

# Ralph Bunche

the odyssey continues...

# 10

M O D U L E

## Crisis in the Congo

### ■ Synopsis: Module 10a



27 minutes

Poorly prepared for independence, the Democratic Republic of the Congo has barely celebrated its independence on June 30, 1960, before it is plunged into crisis. "Crisis in the Congo, Part 1" covers the story through the point at which United Nations troops are guarding the life of Prime Minister Patrice Lumumba, and includes:

- the independence celebration, with its portents of troubles to come;
- mutiny in the Congolese army;
- Belgium's decision to send in troops to protect Belgian nationals and Belgian business interests;
- the announced secession of resource-rich Katanga province under Moise Tshombe;
- Lumumba's appeal to the U.N. for help;
- Lumumba's contacts with the Soviet Union and his distrust of the West in general;
- attempts on Lumumba's life by the CIA;
- Bunche's management of the crisis on a near daily level;
- the disagreement within the Security Council and between Lumumba and the U.N.

## ■ Synopsis: Module 10b



30 minutes

“Crisis in the Congo, Part 2” picks up the story as chaos and violence increases in the Congo. Bunche and Dag Hammarskjöld work feverishly to try to prevent the conflict from engulfing the continent and escalating into a war between the power blocs of East and West. This module includes:

- Bunche’s visit to Katanga province, which he assesses as being too dangerous for the deployment of unarmed U.N. troops;
- the Security Council’s demand that Belgium withdraw its troops;
- Lumumba’s increasing belligerence and distrust of the U.N. and Bunche;
- Bunche’s deteriorating health under the stress of the situation and his return to New York;
- the collapse of the Congolese government, and coup by General Mobutu;
- the kidnapping and murder of Patrice Lumumba and resulting demonstrations worldwide;
- U.N. cooperation with Cyrille Adoula as new prime minister;
- Hammarskjöld’s death in a plane crash, and U Thant’s subsequent appointment to fill out his term;
- Tshombe’s continued determination to secede in Katanga Province;
- U.N. authorization of peacekeeping troops to use force to drive the foreign mercenaries out of Katanga, resulting in the collapse of the secession movement.

## ■ Historical Background

Chapters XI and XII of the United Nations Charter had laid the groundwork for self-determination and the eventual independence of peoples living in the so-called non-self governing territories. In Africa, the process began with the independence of Ghana and Sudan in 1957. In 1960 fourteen African nations were slated for independence, including the Belgian Congo. A country of extraordinary natural wealth and resources, the Congo had been systematically looted by its Belgian colonizers for over sixty years and was ill-prepared for independence. The colonial government had kept native Congolese from any positions of responsibility and power. Out of thirteen and a half million Congolese, only seventeen had university degrees, and there were no African officers in the Congolese army.

Since winning the Nobel Peace Prize in 1950, Ralph Bunche had continued to work at the United Nations. In 1953, he coordinated the “Atoms for Peace” project; was appointed Undersecretary-General in 1954; directed the first U.N. peacekeeping operations in Suez in 1956; and, in 1957, was appointed Undersecretary-General of the U.N. for Special Political Affairs, with responsibilities that included overseeing U.N. peacekeeping activities world-wide.

In 1960, Bunche represents the United Nations at the independence ceremonies in the Congo and stays over to offer technical assistance to the new government. When the army mutinies and Prime Minister Lumumba asks the U.N. for peacekeeping support, Bunche is asked to stay on to coordinate that effort. By the time he leaves the Congo on August 21, 1960, Bunche’s health has seriously deteriorated.\*

## ■ Relevant Standards

### National Council for the Social Studies Strands

#### Strand II. Time, Continuity, & Change

Social studies programs should include experiences that provide for the study of *the ways human beings view themselves in and over time*, so that the learner can: (c) identify and describe significant historical periods and patterns of change within and across cultures, such as...social, economic and political revolutions; (e) investigate, interpret, and analyze multiple historical and contemporary viewpoints within and across cultures related to important events, recurring dilemmas, and persistent issues, while employing empathy, skepticism, and critical judgment.

\* See pages 13-15 in this *Supplement* for a detailed timeline showing events in the Congo in 1960 and 1961.

**Strand V. Individuals, Groups, & Institutions**

Social studies programs should include experiences that provide for the study of *interactions among individuals, groups, and institutions*, so that the learner can: (b) analyze group and institutional influences on people, events, and elements of culture in both historical and contemporary settings.

