

2023 Historical Research Projects Using National History Day Georgia Primary Source Classroom Activity

Created By	Alexander Holmes Stone Mountain High School DeKalb County School District
Title of Activity	<i>The Industrial Revolution as a Socioeconomic Turning Point: the Rubber Market Trade & King Leopold II's Congo Free State</i>
Overview	<i>This activity explores the transformative nature of the Industrial Revolution as a socioeconomic turning point due to European imperial state expansion and how environmental factors contributed to the development of the global economy. This activity zooms in specifically on the Belgian Empire's state expansion within the Congo Free State under King Leopold II due to the rubber trade and the socioeconomic impacts it had on the Congolese people. The activity utilizes primary source photographic images, a primary source document, a secondary source map, a secondary video documentary source, and a secondary political cartoon source.</i>
Essential or Investigative Question	How was the Industrial Revolution a socioeconomic turning point for World History, specifically through the lens of the imperialized Congo Free State and the global rubber market trade?
Audience	This activity is best suited for educators of the following grade levels <ul style="list-style-type: none"> • Grades 9-12 This activity is best suited for educators of the following content areas <ul style="list-style-type: none"> • AP World History: Modern • On-Level World History
Time Required	TOTAL # hours: 90 Minutes – Broken into " <u>varied</u> " minute increments. 10 MIN. - Pre-Activity 20 MIN. - Opening 45 MIN. - Work Period 15 MIN. - Closing
Goals	<ul style="list-style-type: none"> • Understand what primary and secondary sources are. • Differentiate between primary and secondary sources. • Differentiate perspectives and draw an independent conclusion. • Develop historical empathy for oppressed persons.
Standards	<u>AP World History: Modern</u> <ul style="list-style-type: none"> • Topic 6.2 State Expansion from 1750 to 1900 Learning Objective B: Compare processes by which state power shifted in various parts of the world from 1750 to 1900. <ul style="list-style-type: none"> ○ Historical Developments Key Concept-5.2.I.A.: Some states with existing colonies strengthened their control over those colonies and in some cases assumed direct control over colonies previously held by non-state entities. ○ Historical Developments Key Concept-5.2.I.C.: Many European states used both warfare and diplomacy to expand their empires in Africa.

	<ul style="list-style-type: none"> ▪ Illustrative Example: Non-state to state colonial control – Shift from the private ownership of the Congo by King Leopold II to the Belgium government. • Topic 6.4 Global Economic Development from 1750 to 1900 Learning Objective D: Explain how various environmental factors contributed to the development of the global economy from 1750 to 1900. <ul style="list-style-type: none"> ○ Historical Developments Key Concept-5.1.II.A.: The need for raw materials for factors and increased food supplies for the growing population in urban centers led to the growth of export economies around the world that specialized in commercial extraction of natural resources and the production of food and industrial crops. The profits from these raw materials were used to purchase finished goods. <ul style="list-style-type: none"> ▪ Illustrative Example: Resource Export Economies – Rubber extraction in the Amazon and the Congo Basin. <p>Georgia Standards of Excellence in Social Studies (GSE) – On-Level World History SSWH16 Analyze the rise of nationalism and worldwide imperialism. b. Assess imperialism in Africa and Asia, include: the influence of geography and natural resources.</p>
<p>Objectives</p>	<ul style="list-style-type: none"> • Justify conclusions about whether a source is primary or secondary depending upon the time or topic of study; • Describe examples of the benefits of teaching with primary sources; • Analyze a primary source using Galileo (Advanced Placement Database Source) and Library of Congress; • Access teaching tools and primary sources from Galileo (Advanced Placement Database Source) and Library of Congress; • Identify key considerations for selecting primary sources for instructional use (for example, student needs and interests, content, etc.); • Access primary sources and teaching resources from Galileo (Advanced Placement Database Source) and Library of Congress for instructional uses; • Analyze primary and secondary sources in different formats; • Analyze a set of related primary sources in order to identify multiple perspectives; • Facilitate a primary source analysis using Galileo (Advanced Placement Database Source) and Library of Congress tools; • Create primary-source based activities that help students engage in learning, develop critical thinking skills and construct knowledge; • Explain processes by which state power shifted in various parts of the world from 1750 to 1900; • Explain how various environmental factors contributed to the development of the global economy from 1750 to 1900;

