

Appendix

Exercise 1 – Introduction

Suggested duration: 10 min

1. Learning aim of the task: students can recall and use existing vocabulary, describe and classify images in the discussion of ideas.
2. Short description of the task: As a taster exercise the pupils are presented with up to three slides without any further info and are asked to describe what they see.
3. Prerequisites: This is the introductory exercise. The teachers can either start with exercise (1+2), which belong together, or use the core task (3) or as an introduction to the subject instead.
4. Required materials: Teachers need to prepare a laptop and projector.
5. Main student activity/output: language practice: vocabulary.
6. Key skill involved: speaking.
7. Image Credits

Slide 1

- Image Left: Twain, Mark: *King Leopolds Soliloquy*, Philadelphia 1905, p.29.
- Image Right Top: A vandalized statue of King Leopold II was set on fire in Antwerp.
(Photo by JONAS Roosens)
URL:
<https://www.forbes.com/sites/suzannerowankelleher/2020/06/04/photos-amid-george-floyd-protests-old-monuments-to-racism-are-coming-down/?sh=3433bd9325b6> (Nov 12, 2021).
- Image Right Bottom: An employee helps to remove the vandalized statue of King Leopold II of Belgium on Tuesday. Getty Images.
URL: <https://www.forbes.com/sites/carlieporterfield/2020/06/30/another-statue-of-king-leopold-ii-comes-down-in-belgium-heres-why/?sh=32bcb7e95550> (Nov 12, 2021).

Slide 2

- Map of the Congo Free State in 1892, User Americanized Encyclopaedia Britannica Vol. 1, Chicago 1892. Africa in 1890 from Perry-Castañeda Library Map Collection: Historical Maps of Africa
URL:
https://en.wikipedia.org/wiki/Atrocities_in_the_Congo_Free_State#/media/File:Kongovrijstaat.jpg, (Nov 12, 2021).

Appendix

Exercise 2 – Introduction & Summary

Suggested duration: 5 min

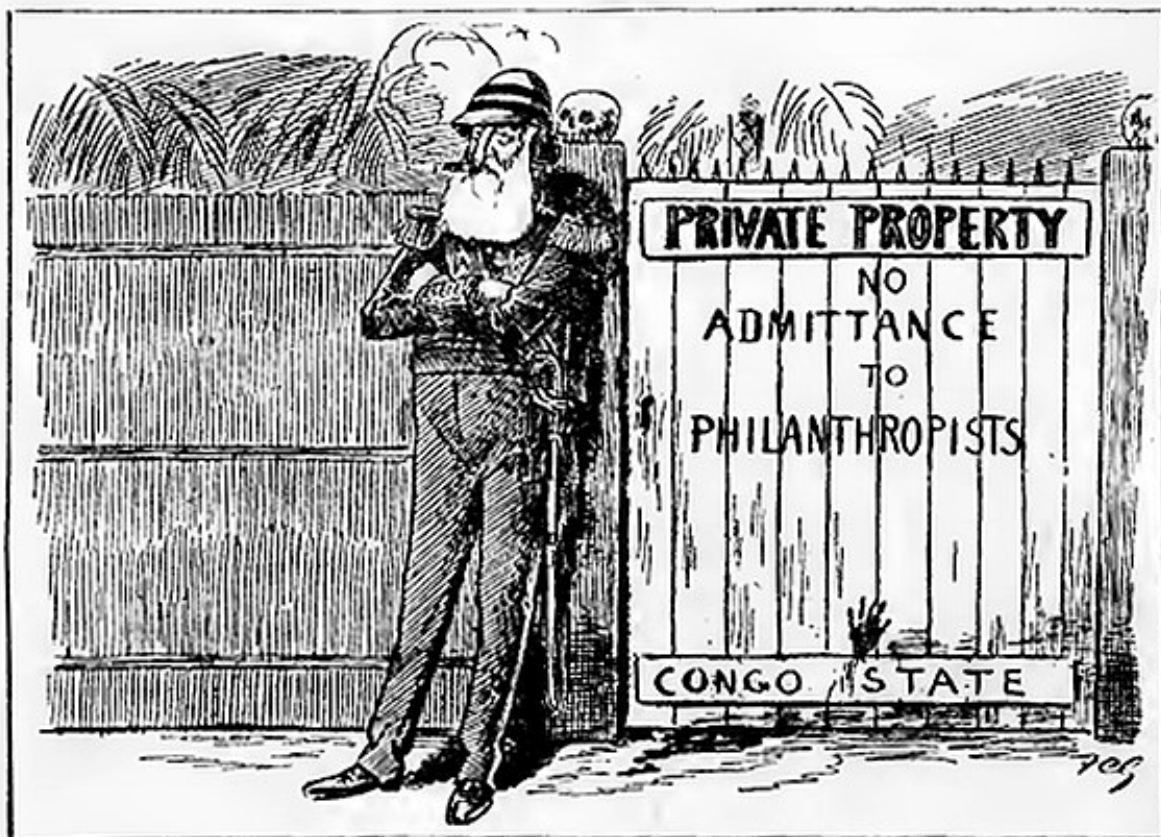
1. Learning aim of the task: students learn new vocabulary and listen to detailed information on colonialism using the example of the Congo.
2. Short description of the task: The teacher does a short introduction and uses the previously presented images to locate the theme of the class. New vocabulary can be introduced.
3. Prerequisites: This is the introductory exercise. The teachers can either start with exercise (1+2), which belong together, or use the core task (3) as an introduction to the subject instead.
4. Required materials: Teachers need to prepare a laptop and projector, as well as their introduction.
5. Main student activity/output: listening and language practice (vocabulary).
6. Key skill involved: listening.
7. Primary texts used: Twain, Mark: *King Leopold's Soliloquy*, Philadelphia 1905.
8. Secondary Sources: Teachers may use the document titled *Background Material* for preparing this intro.
 - Dudgeon, Jeffrey: *Roger Casement - The Black Diaries*, Belfast 2019.
 - Duberman, Martin: *Luminous Traitor: The Just and Daring Life of Roger Casement*, A Biographical Novel, Oakland 2019.