**Strand VI. Power, Authority, & Governance**

Social studies programs should include experiences that provide for the study of *how people create and change structures of power, authority, and governance*, so that the learner can: (d) compare and analyze the ways nations and organizations respond to conflicts between forces of unity and forces of diversity.

**Strand VII. Production, Distribution, & Consumption**

Social studies programs should include experiences that provide for the study of *how people organize for the production, distribution, and consumption of goods and services*, so that the learner can: (h) apply economic concepts and reasoning when evaluating historical and contemporary social developments and issues.

**In This Module (in order of appearance)****TERMS TO KNOW—MODULES 10a & 10b**

colony, colonialism, the Soviet Union, decolonization, *blanc*, paternalistic, mutiny, Africanization, the West, the East, *Force Publique*, Balkans/balkanization, tribalization, the Cold War, plantations, the CIA

**PEOPLE REFERENCED—MODULES 10a & 10b**

Dag Hammarskjöld, King Baudouin of Belgium, Patrice Lumumba, King Leopold of Belgium (1865-1909), Moise Tshombe, Nikita Khrushchev, Joseph Kasavubu, Joseph Mobutu, Godefroid Munongo, Cyrille Adoula, Major-General Indar Jit Rikhye

**PLACES REFERENCED—MODULES 10a & 10b**

Belgium, the Congo, Katanga Province, the West, the East, the Soviet Union

**PEOPLE ON SCREEN—MODULE 10a**

F.T. Liu, Lloyd Garrison, Thomas Kanza, Sir Brian Urquhart, Ralph Bunche, Jr., Dr. Ronald Walters, Dr. David Levering Lewis

**PEOPLE ON SCREEN—MODULE 10b**

Sir Brian Urquhart, Dr. David Levering Lewis, Major General Indar Jit Rikhye, F.T. Liu, Thomas Kanza, Amiri Baraka, Dr. Ronald Walters, Robert Edgar, Robert Hill, Dr. W. Ofuatey-Kodjoe

**Strand IX. Global Connections**

Social studies programs should include experiences that provide for the study of *global connections and interdependence*, so that the learner can: (b) explain conditions and motivations that contribute to conflict, cooperation and interdependence among groups, societies, and nations; (e) analyze the relationships and tensions between national sovereignty and global interests, in matters such as territory, economic development, nuclear and other weapons, use of natural resources, and human rights concerns; (g) describe and evaluate the role of international and multinational organizations in the global arena.

**National Center for History in the Schools Standards****Standard 2. Historical Comprehension.**

The student thinks chronologically:

Therefore, the student is able to

- G. Draw upon data in historical maps in order to obtain or clarify information on the geographical setting in which the historical event occurred, the natural and man-made features of the place, and critical relationships in the spatial distributions of those features and historical events occurring there.

**Standard 3. Historical Analysis and Interpretation**

The student engages in historical analysis and interpretation:

Therefore, the student is able to

- A. Compare and contrast differing sets of ideas, values, personalities, behaviors, and institutions by identifying likenesses and differences;
- B. Consider multiple perspectives of various peoples in the past by demonstrating their differing motives, beliefs, interests, hopes, and fears.

**Standard 5. Historical Issues — Analysis and Decision-Making**

The student engages in historical issues-analysis and decision-making:

Therefore, the student is able to

- E. Formulate a position or course of action on an issue by identifying the nature of the problem, analyzing the underlying factors contributing to the problem, and choosing a plausible solution from a choice of carefully evaluated options.

## ■ Map Connections

On a map of colonial Africa, indicate which countries in Europe control which African countries. On a map of the Congo, locate Katanga province, major cities, natural resources, and tribal names and areas of dominance. For a political map of the Democratic Republic of the Congo, go to <http://www.cia.gov/cia/publications/factbook/geos/cg.html>. (For a 1960 map of the Congo, see the general reference section of the *Guide*.)

## ■ Before You Watch

For suggested preview strategies and activities, see page 4 of the general reference section of the *Guide*.

If this is the first module screened, ask the students: Have you ever heard of Ralph Bunche? What do you know or think you know about Ralph Bunche? What do you predict you might find out about him in the video you are about to watch?

**OPINION** What are some of the skills you need in order to live independently? How have you learned them? What kinds of challenges do you think newly independent countries might have to face? Are the skills they need the same as or different from those an individual might need?

**RECALL** How did Dr. Ralph Bunche's work help address issues of gang violence in Los Angeles? Are there parallels between gang warfare in urban areas and civil wars at a national level? If so, what are they?