<p>Digital Resources</p>	<p>Primary Sources from Library of Congress and Galileo:</p> <ul style="list-style-type: none"> • Source 3 - A primary source document entitled <i>A General Act of the Conference of Berlin</i> from 1885 outlining the motivations and implications for European imperialism within the African continent. The source’s excerpts, Chapter I Article I to Chapter I Article VI, are useful to show Europeans socioeconomic motivations for conquest. <ul style="list-style-type: none"> ○ 1885 ○ BlackPast via Library of Congress ○ https://www.blackpast.org/global-african-history/general-act-conference-berlin/ • Source 4 - A primary source photograph by missionary Alice Seely Harris entitled “Nsala, of Wala, with the hand and foot of his five year old little girl-all that remained of a feast by cannibal ‘sentries’” photographed in 1904. <ul style="list-style-type: none"> ○ 1904 ○ Galileo/ Advanced Placement Source Database ○ Permalink • Source 5 - A primary source photograph by author unknown “Flogging in the Congo Free State” photographed in 1908 with an accompanying text above stating Belgian King Leopold’s direct quotation in response to the Mayor of London’s suggested atrocities within his Congo Free State. <ul style="list-style-type: none"> ○ 1908 ○ Galileo/ Advanced Placement Source ○ Permalink <p>Secondary Sources:</p> <ul style="list-style-type: none"> • Source 1 - A map of “Comparison of Africa in the years 1880 and 1913” exhibiting how the “Scramble for Africa” affected the continent. <ul style="list-style-type: none"> ○ 2020 ○ Fordham Internet African History Sourcebook/ Wikimedia ○ https://en.wikipedia.org/wiki/Scramble_for_Africa#/media/File:Scramble-for-Africa-1880-1913-v2.png • Source 2 - History Channel’s “The Industrial Revolution – Mankind: The Story of All of Us,” video clip Season 1 Episode 11 (Minute 24:25 – 35:40) depicts Belgian King Leopold II’s monopoly of the rubber trade and its socioeconomic impact within the economically imperialized Congo Free State. <ul style="list-style-type: none"> ○ 2021 ○ History Channel, “The Industrial Revolution – Mankind: The Story of All of Us,” Season 1 Episode 11 ○ https://youtu.be/wQqX9hXv5QM
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	<ul style="list-style-type: none"> ● Source 6 - A political cartoon from Punch Magazine entitled “In the Rubber Coils. Scene - the Congo ‘Free’ State” authored by political cartoonist Linley Sambourne depicting King Leopold II of Belgium as a snake attacking a Congolese rubber collector published in 1906. <ul style="list-style-type: none"> ○ 1906 ○ Punch Magazine/ Wikimedia ○ https://commons.wikimedia.org/wiki/File:Punch_congo_rubber_cartoon.jpg
<p>Classroom Materials</p>	<p>View board or projector with enabled audio, classroom computer, large post-it notes, markers, line-paper for students</p>
<p>Preparation</p>	<p>Pre-Activity: Teacher: After direct-instruction of European imperialism, or specifically imperial state expansion and economic global economic development for AP World History: Modern, through a teacher mini-lecture or supplementary videos from Heimler’s History for AP World History: Modern (Topic 6.2 State Expansion: https://youtu.be/gxkjaClzxPU, Topic 6.4 Global Economic Activity: https://youtu.be/YAB4yYqHuyE), Freeman-Pedia’s “SAQsDay: 2017 Industrial Turning Points (https://youtu.be/6cW4jus5B6Y) for AP World History: Modern, or Crash Course World History “Imperialism” for On-Level World History (https://youtu.be/alJaltUmrGo). Teacher will also assign homework for the day prior to the activity where students read textbook readings associated with European imperialism of Africa suited to your unique context. Prepare all listed digital resources above to be followed by the particular order below within the procedure and assessment/reflection tables below. Provide large post-it notes or chart paper with markers and place students into cooperative groups of no more than 5 around the classroom based on student needs and or informational text data. You do not need to make copies of the “T-Chart Graphic Organizer” but will simply display for students to copy on their post-it note or chart paper.</p> <p>Students: Read textbook chapter and or pages associated with European imperialism on Africa and summarize each sentence in their own words for each paragraph. Students can also be instructed to watch the Heimler’s History, Freeman-Pedia, and or Crash Course World History videos as homework: Heimler’s History for AP World History: Modern (Topic 6.2 State Expansion: https://youtu.be/gxkjaClzxPU, Topic 6.4 Global Economic Activity: https://youtu.be/YAB4yYqHuyE), Freeman-Pedia’s “SAQsDay: 2017 Industrial Turning Points (https://youtu.be/6cW4jus5B6Y) for AP World History: Modern, or Crash Course World History “Imperialism” for On-Level World History (https://youtu.be/alJaltUmrGo).</p>
<p>Procedure</p>	<p><i>Use this section to list the exact steps the facilitator will use DURING the facilitation of the activity.</i></p> <ul style="list-style-type: none"> ● <i>Remember to model strategies to be used with students.</i> ● <i>Use a new number for each new step. Bulleted sub-steps may be included under a numbered item.</i> ● <i>Make each step a distinct task – a directive.</i>

