



THE UNIVERSITY OF ARIZONA
COLLEGE OF SOCIAL & BEHAVIORAL SCIENCES

Center for Middle Eastern Studies

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Lesson Plan Title:

Diasporas -- The Great Geographic Dislocations of History

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Note: Also, see the PowerPoint explanation for teachers (document #2).

Concept / Topic To Teach: The mass movement of people is a phenomenon that has profound impact on both the losing and gaining areas as well as on the people involved.

Standards Addressed:

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.

National Geography Standards

Essential Element IV: Human Systems

Standard 9. The characteristics, distribution, and migration of human populations on Earth's surface.

Other Standards:

Technology Standards

Overview: There is much emphasis today on the concerns of migration and dislocation due to war, catastrophe, and economic opportunity. The effects of large scale migration are significant both for the losing area and the gaining area and have both short and long term implications.

Purpose: The purpose is to acquaint students with several different diasporas throughout history and give them the opportunity to explore and analyze another diaspora and prepare a presentation on that topic.

Materials:

- Research materials

- Presentation on sample diaspora (supplemental files)

List of diasporas (supplemental files)
Presentation technology

Procedures: To introduce the unit, the teacher will introduce or review the concept of push/pull factors in migration. This should take perhaps 20-30 minutes of discussion. Then the teacher will use discussion or lecture of a particular diaspora that the students might be familiar with -- the Trail of Tears, the movement of Africans to the American continents as part of the Triangular Trade, the Irish movement due to the potato famine. **(Suggestion: Use the PowerPoint background of the Greek-Turkish population exchanges – document 3 – and one of the student presentations on the Irish Potato Famine – document 4 or the Hungarian Revolution – document 5.)** There are many such movements that can be discussed that are high interest. It is important that the students understand that such diasporas are similar to but totally the same as individual migrations. Note that, when capitalized, Diaspora is often seen by scholars to refer to the scattering of the Jewish people away from Israel throughout history.

Students will be given a list of possible diasporas to study in more depth. (supplemental files)
Students will be broken into groups of 2-3 students and each group will choose a diaspora to study and present to the class. (I will generally allow a student to work independently if he or she prefers to do so, but the requirements will be the same. I am extremely reluctant to allow groups that are larger than 3 because the general atmosphere becomes more social and less work-oriented.)

The assignment and directions can be found in the supplemental files.

Students are given library or computer lab time of a day to two days, depending on availability and the depth of work desired.

Students will then present their finished power point presentation or poster presentation to the class. They are expected to be able to answer questions and provide visuals including maps and data.

Outcome: Students will present a description and an analysis of a particular diaspora to the class. Depending on the size of the class, they will also witness a number of other such presentations.

Student Assessment: Students will be tested on the general topic and on their conclusions on specific diasporas. (Some potential questions are included in supplemental files but most will depend on the specific diasporas being presented.

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

Supplemental Files:

- List of diasporas
- Assignment
- Sample teacher presentation
- Sample student presentations

Diasporas (partial list) there is a much more exhaustive list at http://en.wikipedia.org/wiki/List_of_diasporas. While I am, like most teachers, not a huge fan of Wikipedia, this is one instance where I do use it. An extension might be to randomly assign diasporas from the Wikipedia list and ask students if they truly fit the definitions of diaspora.

- Armenian
- Albanian
- American Blacks in the Great Migration
- Arab
- Basque
- Bosnian
- Cape Verdean
- Cherokee
- Chinese
- Cuban
- Egyptian Copts
- Filipinos
- French Acadians
- Germans, i.e. Pennsylvania Dutch, Mennonites, post WW II movement to South America
- Hispanic movement to the US
- Iraqi
- Irish
- Jamaican
- Jewish (there are several in different time frames)
- Khmer
- Kurdish
- Maghrebi to France
- Mormon movement to Utah
- Navajo
- Palestinian
- Puerto Ricans
- Punjabi
- Russian Jews in late 19th/early 20th century
- Sikh
- Spanish colonial period
- Tibetan

Assignment:

Diasporas and Human Geography

Good news: You've selected your diaspora. What do you do now?

Research: At least four sources. RELIABLE and CREDIBLE sources.

Product:

- A short paper giving the information on the Diaspora including:
 - Push pull factors causing the diaspora
 - Impact on the losing area
 - Impact on the gaining area
 - Current situation.. are there remnants of the diaspora today?
 - A list of your sources, MLA format
- A visual... chart, powerpoint, diorama, other display giving the information in a visual format
- A presentation explaining the Diaspora to others

Due Date: September 9.

Grade Impact: 100 points for paper
100 points for presentation and visuals