

Diasporas: The Great Geographic Dislocations of History

Barbara S. Williams, TC
Buena High School, Sierra Vista

Purpose

- The purpose is to teach students about the causes and impacts of diasporas, the great mass population movements of history, the present, and the future.

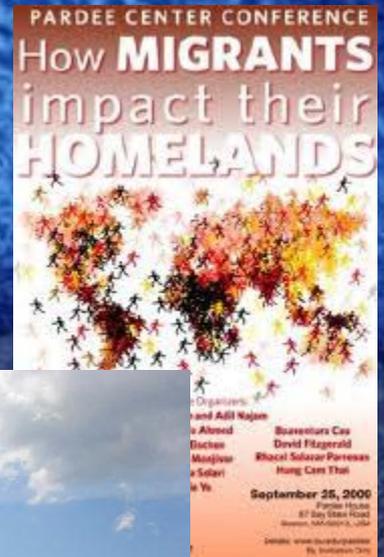


Main Ideas

- Great migrations are caused by a variety of both push and pull factors
- Many diasporas have happened throughout history and continue to happen
- There is significant impact on both the losing and the gaining locations when diasporas occur
- Many current events may result in a new wave of diasporas

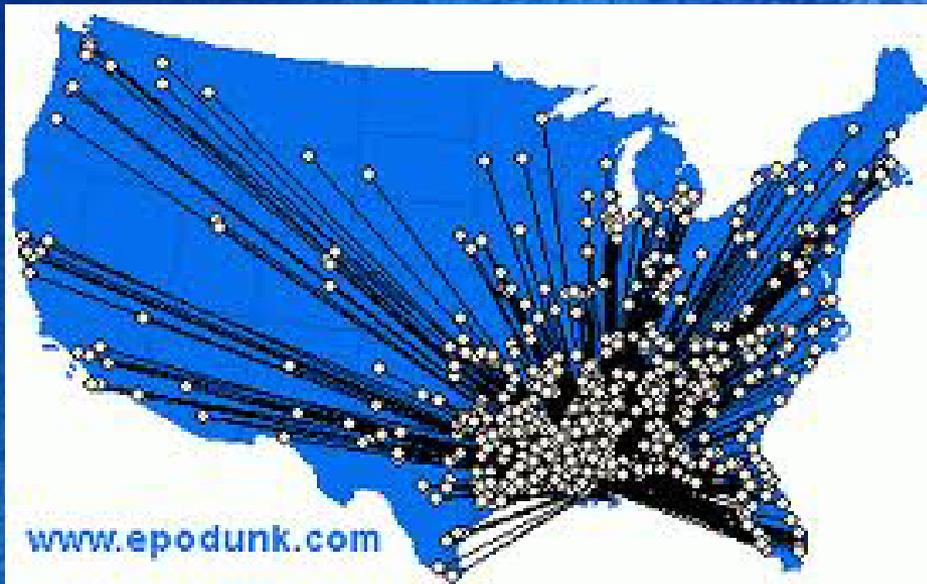
Connection to the Curriculum

- This fits well in History and Geography classes and has numerous extensions in other areas.



Grade Level

- Grades 7-12
- Adaptable for younger children with some changes of content and expectation.



Connection to Arizona Standards

- **Arizona Social Studies Standard:**
- **Strand Four: Geography**
- **Concept Four: Human Systems**
- **PO 2.** Analyze push/pull factors that contribute to human migration.
- **PO 3.** Analyze the effects of migration on places of origin and destination, including border areas.

Connection to National Geography Standards

-
- **National Geography Standards**
- Essential Element IV: Human Systems
- Standard 9. The characteristics, distribution, and migration of human populations on Earth's surface.

Time Needed

- Three- Five class periods
 - Initial presentation
 - Research time
 - Student presentations
 - May be embedded in other instructional units or may be returned to as a unifying theme in such courses as World History

Materials

- Teacher Presentation
- Assignment instructions
- Research materials or internet access
- List of diasporas
- Presentation technology, if available



Objectives

- Students are expected to learn the causes, features, and impact of diasporas
- Students are expected to become “expert” on a particular diaspora of their choice
- Students are expected to teach the rest of the class about that diaspora

Procedures: Preparation Phase

- The teacher will introduce the subject and review push/pull factors.
- Teacher will introduce a particular diaspora for in-depth study and examination
- Discussion will follow, to point out other examples and clarify that there are many differences in cause and impact.

Developing the Assignment

- Students will receive a list of potential topics to research.
- If need be, research protocols will be reviewed
- Students will work in groups of 2-3 students and choose a diaspora to study and present.
- Students are given time either in class or at home to research their diasporas

Presentation and Enrichment

- Students will present the finished Power Point presentation to the class
- Class will be invited to ask questions and compare diaspora presentations in terms of cause and impact and any other features that they notice.



Assessing Student Learning

- Assessment has three parts
 - The short paper written to explain the diaspora
 - The actual presentation
 - A test given afterward to allow students an opportunity to compare, analyze, and synthesize what they have learned.

Extensions

- Students may research their own families to see if they were affected by a diaspora.
- Students may be given the assignment to use current news media to see if any contemporary movements are definable as diasporas
- Students may do creative writing projects such as short stories, poetry, or folk songs to tell the stories they have studied