarding international involvement in the Congo?
14. Why was the death of Lumumba such a big issue for the U.S.?

## Stage One - The Problem

- The group now becomes one again and discusses the information that they have learnt from the document in terms of Development Education and the broader picture.
- What impact would these events have had on the people of Katanga at the time?
- Would these events have effected education, sustainability and quality of life.
- How?
- Look at the 10 UN Millennium goals and decide.
- Eradicating extreme poverty and hunger, achieving universal primary education, promoting gender equality and women's empowerment, reducing child mortality, improving maternal health, combating major disease, and improving environmental sustainability.



## Stage One - The Problem

- **Section 3** - Dag Hammarskjold and the U.N. This section mainly focuses on the character of Dag Hammarskjold and his involvement in the Congo. It includes an extract of a letter written by Hammarskjold to Adoula (Document 6) and an extract from his last speech to the U.N. before he took his last trip to the Congo (Document 7). Finally it includes an extract from a special report regarding the events which surrounded the plane crash in which Hammarskjold and several colleagues died while trying to negotiate a ceasefire in Katanga (Document 8). Dag Hammarskjold was a key character regarding U.N. involvement in the Congo Crisis; these documents could be beneficial for students studying Hammarskjold or U.N. relations with the Congo.

## Stage One - The Problem

### Document 5

Telegram from the Consulate in Elizabethville to the Department of State, 20 August 1961, *Foreign Relations of the United States, 1961-1963* Vol. XX, Congo Crisis, Document 98

#### **Description of Document:**

Moise Tshombe was a successful Congolese business man and politician. He was the founder of the CONAKAT party in the province of Katanga. In 1960 the CONAKAT party won control of the Katanga provincial legislature, and at the same time the Congo gained its independence from Belgium. However, Tshombe favoured the idea of continuing ties with Belgium. He requested Belgium send over troops to Katanga to train an army, and broke contact with the Congolese Prime Minister Lumumba, and his successor Cyrille Adoula. Between 1961 and 1963 the U.N. made several attempts to communicate with Tshombe regarding the unification of Katanga with the Congo. Tshombe made several promises to enter negotiations with Adoula but never committed to any arrangements.

The following document is an extract of a telegram from the U.S. Consulate in Elizabethville to the Department of State after having met with Tshombe. At the end of the original document the consul remarks that throughout the entire process Tshombe showed no initiative or desire to enter negotiations with Adoula.

## Stage One - The Problem

### Edited Transcript of Document:

I began my approach by saying that I was seriously worried and fearful over future prospects for Katanga in light of increasingly unfriendly statements issuing from Léopoldville and Tshombe's failure to negotiate with Adoula. I said I foresaw Katanga facing invasion or other hostile pressure from Léopoldville as result of its isolation and encirclement, and Tshombe agreed, adding that coming events might result in untold destruction here. I replied that I could not understand why this need be, since Tshombe himself had qualities of leadership and sufficient economic and financial trumps in his possession to go to Adoula and negotiate peaceful settlement to crisis. I expressed my opinion that Tshombe can still bargain for a satisfactory position in the new Congo but that time is running out. I took occasion to point out that USG, other friendly governments and probably the UN would be hard-pressed to find a solution avoiding bloodshed if the situation between Katanga and Léopoldville degenerated to breaking point and I underlined legitimacy with which Léopoldville regime endowed in the eyes of the whole world.

## Stage One - The Problem

### Document 6

Extract of a letter from the Secretary-General to the Prime Minister of the Republic of the Congo, 13 August, 1961, S/4923

#### **Description of Document:**

Dag Hammarskjold was a Swedish diplomat. He served as Secretary General of the United Nations from 1953 until his death in 1961. After gaining independence from Belgium, the newly independent Republic of the Congo made several requests to the U.N. for help in diffusing the Congo Crisis. Hammarskjold travelled to the Congo four times between 1960 and 1961. Hammarskjold made several attempts to try and build peace in the Congo. He refused Lumumba's request to force Katanga Province to re-join the Congo. After Lumumba's arrest, Hammarskjold also made numerous attempts to have him tried and treated according to the law.

The following document is an extract from a letter written by Dag Hammarskjold to Cyrille Adoula. The letter addresses Adoula's position of Prime Minister of the Congo and discusses upcoming relations between the U.N. and the Congo.