Write procedures as concisely as possible using clear, direct language.

Pre-Activity (10 Minutes):

1. Display Source 1 or the secondary source map of “Comparison of Africa in the years 1880 and 1913,”
https://en.wikipedia.org/wiki/Scramble_for_Africa#/media/File:Scramble-for-Africa-1880-1913-v2.png, and ask students to compare and contrast the two maps from the two dates in their notes in 2-3 minutes.
2. Following, cold call students to share their responses that will lead into a class discussion of compare/contrast of the maps, as well as causation and how the continent could have been impacted.

Opening (20 Minutes):

1. Display Source 2 or the secondary source video documentary clip from History Channel’s “The Industrial Revolution – Mankind: The Story of All of Us,” Season 1 Episode 11 video clip, <https://youtu.be/wQqX9hvx5QM>, (Minute 24:25 – 35:40) while students respond to the following guided questions in their own notes:
 - 1) How did state power shift in Congo from 1750 to 1900?
 - 2) How did European Industrial Revolutions’ need for markets and materials, as well as Congo’s environmental factors, contribute to the development of the global economy from 1750 to 1900?
 - 3) What socioeconomic effects occurred as a result of Belgium King Leopold II’s economic imperialism over his Congo Free State and the global rubber market trade?
2. Following, students will Think-Pair-Share their responses with a desk partner.
3. Teacher will cold call students to share either their response or their discussion they had with their partner.

Work Period (45 Minutes):

1. Teacher will place students into groups of no more than 5 based on cooperative grouping methods (MAP informational text data, readiness).
2. Teacher will display and review with students the attached “T-Chart” PDF graphic organizer page 9 of this document highlighting with students where they will annotate on the two columns on their provided paper with the phrase “Source Summary” and “Impact and/ or this source shows...”
3. Each student group will be instructed to identify a group recorder who will annotate on their provided large post-it note but all students will be expected to record their group’s work on their own provided t-chart graphic organizer.
4. Teacher will next display Source 3, <https://www.blackpast.org/global-african-history/general-act-conference-berlin/>, having students read the *General Act of the Conference of Berlin’s* Chapter I, Articles I through VI.