**HISTORICAL CONTEXT** At the eve of independence in the Congo, what groups of people lived and worked in the Congo? Would it matter to other African nations what happened there? Where did the raw materials go that were exported from the Congo? Who used them? (Facilitate sufficient discussion such that the list includes ordinary Congolese, Belgian colonists, Belgian administrators, U.N. officials, members of the army in the Congo, U.N. troops, aspiring leaders in the Congo. Ask students to watch for these various points of view as they watch the video.)

**While You Watch—Module 10a** (with teacher’s answer key)

For suggestions on how to use these questions, see pages 4-5 of the general reference section of the *Guide*.

1. What sign of trouble does Ralph Bunche identify and remark upon as he reviews troops at the independence ceremonies in the Congo?

*[There are no Congolese officers in the army; all officers are Belgian.]*

2. Why does Dag Hammarskjöld send Ralph Bunche to the Congo?

*[To represent the United Nations at the independence ceremonies and to stay on to arrange for possible U.N. technical assistance to the new nation.]*

3. How do the two speeches mentioned in the video—that of King Baudouin of Belgium and that of Patrice Lumumba—differ?

*[King Baudouin delivers a paternalistic speech, praises the colonial administration and its treatment of the Congolese, and says the Belgians brought civilization to the Congo, for which the Congolese should be very grateful; Lumumba, on the other hand, harshly criticizes Belgian colonial rule, recounting the deprivations, cruelties and humiliations inflicted by the Belgians on the native Congolese.]*

4. What is the reaction of the Belgians and the West in general, as contrasted to that of the Congolese, to Lumumba’s speech?

*[Answers may include the following: The Belgians and the West in general are offended, shocked; they see Lumumba as communist influenced, impulsive, uncontrollable; while among the Congolese the speech is very well received; Lumumba is seen as standing up to the colonial powers.]*

5. Why is the Congo not prepared for independence?

*[The Belgians had not allowed the Congolese to participate in the administration of the country or have access to training of any kind; at independence there were fewer than twenty college graduates among the entire Congolese population; there were only four college graduates in the newly independent government.]*

6. What natural resources and industries make the Congo potentially a very rich country?

*[Answers may include the following: minerals, uranium, gold, titanium, hydroelectric power, rubber, palm oil, and coffee plantations. Uranium, essential to the production of the atomic bomb deserves special attention, as it relates to the arms race during the Cold War.]*

7. What happens when Bunche orders the Belgians to stop deploying troops to the Congo?

*[They continue to send troops; the violence intensifies.]*

8. What development takes place that threatens the economic survival of the new nation? Who is behind it?

*[Katanga, the richest province, under Moise Tshombe's leadership, announces it will secede. The mining interests (largely Belgian, British, and American) are behind this move.]*

9. Why are Bunche's efforts to get his message across to Lumumba unsuccessful?

*[Answers may include the following: Lumumba didn't trust Bunche because he considered the U.S. and the U.N. to be pro-colonialist since they were unwilling to forcibly evict the Belgian forces from the Congo or send troops to help him fight the secessionist regime in Katanga; he thought that because Bunche was an African American, he did not have any real power and could not be of any help to him; he was influenced by the Soviets who wanted to gain a foothold in Africa and had an eye on the resources of the Congo.]*

10. Who is trying to kill Lumumba? Why?

*[Answers may include the following: the CIA, the Belgians, the U.S., his political enemies in the Congo; the West wanted continued control of the resources of the Congo and felt that Lumumba was uncontrollable and/or was sympathetic to the Soviet Union and communism. Congolese like Tshombe and Mobutu were willing to do the bidding of Western business interests in order to gain political power.]*

11. When he feels his life is threatened, who does Lumumba turn to for help? What is the result?

*[He asks the U.N. to protect him; the U.N. sets up a guard around his residence.]*

## ■ Introducing Module 10b

Ask students to recall key ideas from Module 10a:

The Congo, unprepared for independence, is on the verge of splitting apart along tribal lines. Lumumba is unpredictable, doesn't trust Ralph Bunche, the West in general, or the U.N., and is marked for assassination by the CIA. Tshombe is leading a secession effort in resource-rich Katanga Province, backed by business interests from Belgium and supported by Belgian troops.



■ **While You Watch-Module 10b** (with teacher's answer key)

For suggestions on how to use these questions, see pages 4-5 of the general reference section of the *Guide*.