## Stage One - The Problem

### Edited Transcript of Document:

As you are aware, the Security Council\* and the General Assembly\* have always attached the greatest importance to the convening of the Parliament and the establishment of a constitutional government. It is, therefore a matter of great satisfaction to me that such a government has now been formed and I have no hesitation in confirming to you that the United Nations, in the activities with which the Secretary General has been charged by the Security Council, will, in response to the decisions of Parliament, deal with your Government as being the Central Government of the Republic of the Congo. I thus agree that whatever aid and support the United Nations is in a position to give to the Congo, within the limits of this mandate should be rendered exclusively to your Government.

My colleagues and I await the indication promised by you of the details of the programme of assistance which your Government intends to request of the United Nations. Please be assured, Mr Prime Minister, that we shall do all we can to assist within the limits of our capacity.

My representatives in the Congo have instructions to keep your Government informed of the activities of the United Nations mission in the Congo in the civilian field, as also in regard to the United Nations Force which, as you have recognised, has only one goal, namely, to aid your Government in the maintenance of public order.

## Stage One - The Problem

### Key Questions from Section 3

1. Why is the consul concerned for Katanga?
2. What does the consul say about the character of Tshombe?
3. Is this a primary or secondary source? Give reasons for your decision.
4. Assess the strengths and weaknesses of this document as a historical source.
5. Compare this document with document 1. What do you learn about the situation in the Congo from these two telegrams?
6. Compare this document with document 10. What do you learn about the character of Tshombe? Make reference to the texts in your answer.
  
7. Assess the importance of Tshombe in the Secession of Katanga and the Congo Crisis.
8. What has the Security Council and General Assembly attached great importance to?
9. What does Hammarskjold state he will do for Adoula?
10. Is this a primary or secondary source? Give reasons for your decision.
11. Assess the strengths and weaknesses of this document as a historical source.
12. Compare this document with document 7. What do you learn about the character of Dag Hammarskjold from these two documents?
13. Compare this document with document 3. Which document provides you with a better understanding of U.N. involvement in the Congo? Make reference to the texts in your answer.
14. Assess the importance of Dag Hammarskjold in the Secession of Katanga and the Congo Crisis.

## Stage One - The Problem

- The group now becomes one again and discusses the information that they have learnt from the document in terms of Development Education and the broader picture.
- What impact would these events have had on the people of Katanga at the time?
- Would these events have effected education, sustainability and quality of life.
- How?
- Look at the 10 UN Millennium goals and decide.
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## Stage One - The Problem

- **Section 4** - Collapse of the Secession. It includes two documents. Document 9 is an extract from a telegram from the Embassy in Belgium regarding U.N. and U.S. involvement in Katanga, and the request for these troops to evacuate the area. Document 10 is a memorandum issued the day after Tshombe surrendered and the Secession of Katanga ended.



## Stage One - The Problem

### Document 7

Speech by Dag Hammarskjold:

Located at: <http://www.un.org/depts/dhl/dag/time1961.htm>

#### **Description of Document:**

Hammarskjold was deeply involved in U.N. relations with the Congo during the Congo crisis. The death of Patrice Lumumba was announced on 13 February 1961. His murder was condemned throughout the world. The U.N. met briefly on 13 February and then again on the 14 February to discuss the matter. Hammarskjold gave a lengthy statement at the event discussing the events in the Congo over the previous year. The U.N. entered in to a serious political debate regarding the Congo Crisis and adopted resolution 161 on 21 February to make all necessary attempts to avoid civil war in the Congo. Hammarskjold himself made several attempts as Secretary General to bring about the withdrawal of foreign military and political personnel from the Congo. The following document is an extract from a speech made by Dag Hammarskjold on 8 September, shortly before leaving for his last flight to the Congo.



## Stage One - The Problem

### **Edited Transcript of Document:**

I am happy to have this opportunity to meet with you today. Both in the world at large, and by way of repercussion of world events on the Organization, much has happened during the two years which have elapsed since the last Staff Day.

During this period the General Assembly has met under most exacting circumstances and the Organization has had to undertake a major operation which in its magnitude and complexity has been quite unique in its history. As a result, the resources of the Secretariat have been heavily taxed, and I know that all of you have had to work under considerable pressure and that many of you have had to put in very long hours.

Those of you who have responded to the call to go out to the Congo, mostly at short notice, have displayed your readiness often despite considerable personal and family inconvenience. Quite a few of those who went out to the Congo are now back in New York and their place has been taken by others. I hope that those of you who have had this opportunity of participating in the Congo operation feel as enriched by your experience as the Organization has been enriched by your contribution.