BACKGROUND MATERIAL for Introduction.

Further information & background material:

1) Timeline:

- 1876: Creation of *International African Association* in Brussels
- 1884/1885: Congo Conference in Berlin -> Scramble for Africa
- 1884 - 1886: Casement in the Congo working for King Leopold's International Association
- 1885: Founding of *The Congo Free State* as King Leopold's private property
- 1886-1888: Casement with Sanford Exploring Expedition; briefly in charge for trading station in the Upper Congo
- 1890: Roger Casement and Joseph Conrad meet in the Congo
- 1890-92: Casement is organising labour and transport to Stanley Pool (Congo) and operating a trading station
- 1899: *Heart of Darkness* by Joseph Conrad is published
- 1900: Roger Casement meets King Leopold in Belgium
- 1901: Casement as British consul is transferred to the Eastern part of the Congo
- 1903: Casement was commissioned to investigate the Congo
- 1904: *Congo Report* by Roger Casement is published
- 1905: *King Leopold's Soliloquy* by Mark Twain is published
- 1908: Belgium parliament took over the Congo Free State from Leopold II



Caricature by British caricaturist Francis Gould.

Source: https://thereaderwiki.com/en/Congo_free_state

King Leopold II (of Belgium) states in the Opening Speech of the *International Geographic Conference* in 1876: “To open up to civilization the only part of our globe which it has not yet penetrated, to pierce the darkness in which entire populations are enveloped, is, I venture to say, a crusade worthy of this age of progress [.]” Kevin C. Dunn, *Imagining the Congo: The International Relations of Identity*, New York 2003, p.21

=> The outcome of the conference was the creation of the *International African Association* with Leopold as its Chairman.

2) The Congo Conference



Image Source:

https://en.wikipedia.org/wiki/Berlin_Conference#/media/File:Cartoon_depicting_Leopold_2_and_other_emperial_powers_at_Berlin_conference_1884.jpg

The Berlin Conference taking place in 1884-1885, which is also known as the Congo Conference, organised the colonization in Africa and resulted in what came to be known as the *Scramble for Africa*.