1. Bunche remarks that trying to assist in the Congo is “like trying to give first aid to a wounded rattlesnake.” What are some of the dangers that threaten Bunche as he tries to bring about a peaceful resolution to the Congo’s problems?

*[Answers may include the following: He might be mistaken as a ‘blanc’ and be shot accidentally; he might be assassinated; Lumumba and Tshombe are both trying to manipulate him to get what they want; he’s seen as too pro-Western by some Congolese and as too pro-Congolese by some Belgians.]*

2. What happens at the end of Bunche’s visit to Katanga?

*[The Katangans try to prevent the plane that is coming to pick Bunche up from landing; Bunche talks them into allowing the plane to land, he leaves Katanga, and advises Hammarskjöld that the situation is too volatile to send in U.N. troops.]*

3. What effect does the stress of dealing with the Congo situation have on Ralph Bunche’s health?

*[Answers may include the following: His health and his eyesight deteriorated; flare up of phlebitis; exhaustion.]*

4. What is Bunche’s greatest disappointment?

*[The collapse of his relationship with Lumumba.]*

5. What does Bunche tell Lumumba about the U.N.?

*[That the U.N. is the only organization that can really help him and the Congo.]*

6. What messages does Lumumba ignore? Who does he listen to instead? What is the consequence?

*[He ignores messages from African and Asian heads of state advising him to stay in his residence, listens instead to advisors who convince him to leave to go to Stanleyville. He is arrested by Mobutu’s army.]*

7. Who emerges as a new strongman in the central Congolese government?

*[Joseph Mobutu.]*

8. What is the reaction to Lumumba’s assassination?

*[Protest demonstrations in cities around the world, some of them violent, some backed by the Soviet Union; protests at the U.N. disrupting the Security Council.]*

9. Why does Bunche offer to resign? Is it accepted?

*[Answers may include the following: He is concerned that all three of Hammarskjöld's key advisers on the Congo crisis are American and that it creates an appearance of undue U.S. influence on the U.N. even though the advisers are independent of the U.S. State Department. Answers may also note that the Soviet Union exploits the situation to criticize the U.N.'s actions in the Congo. Hammarskjöld insists that Bunche stay on.]*

10. What position does the U.N. take about the coup?

*[It does not recognize Mobutu as leader, and works with moderate Cyrille Adoula.]*

11. After Hammarskjöld's death, how does the U.N. finally resolve the issue of Katangan secession?

*[Security Council denounces Tshombe's plan for Katangan secession, authorizes use of force by U.N. troops to regain control of the province.]*

## ■ After You Watch

### Post-Viewing Discussion Questions—Modules 10a and 10b

For suggestions on how to structure post-viewing discussions or activities, see page 5 of the general reference section of the *Guide*.

1. Before you watched the video, you were asked what challenges a newly independent nation might face; which of these challenges proved accurate in terms of the Congo? Did the Congo face any challenges that you had not predicted?
2. Why was the Congo of such interest, not only to Belgium, but to the United States and the Soviet Union as well?
3. Should different regions of a country have the right to secede and form a sovereign nation? Why or why not? Consider examples such as East Pakistan becoming Bangladesh, Chiapas' struggle for autonomy in Mexico, and rebellion in the Darfur region of the Sudan.
4. Can Katanga's secession from the Congo be compared to the South's threat to secede from the United States? Are the issues involved similar? How do they differ?
5. How do the issues faced by the newly independent Congo in 1960 compare with the issues faced by the Iraqi people today?

## ■ Digging Deeper—Activities and Research Projects— Modules 10a and 10b

1. Divide the class into several interest groups: U.N. representatives; Belgian businessmen and women; Congolese people from the capital Leopoldville; Congolese people from Katanga Province; Belgian colonists; United States representatives; Soviet Union representatives. Have each group draft a proposal for the administration of the Congo during its transition from colonial to independent status. The proposal should deal with issues such as:
  - land, property and businesses currently owned by Belgian and other European corporations;
  - the status of whites who have been living in the Congo and working there for generations;
  - who should be in charge of the army and of the police;
  - how power should be shared, if at all, among the current residents, that is, native Congolese and European colonists;
  - what kind of government system should be put in place;
  - who should write the constitution,
  - who should control the natural resources,

Have students present their proposals in a mock town meeting for debate and discussion.