I have publicly paid tribute to all those who have participated directly in the Congo operation; but tribute is due equally to those who stayed behind and did the backstopping from Headquarters. I therefore take this opportunity to record, and express, a deep gratitude to all of you for the way in which you have responded to the demands of the Organization.

## Stage One - The Problem

### Document 8

Extract from the Special Report on the fatal flight of the Secretary General's aircraft, 19 September 1961, S/4940/Add.5

#### **Description of Document:**

After several attempts made by Hammarskjold an ordinance\* was issued on 24 August 1961 calling for the expulsion of all foreign officers and mercenaries from the Congo. Shortly after this riots took place in Elizabethville in the Katanga Province and United Nations troops in the area were violently attacked. On 13 September the Congolese Government requested a ceasefire, but U.N. troops continued to be attacked in Katanga. Hammarskjold was in the Congo at this time, intending to bridge connections between the Congo and Katanga. However, given the severity of the situation in Elizabethville he decided to fly to Ndola to meet with Tshombe to discuss a ceasefire\* in Katanga. His flight, on 17 September 1961 crashed, and Hammarskjold was killed along with seven other United Nations staff members.

The following document is an extract from a special report discussing the crash and U.N. response.

## Stage One - The Problem

### **Edited Transcript of Document:**

At approximately 08.00 hours, news was received from Leopoldville air control tower, which had managed to be in touch with the control tower of Salisbury, Southern Rhodesia, to the effect the plane carrying the Secretary General and his party had not reached Ndola. A most urgent communication was also obtained from the United Nations representative in Elizabethville confirming that he had not received any news either.

At 09.00 hours, United Nations base operations at Ndjili airport reported that an unidentified aircraft had been reported overflying Ndola airport late the previous night but that no communication contacts had been made between this plane and the control tower. The message also indicated that a report had reached the police station at Ndola to the effect that a great flash in the sky had been noticed at approximately 01.00 hours that morning, not very far from a locality in Rhodesian territory by the name of Mufulira. Upon receipt of this information, the flight information centre at Leopoldville immediately requested their counterparts in Salisbury to send out a search and rescue party. At the same time, and while exhausting every possible means of communication, the United Nations headquarters in Leopoldville got in touch with the embassies of France, Portugal, the United Kingdom and the United States of America, requesting assistance in setting up rescue parties with every possible plane they could make available.

Shortly afterwards information was received to the effect that the Rhodesian Government had launched a large-scale search party in the early hours of the morning. Three aircraft belonging to the United States which were stationed in the area joined in the search, as well as two ONUC airplanes dispatched from Leopoldville. France also pledged three airplanes which were ready to take off almost immediately from Brazzaville.

At approximately 14.00 hours on 18 September, and through a direct report received by the United States embassy in Leopoldville from its Air Attaché who was in Ndola, information was received that the wreck of an airplane had been sighted approximately seven miles north-east of the airport and that a ground party was en route.

## Stage One - The Problem

### Key Questions from Section 4

1. Who is Hammarskjold addressing in this speech?
2. What does he say about the Congo?
3. Who does he pay tribute to?
4. Is this a reliable source for a historian? Why, or why not?
5. Compare this document with document 8. Which document do you find more informative? Give reasons for your decision.
6. Compare this document with document 4. Which document do you think provides more information regarding U.N. response to events in the Congo? Make reference to the texts in your answer.
7. Evaluate Hammarskjold's involvement in Katanga.
  
8. Where was Hammarskjold flying to when the plane crashed?
9. Where did the plane crash?
10. What was the U.N. response to the crash?
11. Is this a reliable source for a historian? Why, or why not?
12. Compare this document with document 7. Assess the strengths and weaknesses of these documents, making reference to the texts.
13. Compare this document with document 6. What do you learn from these documents about Hammarskjold's relations with Adoula and the Congo?
14. Why was Hammarskjold flying to Elizabethville?

## Stage One - The Problem

- The group now becomes one again and discusses the information that they have learnt from the document in terms of Development Education and the broader picture.
- What impact would these events have had on the people of Katanga at the time?
- Would these events have effected education, sustainability and quality of life.
- How?
- Look at the 10 UN Millennium goals and decide.
- Eradicating extreme poverty and hunger, achieving universal primary education, promoting gender equality and women's empowerment, reducing child mortality, improving maternal health, combating major disease, and improving environmental sustainability.