3) Rubber



Congolese labourers tapping rubber.

Source: https://thereaderwiki.com/en/Congo_free_state

“The ivory trade, long the chief source of wealth extracted from Africa, is by the turn of the century being rapidly overtaken by a sudden growth in the need of rubber. Following the 1890 invention of an inflatable rubber tire, the popularity of bicycle riding soars – seven million bikes are in circulation by 1895 - and, soon, after the market for automobile tires also expands rapidly. The double development leads to a huge demand for rubber. In the forests of the Congo, the wild rubber vine, easily

tapped, abounds, and as the need – and price – for the product mounts, the region's economy is transformed. Between 1890 and 1904, earnings from the rubber increase year by year [...] with profits reaching 700%. The “Congo Free State” – Leopold's personal fiefdom, independent of Belgium – becomes the most profitable colony in Africa.

To maximize his profits and to keep potential European competitors at bay, King Leopold - a mere six years after signing the 1885 Berlin “free-trade” agreement – takes absolute and exclusive control of a hundred thousand square miles of the Congo's richest rubber-producing region. He issues what becomes a protracted series of secret decrees to his officials in Africa, declaring himself the sole owner of not only the land but also the forests and minerals [...]. Henceforth, Leopold declares, the Africans are tenants of the Congo Free State [see map on slide] and subject to his authority; they may own only the small patches of cultivated land around their huts; all the rest is declared “vacant” [see slide with quote by Joseph Conrad where it states on the map: UNEXPLORED] – which is to say, the property of Leopold.

In 1888 Leopold establishes the Force Publique, armed native troops chosen to serve in areas distant from those of their birth and under the command of European officers. He also instructs his agents zealously to ensure – at the point of the bayonet if need be – that the “slothful” natives be transformed into a rigorously productive workforce. [...]

The effects on the native workforce is catastrophic. As the demand for rubber soars, so too does the level of barbarity inflicted on the indigenous population. Several of the braver missionaries – William Sheppard, for one – are among the few to speak out against the endemic cruelty. [...]

[E.V. Sjöblom another missionary] speaks: “Within my own knowledge,” [...] forty-five towns have been burnt down. Soldiers are stationed in every village – the so-called sentry-system – they live off the people, and drive them into the forest to gather india-rubber. I saw one soldier seize an old man who, to keep from starving, had dared to fish for food in the river; they shot him dead right in front of me. If the natives' quota of rubber is short, I've seen sentries beat them so badly that some die, then they cut off their hands and bring them to the Commissioner as proof they are doing their job.”

Duberman, Martin: *Luminous Traitor: The Just and Daring Life of Roger Casement, A Biographical Novel*, Oakland 2019, p. 43 f.

King Leopold in Mark Twain's Soliloquy on Roger Casement:

“It is most amazing, the way that that consul acts—that spy, that busy-body, One doesn't need to drowse through his monotonous report to see that; the mere subheadings of its chapters prove it.” Twain, Mark: *King Leopold's Soliloquy*, p.17

Joseph Conrad on Roger Casement:

“He [Casement] could tell you things! Things I have tried to forget, things I never did know. He has had as many years of Africa as I had month – almost.” Dudgeon, Jeffrey: *Roger Casement - The Black Diaries*, Belfast 2019, p.89

Appendix

Exercise 3 – Core task

Suggested duration: 40 min

1. Learning aim of the task: students can define and identify different literary genres and sources, interpret and summarise texts and analyse literary features and explain it to a second party.
2. Short description of the task: The class is divided into four groups and each group is given a work sheet. Each group will then present their results to the rest of the class.
3. Prerequisites: This is the core task and can also be used on its own.
4. Required materials: Teachers need to print out the work sheets in advance.
5. Main student activity/output: reading comprehension, language practise and language production.
6. Key skill involved: reading.
7. Primary Texts used:
 - Casement, Roger: The Congo Report, 1904 in: O'Sicohain, Seamas and O'Sullivan, Michael (Editor): *The Eyes of Another Race: Roger Casement's Congo Report and 1903 Diary*, Dublin 2003.
 - Casement, Roger: Diaries 1903 in: O'Sicohain, Seamas and O'Sullivan, Michael (Editor): *The Eyes of Another Race: Roger Casement's Congo Report and 1903 Diary*, Dublin 2003.
 - Conrad, Joseph: *Heart of Darkness*, Edinburgh 1899.
 - Twain, Mark: *King Leopold's Soliloquy*, Philadelphia 1905.