2. Remind students that Bunche is seen at the end of Module 10b saying the U.N. learned not only to resist counting their chickens before they hatch, but to wait until they cackle. Ask students what they think that might mean for the Congo and other countries that gained political independence after the end of World War II. Have them research what has happened in the Congo since 1963, using the following questions as guides:
  - Who has ruled it?
  - Have there been further conflicts? With whom?
  - What is the situation in the Congo today?
    - What form of government does it now have?
    - Is it still resource rich? Are those resources the same as the ones mentioned in the video?
    - Who buys Congolese resources and products?
    - What are the principal cultures and ethnic groups of the Congo today?
    - How do they get along with one another?
    - What are the issues there today?

Ask students to create a mini-documentary in the style of the video, with quotations, news headlines, and narrative to present what they've learned. Have them present their documentaries as readers' theater or video.

3. Ask students to research the civil rights activists and African American leaders in the United States during the 1960s and 1970s, the conflicts between gradualists and insiders (such as Bunche) and more militant leaders (such as Amiri Baraka, also known as LeRoi Jones). Some figures for possible research are Martin Luther King, Jr., Stokely Carmichael, H. Rap Brown, Eldridge Cleaver, Malcolm X, A. Philip Randolph, Roger Wilkins, Bayard Rustin, Angela Davis, Fred Hampton, Whitney Young, Julian Bond, Robert Moses, and Amiri Baraka. Alternatively, they might focus on various civil rights organizations and their different points of view: National Association for the Advancement of Colored People (NAACP); Urban League; Black Panthers; Student Nonviolent Coordinating Committee (SNCC); Congress of Racial Equality (CORE); Southern Christian Leadership Conference (SCLC); Organization of Afro-American Unity (OAAU). Have them create a poster display with images of the leaders or groups and representative quotes from each illustrating the range of points of view represented. (This project is also suggested for Modules 4a and 4b.)
4. Have students create a timeline of the movement for African independence and Africanization on that continent and the civil rights movement in the United States. Have them identify key events and movements for each. Ask them to find out if there were any direct connections between leaders or events in Africa and leaders or events in the United States. (One Congo-related event to include might be the Ali-Frazier prizefight in Zaire.) (Note: This project is also suggested for Modules 4a and 4b.)
5. Show one or more segments from "The Africans" (produced by WETA/BBC) with African scholar Ali Mazrui. Of specific relevance to this module are the following: Episode 4—"The Tools of Exploitation" (colonial economic legacy, European control of resources, with specific attention to the role played by Belgium and Great Britain); Episode 5—"New Conflicts" (issues in post-colonial Africa) and Episode 6—"In Search of Stability" (compares post-colonial political systems in Africa, including Zaire and Tanzania). Ordering information at: <http://www.learner.org/resources/series8.html>.

**Timeline showing the rapidly unfolding set of events in the Congo in 1960-61**

<b>1960</b>	
<b>June 23</b>	Government formed
<b>June 26</b>	Elections held
<b>June 30</b>	Independence ceremony
<b>July 9</b>	Mutiny in army spreads across Congo; some Europeans killed.
<b>July 10</b>	Belgian airborne troops intervene to protect whites, 20+ Congolese civilians killed; mass exodus of Belgians from country.
<b>July 11</b>	Katanga, the Congo's richest province, declares secession under provincial president Moïse Tshombe.
<b>July 12</b>	Bunche asks Hammarskjöld to provide emergency airlift of food, plus technicians and administrators.
<b>July 12</b>	Lumumba and Kasavubu request military assistance from United Nations.
<b>July 13</b>	Belgian paratroops take over Leopoldville airport and European area of the city; Lumumba requests military aid from Ghana; Hammarskjöld calls emergency meeting of Security Council at U.N.
<b>July 14</b>	Security Council authorizes U.N. forces to go to Congo.
<b>July 15</b>	First U.N. forces begin to arrive from Tunisia, followed by contingents from Ethiopia, Ghana, and Morocco.
<b>July 16</b>	Bunche makes radio address to Congo to explain the U.N. presence and effort to assist, urging patience and moderation.
<b>July 17</b>	Bunche requests additional U.N. troops; Swedish and Irish battalions head to the Congo.
<b>July 18</b>	Lumumba presents Bunche with ultimatum to have all Belgian troops withdrawn in 48 hours or he will appeal to Soviet Union for aid.
<b>July 20</b>	Lumumba requests U.N. help to foil attempts on his life.
<b>July 23</b>	Belgians pull troops out of Leopoldville.
<b>July 28</b>	Hammarskjöld arrives in the Congo, realizes enormity of danger of full-scale war breaking out.