5. Teacher will then model for students a response to Source 3's "Source Summary" by annotating on the t-chart graphic organizer with student groups recording on their large post-it note or chart paper.
6. Next, teacher will then prompt a response for the "Impact/ This source shows" portion from a distinguished student. After teacher records the distinguished student's response, student groups will record on their large post-it note or chart-paper.
7. Teacher will next display Source 4, [Permalink](#), via the view board and read aloud the source's date of 1904 and source line "Nsala, of Wala, with the hand and foot of his five year old little girl-all that remained of a feast by cannibal 'sentries.'"
8. Next, student groups will discuss a summary of the source for 1 to 2 minutes. Following, students will write a summary of the source within 1 to 2 minutes on their t-chart graphic organizer post-it note or chart paper.
9. Lastly, students will discuss the historical impact for 1 to 2 minutes and annotate their group's response on their t-chart graphic organizer beginning with "This source shows" in 1-2 minutes.
10. Teacher will next display Source 5, [Permalink](#), via the view board and read aloud the source's date of 1908, the source line "Flogging in the Congo Free State," and the accompanying text for King Leopold's reply to Deputation from Lord Mayor of London: "I deeply feel the value of your flattering and encouraging address. The Independent State of the Congo was born of the desire to abolish slavery by peaceful means, and to serve in Africa the great cause of civilization, commerce, and religious freedom. The fundamental basis of the new State is the free entrance given to all kinds of goods. Never, on its frontiers, will any customs be levied on imported goods. Just as the political constitution."
11. Teacher will explain King Leopold II's quote to students that it was written by King Leopold in response to the Lord Mayor of London's accusations of atrocities in Leopold's rubber tree growing-regions within the Congo Free State.
12. Next, student groups will discuss a summary of the source for 1 to 2 minutes.
13. Following, students will write a summary of the source within 1 to 2 minutes on their t-chart graphic organizer post-it note or chart paper.
14. Lastly, students will discuss the source's historical impact for 1 to 2 minutes and annotate their group's response on their t-chart graphic organizer beginning with "This source shows" in 1 to 2 minutes.
15. Teacher will lastly display Source 6, https://commons.wikimedia.org/wiki/File:Punch_congo_rubber_cartoon.jpg, via the view board and read aloud the source's date of 1906 and the source line "In the Rubber Coils. Scene - the Congo 'Free' State."
16. Teacher will annotate a cross over the primary source image on the view board dividing it into 4 quadrants if possible.

	<p>17. Teacher will first ask student groups to identify the objects and what they symbolize in 1-2 minutes and then have them write their summary of the source within 1 to 2 minutes on their t-chart graphic organizer post-it note or chart paper.</p> <p>18. Lastly, students will discuss the source’s historical impact for 1 to 2 minutes and annotate their group’s response on their t-chart graphic organizer beginning with “This source shows” in 1 to 2 minutes.</p>
<p>Assessment/ Reflection</p>	<p>Reflection:</p> <ol style="list-style-type: none"> Following the completion of the above work period’s document analysis activity, the teacher will cold call groups for their “Source Summary” or “Impact/ and or This source shows” work they completed for the featured sources 4 through 6. Teacher will provide highlight or stamp student work and provide feedback as needed for student groups’ “Source Summaries” or “Impact/ and or This source shows.” <p>Assessment:</p> <ol style="list-style-type: none"> AP World History: Modern: AP World History: Modern students will respond to the following prompt below where they will create an introductory paragraph to the LEQ prompt below where they include a contextualization and thesis statement either on paper or via your Learning Management System (LMS). LEQ Prompt: <i>Evaluate the extent to which industrialization in the period circa 1750-1900 could be considered an economic and social turning point in global history.</i> Teacher will review with students how they will be scored out of the initial two points off the College Board LEQ Rubric, https://apcentral.collegeboard.org/media/pdf/ap-world-history-modern-course-and-exam-description.pdf (page 227), for both a contextualization and thesis statement. After students complete their contextualization and thesis, students will peer review each other’s work randomly/anonymously using paper or your school’s LMS. Students will score their peers based on the provided College Board’s LEQ Rubric out two possible points and will also provide feedback terms of what the student did well and what they could improve upon when creating a contextualization and thesis statement. Students will be graded on completion of the Industrial Turning Points LEQ response containing both a contextualization and thesis, as well as providing a peer review with effective feedback. <p>Assessment:</p> <ol style="list-style-type: none"> On-Level World History: On-Level World History students will respond to the following prompt using the RACES strategy featured below on paper or your LMS.