Group 3: King Leopold's Soliloquy by Mark Twain (1905), 25 f.



Image: Mark Twain, *King Leopold's Soliloquy*, preface

“Another madman wants to construct a memorial for the perpetuation of my name, out of my 15,000,000 skulls and skeletons, and is full of vindictive enthusiasm over his strange project. He has it all ciphered out and drawn to scale. Out of the skulls he will build a combined monument and mausoleum to me, which shall exactly duplicate the Great Pyramid of Cheops [...].

He desires to stuff me and stand me up in the sky on that apex, robed and crowned, with my "pirate flag" in one hand and a butcher-knife and pendant handcuffs in the other.

He will build the pyramid in the centre of a depopulated tract, a brooding solitude covered with weeds and the mouldering ruins of burned villages, where the spirits of the starved and murdered dead will voice their laments forever in the whispers of the wandering winds.

Radiating from the pyramid, like the spokes of a wheel, there are to be forty grand avenues of approach, each thirty-five miles long, and each fenced on both sides by skullless skeletons standing a yard and a half apart and festooned

together in line by short chains stretching from wrist to wrist and attached to tried and true old handcuffs stamped with my private trade mark, a crucifix and butcher-knife crossed.”

- 1) Define the type of writing. Is the text best described as diary, fiction, novella, novel, pamphlet, poem, political satire, travel writing or official report? Find at least three different stylistic devices that the writer uses to set the tone for its genre.
- 2) Analyse what the text reveals about the writer's personal experiences and convictions?

Group 4: Roger Casement (1903), p. 263 ff.



Image: Mark Twain. *King Leopold's Soliloquy*. p. 40

“Sunday 30 August

Spend quiet day. 16 men women & children tied up – from a village Mboyo close to town. Infamous! The men were put in the prison the children let go at my intervention. Infamous! Infamous shameful system.

Tuesday 1 September

My 39th birthday here up the Lopori in the heart of Africa indeed! Went out 7 miles to village of old Isi isulu – Bavaka it stretches along Bogadanga heights a day's march – 13 miles all. Back different path – poor old women died on way back. [...] Terrible oppression of these poor people.

Wednesday 2 September

Saw 16 women seized by Peeter's sentries & taken off to prison on

account of the meat. More in evening – the boys ran in & told us. Many complaints today.

Thursday 3 September

8:45 Left Bongadanga. [...] 8 hours down stream for 11,5 hours up. [...] Slept on roof of cabin. Mr. & Mrs. Lower in cabin. Did not sleep there or anywhere. Mosquitoes fearful! Not closed eyes.

Sunday 6 September

Quiet day – [...] In evening Bompoli came with wounded boy – hand off. Awful story. Decided go to Ekanza.

Monday 7 September

More Ngombu came with a man, Chief Mbuoko of Lobolo shot there, arm – showing both sides, by a sentry Itelo of La Lunga in about February last.

- 1) Define the type of writing. Is the text best described as diary, fiction, novella, novel, pamphlet, poem, political satire, travel writing or official report? Find at least three different stylistic devices that the writer uses to set the tone for its genre.**
- 2) Analyse what the text reveals about the writer's personal experiences and convictions?**

Group 1: The Congo Report by Roger Casement (1904), p. 54:



Image: Mark Twain, *King Leopold's Soliloquy*, p. 40

“On my leaving Bongandanga on the 3rd September I returned down the Lopori and Lolongo Rivers, arriving at J**. The following day, about 9 at night, some natives of the neighbourhood came to see me, bringing with them a lad of about 16 years of age whose right hand was missing. His name was X and his relatives said they came from K**, a village on the opposite side of the river some few miles away. [...] X, in addition to this mutilation, had been shot in the shoulder blade, and, as a consequence, was deformed. [...]

