

LESSON PLAN

International Trade: Has It Led to Exploitation of the People of the DRC?

Module Two: GENOCIDE AND CRIMES AGAINST HUMANITY

Unit III. The Democratic Republic of the Congo

Created by: Dale Rasmussen, Raymond Central High School

Grade Level

High School

Length

1 day

NEBRASKA SOCIAL STUDIES STANDARDS

US History 12.1.13: Students will develop skills for historical analysis.

US Economics 12.3.12: Students will analyze the role of the national, state, and local government in the United States economy.

World History 12.2.10 Students will analyze major 20th century events.

World History 12.2.1 Students will demonstrate historical research and geography skills

Economics 12.3.13 Students will examine the basic economic indicators and fundamentals of international trade.

McREL NATIONAL STANDARDS

World History 44.4.1-15:
Understands the search for community, stability, and peace in an interdependent world.

World History 45.4.1-3:
Understands major global trends since World War II.

Historical Understanding 2.4.5:
Understands that the consequences of human intentions are influenced by the means of carrying them out.

OBJECTIVES

1. Students will develop an understanding of globalization.
2. Students will develop evaluate the effects of globalization industrial and developing nations.

TERMS

Globalization

MATERIALS

Pen and paper

RESOURCES

Definitions of Globalization

http://www.google.com/search?hl=en&defl=en&q=define:Globalization&sa=X&oi=glossary_definition&ct=title

Globalization

<http://en.wikipedia.org/wiki/Globalization>

The Democratic Republic of the Congo: Guns, Money and Cell Phones

<http://www.globalissues.org/Geopolitics/Africa/Articles/TheStandardColtan.asp>

Mainstream Media: War, Propaganda and the Media.

<http://www.globalissues.org/HumanRights/Media/Military.asp>

Conflicts in Africa: The Democratic Republic of the Congo

<http://www.globalissues.org/Geopolitics/Africa/DRC.asp?p=1>

Global Politics: The Globalization of Disease, When Congo Sneezes, Will California Get a Cold?

<http://www.brookings.edu/press/REVIEW/fall2001/barks-ruggles.htm>

Do American economic interests threaten democracy in the Congo?

<http://www.globalresearch.ca/index.php?context=va&aid=1730>

Republic of Congo: Growth Prospects are Strong, but Social, Environmental Pressures from Globalization Need More Attention

<http://web.worldbank.org/WBSITE/EXTERNAL/COUNTRIES/AFRICAEXT/CONGOEXTN/0,,contentMDK:21163898~menuPK:349218~pagePK:2865066~piPK:2865079~theSitePK:349199,00.html>

Sustainable development, a challenge in a globalized environment by Prof. W. Tim G. Richardson

<http://www.witiger.com/internationalbusiness/globalizationSustainableDevelopment.htm>

Conflict and Food Insecurity by Ellen Messer and Marc J. Cohen

http://www.ifpri.org/2020/focus/focus08/focus08_12.htm

The Sudan Tribune:

<http://www.sudantribune.com/spip.php?article16826>

Democratic Republic of the Congo: Illegal Resource Exploitation and Unregulated Weapons Flows

<http://www.state.gov/p/io/rls/rm/2002/14934.htm>

U.N. Condemns Congo Exploitation

<http://news.bbc.co.uk/2/hi/business/1666751.stm>

UN Panel on Congo Exploitation Calls for Embargo Against Burundi, Rwanda and Uganda, By Edith Lederer

<http://www.globalpolicy.org/security/issues/congo/2001/0416panl.htm>

Friends of the Congo: What’s Needed to Prevent the Deaths of Millions More

http://www.friendsofthecongo.org/time_critique.php

Congo War and the Role of Coltan by Natalie D. Ware, American University

<http://www.american.edu/TED/ice/congo-coltan.htm>

Coltan mining in the Congo River Basin

http://www.panda.org/about_wwf/where_we_work/africa/solutions_by_region/congo_basin_forests/problems/mining/coltan_mining/index.cfm

Procedures:

1. Write the term “Globalization” on the board and have the students brainstorm as to what it means to them. Once they have listed a number of items, have them come up with a definition they can all accept. Check that definition against various definitions listed in Resources above.
2. Have the student draw a “T Chart“ on a piece of paper listing ”Benefits“ on one side and “Drawbacks“ on the other. In groups of two, have them list as many “Benefits“ and “Drawbacks“ they can as to how globalization has affected the US.
3. Once they have brainstormed a list, lead a discussion as whether or not globalization has been good for the United States. Determine some general areas where we have benefited (such as income, cheaper products) and try to determine exactly who benefits. Ask them if they think the same chart would be true for other nations similar in size economically to the United States.
4. Have the students go online to the web story, “The Democratic Republic of the Congo: Guns, Money and Cell Phones“. Print the article out for students if they don’t have access in the classroom. <http://www.globalissues.org/Geopolitics/Africa/Articles/TheStandardColtan.asp>
5. Have students do another chart on the “Benefits and Drawbacks“ of Globalization on the Democratic Republic of the Congo. Have them compare this chart to the one they did for the United States.

6. Discuss:

- What are the main differences?
- Why do these occur?
- How has globalization caused problems in the Democratic Republic of the Congo?
- Discuss the role of mining coltan (columbite-tantalite) in the DRC’s economy
- How has the demand for coltan led to violence, child labor and human rights abuses in the DRC?
- What nations are contributing to the violence in the DRC?
- Why is it hard for companies to stop the trade?
- What duty (s) does a nation like the United States have toward a nation who is being hurt by globalization while we are benefiting.

Assessment:

Have the students write a letter to the President of the United States warning about the effects Colton mining on the violence in the Congo. Suggest a policy which will:

1. End the violent trade in Colton and
2. Protect the economics of the American businesses

Grading Rubric

Student _____

	Below Average	Satisfactory	Excellent
The letter clearly states the concept of global trade.	1, 2 3	4, 5, 6	7, 8,9,10
The relation between global trade and exploitation is clearly stated.			
At least 3 examples of exploitation are described.			
The solution reflects the research.			
The solution is presented in a logical manner.			

Total Points _____