Off to the RACES
How to Write a Response
to a text, video, or audio presentation

R Restate the question or prompt.	<ul style="list-style-type: none"> Read the prompt. Identify and underline verbs that give the directions: compare, discuss, elaborate, etc. Rewrite the prompt as a statement. (Cross off the question word.)
A Answer the question.	<ul style="list-style-type: none"> Answer the question or state your opinion. Usually R and A can be included in the same sentence.
C Cite evidence.	<ul style="list-style-type: none"> Find reasons, facts, details, and evidence in the writing or presentation to support the A. Try to include 3 pieces of evidence.
E Explain your answer.	<ul style="list-style-type: none"> Explain how you arrived at your answer. You might use a personal experience (tell a "one time" story or a connection (text to self, text, or world). Elaborate, extend, or build on your answer.
S Sum it up	<ul style="list-style-type: none"> Include a short recounting of your answer and evidence. Add a statement about what stood out to you, what you want to be sure your reader remembers.

<https://www.purdue.edu/science/K12/races.html>

- Prompt: *Using three primary sources from the work period and your completed t-chart graphic organizer, the RACES strategy above, and the rubric below, assess imperialism in Africa, include: the influence of geography and natural resources. Students must contextualize the time period, develop a thesis supported with evidence from the work period's three primary sources, and discuss the topic's historical significance or impact.*
- NHD Rubric: Teacher will review the rubric with students for students to know how they will be assessed.

	EXEMPLARY	PROFICIENT	DEVELOPING	NOVICE	NOT EVIDENT
HISTORICAL ARGUMENT (THESIS OR CLAIM)	<input type="checkbox"/> Historical argument is consistently supported by analysis and evidence.	<input type="checkbox"/> Historical argument is mostly supported by analysis and evidence.	<input type="checkbox"/> Historical argument is somewhat supported by analysis and evidence.	<input type="checkbox"/> Historical argument is supported by minimal analysis or evidence.	<input type="checkbox"/>
PRIMARY SOURCES	<input type="checkbox"/> Primary sources consistently support the historical argument.	<input type="checkbox"/> Primary sources mostly support the historical argument.	<input type="checkbox"/> Primary sources somewhat support the historical argument.	<input type="checkbox"/> Primary sources are present but do not necessarily support the historical argument.	<input type="checkbox"/>
HISTORICAL CONTEXT	<input type="checkbox"/> Relevant connections to the topic's time and place are consistently made and analyzed.	<input type="checkbox"/> Relevant connections to the topic's time and place are mostly made and analyzed.	<input type="checkbox"/> Relevant connections to the topic's time and place are somewhat made and analyzed.	<input type="checkbox"/> Relevant connections to the topic's time and place are limited.	<input type="checkbox"/>
SIGNIFICANCE IN HISTORY	<input type="checkbox"/> The impact of the topic is consistently analyzed in the conclusion.	<input type="checkbox"/> The impact of the topic is mostly analyzed in the conclusion.	<input type="checkbox"/> The impact of the topic is somewhat analyzed in the conclusion.	<input type="checkbox"/> The impact of the topic is mentioned.	<input type="checkbox"/>

https://nhd.org/wp-content/files/NHD_EvaluationForms_Round1_092021_Paper.pdf

- Score: ___/16: Students will be scored from the NHD rubric above with teacher providing feedback as to what the student did well and what they could improve upon.

Optional Further Reading

- Ascherson, Neal (1999). *The King Incorporated: Leopold the Second and the Congo* (New ed.). London: Granta.
- Hochschild, Adam. *King Leopold's Ghost*, Pan (1999).



	<ul style="list-style-type: none">• Rodney, Walter. <i>How Europe underdeveloped Africa</i>, Howard University Press. (1974)• Guy Vanthemsche (2012). <i>Belgium and the Congo, 1885-1980</i>. Cambridge University Press.
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T-Chart Graphic Organizer

Source	Source Summary	Impact/ "This source shows"
<p>3: <i>A General Act of the Conference of Berlin</i> (1885)</p>		
<p>4: "Nsala, of Wala, with the hand and foot of his five year old little girl-all that remained of a feast by cannibal 'sentries'" (1904)</p>		
<p>5: "Flogging in the Congo Free State" (1908)</p>		
<p>6: "In the Rubber Coils. Scene - the Congo 'Free' State" (1906)</p>		