They begged that I would myself go back with them to their village and ascertain that they were speaking the truth. I thought it my duty to listen to this appeal, and decided to return with them [...].

In the morning, when about to start for K***, many people from the surrounding country came in to see me. They brought with them three individuals who had been shockingly wounded by gunfire, two men and a very small boy, not more than 6 years of age, and a fourth—a boy child of 6 or 7—whose right hand was cut off at the wrist. One of the men, who had been shot through the arm, declared that he was Y of L**, a village situated some miles away. He declared that he had been shot as I saw under the following circumstances: the soldiers had entered his town, he alleged, to enforce the due fulfilment of the rubber tax due by the community. These men had tied him up and said that unless he paid 1,000 brass rods to them they would shoot him. Having no rods to give them they had shot him through the arm and had left him. [...] At the time when he, Y, was shot through the arm the Chief of his town came up and begged the soldiers not to hurt him, but one of them, a man called Z, shot the Chief dead.”

- 1) Define the type of writing. Is the text best described as diary, fiction, novella, novel, pamphlet, poem, political satire, travel writing or official report? Find at least three different stylistic devices that the writer uses to set the tone for its genre.**
- 2) Analyse what the text reveals about the writer's personal experiences and convictions?**

Group 2: Heart of Darkness by Joseph Conrad (1899), p. 75 ff.

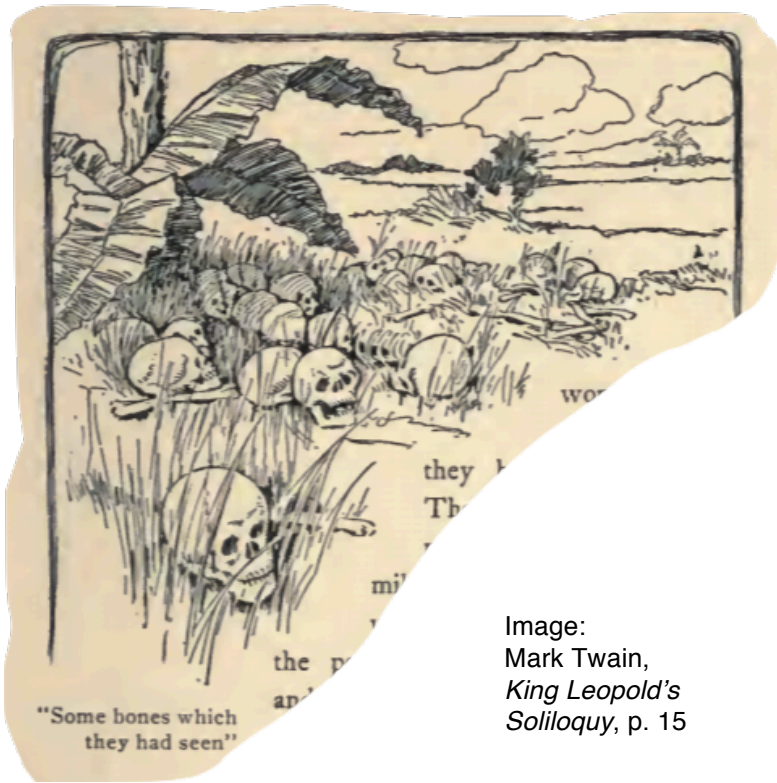


Image:
Mark Twain,
King Leopold's Soliloquy, p. 15

“At last I got under the trees. My purpose was to stroll into the shade for a moment; but no sooner within than it seemed to me I had stepped into a gloomy circle of some Inferno. [...] Black shapes crouched, lay, sat between the trees, leaning against the trunks, clinging to the earth, [...] in all the attitudes of pain, abandonment, and despair. Another mine on the cliff went off, followed by a slight shudder of the soil under my feet. The work was going on. [They were building a railway.] The work! And this was the place where some of the helpers had withdrawn to die. They were dying slowly--it was very clear. They were [...] black shadows of disease and starvation, lying confusedly in the greenish gloom. [...]

