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.