

Forced Migration of Refugees

Kimberly Davidson

MN Standard:

The student will analyze the patterns of location, functions, structure, and the characteristics of local to global settlement patterns and the processes that affect the location of cities.

Benchmark:

Students will cite a variety of examples of how economic or political changes in other parts of the world can affect their lifestyle.

Topic:

Forced Migration of Refugees/ Population Transfer

Grade Level:

9-12 grade

Overview:

The purpose of this lesson is to have students examine groups that have experienced forced migration and analyze how those actions have impacted their lives.

Time:

Four days on an 85 minute/period schedule

Subjects:

Geography, Sociology

Required Materials:

Internet Access

Optional Technologies:

LCD Projector for Power Point presentations

Objectives:

1. To provide examples of forced migration of refugees in our history and within our current era

2. To create an understanding of how the events in other parts of the world affect our culture and daily lives

Suggested Procedure:

Day 1

1. Discuss/review the ways in which a community rejects a minority group:
 - A. Genocide
 - B. Population Transfer
 - C. Subjugation
 1. De Jure Segregation
 2. De Facto Segregation
2. Discuss the Hmong population and how they are an example of forced migration/population transfer
 - A. Where they live
 - B. Why they became refugees
 - C. Where the refugees relocated
 - D. How the in-migration of the Hmong has affected our daily lives
3. Students go to the computer lab and view a slide show at <http://www.hmongcenter.org/>
-slide show is titled Hmong 101 Building Bridges: Teaching About the Hmong in Our Communities
4. Students will complete a handout that accompanies the slide show (Handout below)
-Questions on the handout are listed in the order that the slides are presented
5. Students will complete the reflective questions

Day 2

1. Review the completed handout on Hmong history and discuss student's answers to reflective questions.
2. Discuss the connection between forced migration/population transfer and the impact on our lives in MN.
3. Introduce Project – Students will work in small groups and will research different populations of people who have been subjected to forced migration/population transfer. Students will create a Power Point presentation to present to the class focusing on the following criteria:
 1. Identify the populations of people involved
 2. Explain the differences between the groups that caused the conflict
 3. Identify who is the majority and who is the minority
 4. Describe action(s) that were made toward the minority group to move their location
 5. Show maps identifying where people were located before and after the relocation process.
 6. Show maps with arrows indicating the direction and intensity of the population transfer
 7. Compare population counts before and after in chart form.

8. Identify where the minority group relocated to
9. Analyze how the relocation of people changed the culture of their new location and impacted the lives of those persons being transferred/relocated
10. Examine how the action of forced migration/population transfer influenced our country, our lives, and/or will continue to influence us?

Possible topics include:

- A. Tibetans
- B. Palestinians
- C. Rwanda
- D. Trail of Tears
- E. West African Slave trade
- F. South African Apartheid

Websites that students can use to find their information:

- <http://en.wikipedia.org>
- <http://www.cia.gov/cia/publications/factbook>
- <http://factfinder.census.gov/home/saff/main.html>
- <http://www.unhcr.ch/>

Day 3

1. Students continue to work on their research and presentation design

Day 4

1. Students present their Power Point presentations

Suggested Assessment:

The following rubric can be used to assess the presentations:

	10-9	8-7	6-5
Criteria 1-8	Criteria 1-8 is thoroughly addressed and additional information is added	Criteria 1-8 is adequately addressed	6-7 of the first eight criteria is adequately addressed
Reflective Criteria #9 and 10	Reflection of your research and its impact on our lives is thought provoking and insightful	Reflection of your research and its impact on our lives is addressed	Reflection of your research and its impact on our lives is attempted
Maps and Charts	Maps and charts are accurate, easy to	Maps and charts are accurate	Maps and charts are attempted

	read, and creative		
Verbal Presentation	All presenters understood the information clearly and spoke freely without reading the slides	All presenters clearly understood the material	Most presenters understood the material
PowerPoint	Slides were accurate, well organized, and creatively displayed without spelling errors	Slides were accurate and well organized without spelling errors	Slides were well organized and answered the material

RESOURCES

Definitions:

Culture – knowledge, values, customs, and physical objects that are shared by members of a society.

Genocide – the systematic effort to destroy an entire population

Population Transfer – the moving of people as a consequence of political and/or economic processes in which the state government or state authorized agencies participate.

Subjugation – process by which a minority group is denied equal access to the benefits of a society.