<b>1960</b>	
<b>August 2</b>	Hammar-skjöld decides to send Bunche to Katanga to try to persuade Belgian troops to leave as soon as U.N. troops can arrive.
<b>August 4</b>	Bunche flies to Katanga and meets with Tshombe and Belgians. Tshombe tells press U.N. has decided not to send troops to Katanga.
<b>August 5</b>	Katangese soldiers prepare to block airfield to prevent U.N. plane from landing; Bunche talks Katangese into allowing plane to land; he leaves Katanga.
<b>August 8</b>	Security Council agrees to demand immediate withdrawal of Belgian troops from Katanga, stating that U.N. forces are necessary.
<b>August 9</b>	Lumumba declares a state of emergency.
<b>August 11</b>	Hammar-skjöld returns to Congo, landing in Leopoldville.
<b>August 12</b>	Hammar-skjöld convinces Tshombe to allow U.N. troops to land in Katanga.
<b>August 13</b>	Lumumba demands withdrawal of all white U.N. troops from Congo.
<b>August 17</b>	Two of Bunche's security aides are arrested and threatened with death before being rescued.
<b>August 19</b>	Lumumba fails to keep a meeting with Bunche; Bunche declines to meet with Lumumba's deputy.
<b>August 21</b>	Bunche leaves Congo in ill health.
<b>August 27</b>	Lumumba visits Stanleyville; U.N. troops from Canada and the U.S., mistaken for Belgians, are beaten by Congolese police and soldiers at the airport, rescued by Ethiopian U.N. soldiers.
<b>September 6</b>	Kasavubu-Lumumba government breaks up; each claims power and denounces the other.
<b>September 13</b>	Joseph Mobutu, backed by Western powers, takes over government.
<b>November</b>	Lumumba leaves Leopoldville to try to garner support elsewhere in the Congo.
<b>December 2</b>	Mobutu's troops arrest Lumumba; U.N. appeals for Lumumba to be treated humanely.

<b>1961</b>	
<b>February 13</b>	Munongo announces that Lumumba and his companions “escaped” and have been massacred by unnamed villagers; demonstrators disrupt Security Council, blame U.N. and U.S. for Lumumba’s death.
<b>March</b>	Mobutu’s troops drive U.N. Sudanese troops out of the port of Matadi.
<b>April</b>	Moise Tshombe arrested by Mobutu’s government, held till June.
<b>June</b>	President Kasavubu requests U.N. assistance in reconvening Parliament and establishing a constitutionally legitimate government.
<b>August</b>	Congolese Parliament approves government of national unity headed by moderate Cyrille Adoula.
<b>August 24</b>	New government expels foreign mercenaries, asks U.N. assistance; Hammarskjöld prepares to visit Congo to facilitate meeting of Adoula and Tshombe; meeting is scuttled when violence breaks out between U.N. troops and European mercenaries.
<b>September</b>	U.S. pressures U.N., concerned about possible pro-leftists in Adoula government replacing Tshombe.
<b>September 17</b>	Hammarskjöld decides to meet Tshombe in Northern Rhodesia to try to convince him to come to Leopoldville to talk to Adoula.
<b>September 18</b>	Hammarskjöld’s plane crashes in Northern Rhodesia, killing all aboard.
<b>November 24</b>	Security Council denounces Tshombe’s secession and authorizes U.N. troops to use force to expel foreign mercenaries from Katanga.
<b>December 5-19</b>	U.N. forces battle Tshombe’s mercenaries, forcing Tshombe to recognize Kasavubu as head of state.
<b>1962</b>	Tshombe continues to maneuver for power and autonomous control in Katanga.
<b>January, 1963</b>	U.N. forces peacefully enter Tshombe’s last stronghold; Tshombe finally renounces the Katanga secession.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### **While You Watch “Crisis in the Congo, Part I”**

1. What sign of trouble does Ralph Bunche identify and remark upon as he reviews troops at the independence ceremonies in the Congo?
2. Why does Dag Hammarskjöld send Ralph Bunche to the Congo?
3. How do the two speeches mentioned in the video — that of King Baudouin of Belgium and that of Patrice Lumumba — differ?
4. What is the reaction of the Belgians and the West in general, as contrasted to that of the Congolese, to Lumumba’s speech?





Name: \_\_\_\_\_ Date: \_\_\_\_\_

9. Why are Bunche's efforts to get his message across to Lumumba unsuccessful?

10. Who is trying to kill Lumumba? Why?

11. When he feels his life is threatened, who does Lumumba turn to for help?  
What is the result?