Then, glancing down, I saw a face near my hand. The black bones reclined at full length with one shoulder against the tree, and slowly the eyelids rose and the sunken eyes looked up at me, enormous and vacant, [...] [and] died out slowly. The man seemed young--almost a boy--but you know with them it's hard to tell. I found nothing else to do but to offer him one of my good Swede's ship's biscuits I had in my pocket. The fingers closed slowly on it and held--there was no other movement and no other glance. [...]

[They] were scattered in every pose of contorted collapse, as in some picture of a massacre [...]. While I stood horror-struck, one of these creatures rose to his hands and knees, and went off on all-fours towards the river to drink. He lapped out of his hand, then sat up in the sunlight, crossing his shins in front of him, and after a time let his woolly head fall on his breastbone. I didn't want any more loitering in the shade, and I made haste towards the station. When near the buildings I met a white man, in such an unexpected elegance of get-up that in the first moment I took him for a sort of vision. I saw a high starched collar, white cuffs, a light alpaca jacket, snowy trousers, a clear necktie, and varnished boots. No hat. Hair parted, brushed, oiled, under a green-lined parasol held in a big white hand.“

- 1) Define the type of writing. Is the text best described as diary, fiction, novella, novel, pamphlet, poem, political satire, travel writing or official report? Find at least three different stylistic devices that the writer uses to set the tone for its genre.**
- 2) Analyse what the text reveals about the writer's personal experiences and convictions?**

Appendix

Exercise 4 - Roger Casement - Hero or Villain

Suggested duration: 30 min

1. Learning aim of the task: students will learn new vocabulary and be exposed to native speakers (4.1). Students can contrast and judge statements in order to form a critical opinion, debate and discuss with other members of the class (4.2).
2. Short description of the task: A listening exercise is presented and students are asked to fill in the gaps based on a passage by Martin Duberman, which outlines a number of Casement's occupations held before he compiled the Congo report (4.1). Sentences on or about Casement are presented and the pupils are asked to sort them in a table according to the category hero or villain (4.2).
3. Prerequisites: Task (4.1) a listening exercise can be used as a task in and of itself or be combined to assist the delivery of the overall unit. It is suggested that exercise (4.2) is combined with at least the introductory tasks (1+2).
4. Required materials: Teachers need to print out the work sheet in advance (4.1) and have a laptop and projector ready (4.2).
5. Main student activity/output: language practice (vocabulary).
6. Key skill involved: listening and speaking.
7. Text references:
 - Exercise 4.1 is based on Duberman, Martin: *Luminous Traitor: The Just and Daring Life of Roger Casement, A Biographical Novel*, Oakland 2019.
 - Exercise 4.2 is based on the essay by Robert Burroughs (2009) 'Imperial Eyes or 'The Eyes of Another Race'? Roger Casement's Travels in West Africa', *The Journal of Imperial and Commonwealth History*, 37:3, 383-397.

1) Listen to the conversation between Mary Kingsley and Roger Casement and fill in the gaps.

Luminous Traitor: The Just and Daring Life of Roger Casement - A Biographical Novel by Martin Duberman



Mary Kingsley seated on the left with Casement's bulldog Patsie, Roger Casement standing on the very right, Africa, 1895

Mary Kingsley: "[...] what I am really after is fetish."

Roger Casement: "Fetish?"

Mary is genuinely surprised. "You have never heard the _____ before?"

"Mind you, I've been around, Miss Kingsley," Roger says _____.

"Vice-consul here in Calabar, before that surveying for the railway to Stanley Pool, part of Sanford's _____, and so on, but no, Miss Kingsley," Roger laughs, "no one has ever mentioned 'fetish' to me!" "It's the only thing that *matters!* It's simple, Mr. Casement. 'Fetish' is the belief system. Customs, _____, values, _____ - it's the African mind I'm after!" Her eyes dance with excitement.

"In my _____, the variations from village to village, and tribe to tribe, are considerable. Isn't that so?"

"Quite so. But certain commonalities bind them together. [...] Like the _____ in a spirit world. [...] I want to know why Africans think they're *here*. What the meaning of life is. How we should treat one another. [...] I *must* uncover the _____ of African fetish: customs, beliefs!" "Must?"

