

Teaching Unit on Roger Casement – *The Congo*  
90 min.

**Teaching Unit - 90min**  
**On Roger Casement with a focus on The Congo**  
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## **TEACHER'S GUIDE**

### **Teaching Unit on Roger Casement – *The Congo***

The main aim of the teaching unit is that students are able to differentiate between different literary genres and to define and interpret specific styles. Additionally, students shall be able to identify the authors' underlying intentions and be able to form a critical opinion (Core task 3). The teaching unit is designed to show how literature can shape perceptions of events - in this case atrocities in the Congo. Students are encouraged to analyse literary features and practice textual analysis. The first exercise of the homework in the teaching unit is designed as practise for their final exam (Matura).

The teachers can either start with exercise (1+2), which belong together, or use the core task (3) as an introduction to the subject. 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 learning aim of the overall unit. It is suggested that exercise (4.2) is combined with at least the introductory tasks (1+2). Exercise (5) is designed as homework once the students have covered a minimum of the introduction (1+2) and/or the core task (3). See appendix of each exercise for further details.

**The underlying theme** of the teaching unit is remembrance and memorials. How are difficult histories reflected upon? How is the figure of a hero constructed? What methods of memorial has our society settled upon? What function does a statue have? How is history delivered and read in the contemporary present?

### **Description of the tasks:**

- 1) As a taster exercise the pupils are presented with up to two slides without any further information and are asked to describe what they see.  
Suggested duration: 10 min  
Main learning aim is speaking. Other learning outcomes are that students can recall and use their vocabulary, describe and classify images in the discussion of ideas.
- 2) The teacher does a short introduction and uses the previously presented images to locate the theme of the class. New vocabulary can be introduced. Teachers may use the document titled *Background Material* for preparing this intro.  
Suggested duration: 5 min.  
Main learning aim is listening and language practice (vocabulary). Students learn new vocabulary and listen to detailed information on colonialism using the example of the Congo.
- 3) Core task - The class is divided into four groups and each group is given a work sheet with an excerpt of one of the following texts:
  - a) *Congo Report* by Roger Casement (1904)

- b) *Heart of Darkness* by Joseph Conrad (1899)
- c) *King Leopold's Soliloquy* by Mark Twain (1905)
- d) Diary of Roger Casement (1903)

Each group will then present their results to the rest of the class.

Suggested duration: 40 min.

Main learning aim is reading and comprehension. Students can define and identify different literary genres and sources, interpret and summarise texts and, analyse literary features and explain them to a second party.

#### 4) Roger Casement - Hero or villain?

4.1 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.

4.2 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.

Suggested duration: 30 min.

Main learning aim is listening and speaking. Students will learn new vocabulary and listen to recordings featuring native speakers, test their understanding (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).

#### 5) Homework

5.1 Analysis of a caricature.

5.2 Mixed tense exercise.

Suggested duration: 5 min.

Main learning aim is writing, language production and language practice (grammar). Students describe a caricature, they can formulate and interpret their own ideas and locate and synthesise in writing what they have learnt in class, practice and preparation for final exam - Matura (5.1). Review grammar (mixed tense) (5.2).