## Stage One - The Problem

- After the Students have role played through the timelines and thought about the key questions they should have a more in-depth understanding of the historical issues that caused the secession of Katanga through the lens of its impact on its economy and development. The next stages takes them through rebuilding the country by thinking about this impact and how it is still effecting the region today in the bigger global picture

## Stage Two - Proposing, discussing, agreeing and scoring

- The students then get back into groups and take on the role of communities after the breakdown of the Secession. Given all of the knowledge that they have acquired through analyzing the documents, answering key questions and experientially through role play they answer the following questions:
  - **TASK: What it would have been like to live in a village/town in Katanga at this time. What would the quality of life have been like? How would you get food, provide education and health care and protect your community**
  - Researching, proposing, discussing, agreeing and scoring these indicators is in itself a very deep learning process regarding the negotiation of values and the consideration of hard data.



## Stage Three - The Challenge

- *Sustainability Web* - The challenge is for each community to agree sustainability indicators for four domains: *social, economy, environment and equity*.

### **Examples of indicators for economic sustainability might include:**

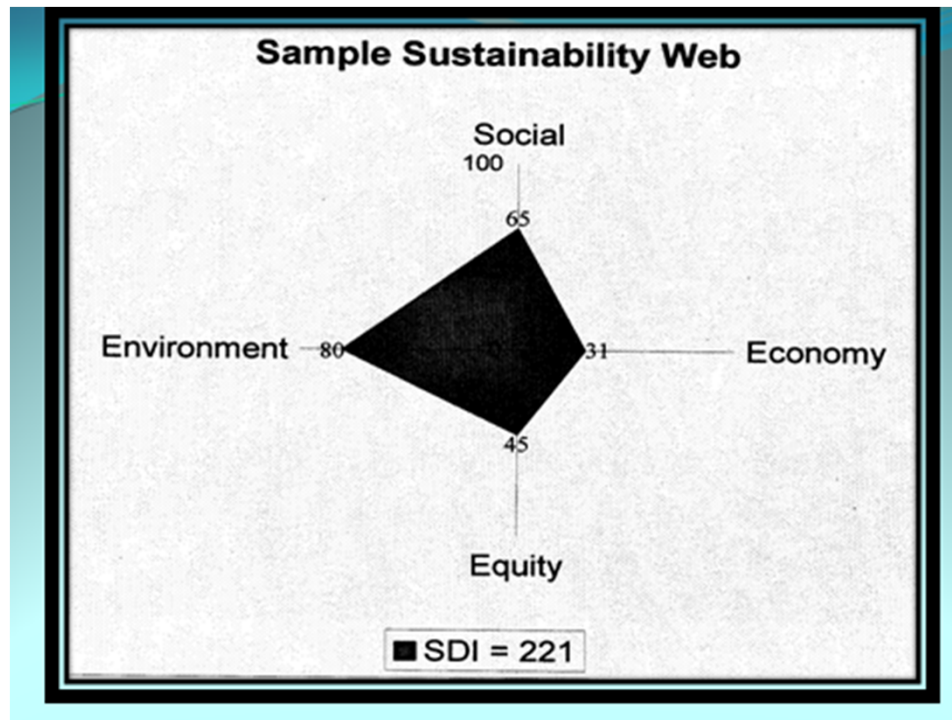
*% of working population employed in local enterprises*  
*% of residents' collective income that is spent/retained within the local community on goods and services*  
*The capacity of the community to access employment within a 30 mile radius*  
*% of population in the working age cohort versus those classified as dependent*  
*Value of goods/services produced locally compared with those consumed/used in the community but not produced in it.*

These indicators are then assessed for a specific community and each agreed indicator is allocated a score based on the degree to which it is evident within the chosen community.

Indicators would also be generated for each of the other domains (*social, environment & equity*)

## Stage Four - Scoring, Plotting and Interpreting

The students then total the scores for each of the four sustainability domains (maximum 100 for each) are then plotted on a quadrant chart to reflect where the community's strengths and challenges are regarding its status as a sustainable community.



## Stage Five - Addressing the Problem

- The communities will then be asked to focus on generating ideas to address the sustainability gap in a given local community. They will assess this gap from the sustainability web that they create, In the one plotted on the previous slide, the gap is predominantly in the economic and equity domain.
- An understanding of this mapping for one's local community immediately facilitates an exploration of the issues associated with: *localisation*, *globalisation* and with the associated concepts of: local, regional, national and global economies/communities.