"So I can better protect them against European missionaries bent on converting them, and European _____ bent on wiping them out!" [...] Now look here, I've done all the talking! I know next to nothing about *you!*"

Roger laughs. "I agree with most of what you've said."

"I want to hear with what you don't agree with. [...]"

"Should I start with King Leopold?"

Mary literally jumps in her chair. "King Leopold?! Don't tell me you work for that skunk?"

"*Did* work. Briefly, a number of years ago, for his International African Association." [...] During my years in the _____, I've seen terrible misery, [...] [also] tribal _____, If we're to civilize the Congo - I can see you don't agree - we need to instil a sense of responsibility in the natives...The African must give off idling and learn to participate in regularized _____."

Appendix

Exercise 5 – Homework

Suggest duration: 5 min

1. Learning aim of the task: students describe a political cartoon, they can interpret the cartoon and formulate their own ideas and locate and synthesise in writing what they have learnt in class, practice and preparation for final exam (Matura) (5.1) and they review grammar (5.2).
2. Short description of the task: Students describe a caricature and then analyse and comment on the caricature. They further review grammar.
3. Prerequisites: Exercise (5) is designed as homework once the students have covered a minimum of the introduction (1+2) and or the core task (3).
4. Required materials: Teachers need to print out the worksheet.
5. Main student activity/output: writing, language production and language practice (grammar).
6. Key skill involved: writing.
7. Primary Text used:
 - Solnit, Rebecka: The Butterfly Collector, In: Rebecka Solnit: *A Book of Migrations*, London 1997, p.38-60.
8. Image Credit
 - Image 1
The caricature by Linley Sambourne was published in Punch magazine in 1906. URL:
https://commons.wikimedia.org/wiki/File:Punch_congo_rubber_cartoon.jpg
(10.11.2021)
 - Image 2
Butterflies collected by Roger Casement, which he donated to the National Museum of Ireland. URL: <https://www.historyireland.com/volume-25/roger-casement-voice-voiceless/> (10.11.2021)



The caricature by Linley Sambourne was published in Punch magazine in 1906.

1) Describe in short, analyse and interpret the political cartoon.

2) Mixed Tense Exercise

The author is telling us about her experience in the past. Fill in the right form.

An excerpt of Rebecca Solnit's – "The Butterfly Collector"



Butterflies collected by Roger Casement, which he donated to the National Museum of Ireland.

While I _____ (to eat) my sandwich of egg and marvellous bread in St. Stephen's, flocks of chickens and the usual ducks of city parks _____ (to hunt) for crumbs along the banks of the pond. People _____ (to sit) in the weak sun or _____ (to stroll), themselves so mild and civil it _____ (to be), as hard _____ (to imagine) them kin to the tough fighters of the time as _____ (to picture) the lush trees and lawns of this park _____ (to intersperse) with barricades and desperados, _____ (to punctuate) by gunfire.

I _____ (to find) something else in the Natural History Museum I _____ (to look for) outside. I _____ (to come) to Ireland _____ (to be fascinated) and _____ (to be impressed) by Roger Casement, who _____ (to be instrumental) in the Easter Rising and who _____ (to be hung) for treason a few months later. He _____ (to be) among the most thoughtful of Ireland's heroes, and so complex a character that I _____ (to be) foolish _____ (to expect) some bronze or marble tribute to him in the streets.

Instead I _____ (to find) what seems to be his only monument, in a glass case on the ground floor of the museum, _____ (to be protected from) light by a soft imitation-leather cover, so the case _____ (to be opened) like a book. In this case, at the beginning of a row of similar covered insect cases, _____ (to be) a huge tropical butterfly all alone, _____ (to be surrounded by) poetry on the subject of butterflies. With its deep orange wings bordered in black, a white spot at their upper ends, and a pin through its heart, it hardly _____ (to look) the worse for age. "A South American butterfly _____ (to collect) for the Natural History Museum by Sir Roger Casement circa 1911," _____ (to read) the inscription on this frail monument.