De Jure Segregation – denial of equal access based on the law

De Facto Segregation - denial of equal access based on everyday practice

Refugee – one who flees from home or country to seek refuge somewhere else

National Geography Standards:

Standard 6: How culture and experience influence people’s perception of places and regions.

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

Standard 12: The process, patterns, and functions of human settlement.

Standard 13: How forces of cooperation and conflict among people influence the division and control of Earth’s surface.

Supplemental Web Links for Teachers and Students:

<http://www.hmongcenter.org/>

This is an extensive resource center related to Hmong people and the Hmong experience in Minneapolis-St. Paul and across the world.

<http://en.wikipedia.org>

This is a free online encyclopedia.

<http://www.cia.gov/cia/publications/factbook>

This is a fact book about the world containing a guide to country profiles.

<http://factfinder.census.gov/home/saff/main.html>

American Fact Finder is a source for population, housing, economic, and geographic data sponsored by the US Census Bureau.

<http://www.laofamily.org>

The Lao Family Community of MN is an organization committed to help the Hmong community strike a balance between traditional Hmong culture and modern American life. Their web site contains information on crafts, culture, programs, and life stories.

<http://www.unhcr.ch/>

The United Nations High Commissioner for Refugees (UNHCR) This site contains feature stories and information about the UN's work for refugees around the world.

Extension Activities:

Another Place: The Traveling People, pg. 279, Sociology and You , Jon L. Shepard and Robert W. Greene, ISBN 0-538-43065-6, copyright 2001.

Students can research residential segregation in metropolitan areas.

Credits:

Kimberly Davidson, Centennial High School, Sociology, Psychology, American History

Hmong 101

Building Bridges: Teaching About the Hmong in Our Communities

Go to <http://www.hmongcenter.org/> and click on Hmong 101 Educational Presentation

(Questions on the handout are listed in the order that the slides are presented)

1. Where do the majority of Hmong people live today?
2. How many Hmong people live in the US?
3. Where do the Hmong live in Southeast Asia?
4. Where do scholars believe the Hmong originated?
5. After the Vietnam War, where did many Hmong refugees move?
6. What is the name of that refugee camp?

7. What was the mission of the CIA in Laos from 1963-1975?
8. How did the Hmong people in Laos help the US during the Vietnam War?
9. How many Hmong people died in Laos during the Vietnam War?
10. What political affiliation was the Pathet Lao and what was their plan for the Hmong after 1975?
11. When did the first Hmong refugees begin arriving in the US?
12. By 1990, how many Hmong refugees were living in the US?
13. As many refugee camps closed in Thailand, the Hmong refugees had no where to go. A Buddhist monk at a temple north of Bangkok took in many of the refugees. What is the name of that refugee camp?
14. How many Hmong refugees will relocated to the US from that camp?
15. How many of the refugees from Wat Thamkrabok are under age 18?
16. What are some reasons that census information about the Hmong from 2000 may be skewed?
17. How many Hmong live in MN according to the 2000 census?
18. How does Mpls./St. Paul rank in Hmong populated metropolitan areas in the US?
19. The Hmong community estimates that how many Hmong live in MN?
20. Who is the Hmong leader in MN?
21. How does the Hmong population compare to the US average in the following categories:
 - Age-
 - Education Level-

Median Family Income-
Families Living in Poverty-
Households Reporting Linguistic Isolation-

22. What are some of General Van Pao's contributions to Hmong history and what is he doing today?
23. What are some of Dr. Yang Dao's contributions to Hmong history and what is he doing today?
24. What area does Senator Mee Moua represent?
25. What area does Representative Cy Thao represent?
26. What is the function of a Hmong clan? How many Hmong clans are there?
27. The majority of Hmong people in the US follow what religion?
28. What cultural practices do you find most interesting?
29. What are some Western medical practices that may be in conflict with the traditional Hmong belief system?
30. What legal obstacles may arise for couples if they only marry within the Hmong culture and do not have a US marriage license?
31. Why do Hmong people marry as teenagers?
32. What are the different dialects in the Hmong language?
33. How is the Hmong language different than the English language?
34. What etiquette rules should you remember when speaking to a Hmong person?

Reflection

1. After studying the Hmong community, which facts did you find most interesting and why?
2. What was your gut reaction to this new information?
3. What are some ways that the Hmong culture is making an impact on the Twin Cities?
4. What are some businesses or services that are affected by the Hmong culture the greatest?
5. How will this cultural impact affect you?
6. Other insights