

## Diaspora: Lesson Plan

Topic	
<p>A Diaspora is a group of people who have been involuntarily displaced from their homeland. The term “diaspora” comes from the Greek word meaning “to scatter” or “to disperse.” The reasons why people are displaced from their homeland are often traumatic, such as genocide, war, stolen land, or other conflict-related reasons. However, some groups self-identify as a diaspora and see it positively as “strength in numbers.”</p>	
Possible subjects/classes	Time needed
Social studies, Civics, History	30-45 minutes
Video link:	
<a href="https://academy4sc.org/video/diaspora-making-a-home-away-from-home/">https://academy4sc.org/video/diaspora-making-a-home-away-from-home/</a>	
Objective: <i>What will students know/be able to do at the end of class?</i>	
<p>Students will be able to...</p> <ul style="list-style-type: none"> <li>● Define diaspora.</li> <li>● Give at least one example of a diaspora community.</li> <li>● List at least three causes of a diaspora.</li> </ul>	
Key Concepts & Vocabulary	
Xenophobia, Remittances, Displacement	
Materials Needed	
Worksheets, Student Internet Access	
Before you watch	
<p><b>Think-pair-share:</b> Have you ever heard of the word diaspora? What do you think it means? Share with a partner, and then share with the class.</p>	
While you watch	
<ol style="list-style-type: none"> <li>1. What is a diaspora?</li> <li>2. What are some communities that identify as a diaspora?</li> </ol>	

3. What are some struggles faced by people in diasporic situations?

After you watch/discussion questions

1. Should groups be able to self-identify as part of a diaspora? Why or why not?
2. Why do diaspora communities tend to isolate themselves from their host country population?
3. Should diaspora communities be allowed to vote in their homeland's elections? Why or why not?

Activity Ideas

- Students will work in pairs or groups to complete the “pros and cons” Worksheet. Once students have made a list, they will compete with the rest of the class to see who wrote the most unique “pros” and “cons” (that are logical and that they can explain). Each group will get a point for every unique pro or con they have that is not the same as the other group(s). Students can also earn bonus points for listing diaspora groups that other groups do not mention as well. At the end, students can tally points to see who won. Then, students will take turns explaining their list and why they chose the pros and cons they did.
- Students can work in groups of three to five to research a modern-day diaspora. Each group should take notes on how the diaspora was formed, an estimated number of people displaced, who recognizes the diaspora, if any remedy has been proposed or discussed, and anything else of interest. Groups can then give a five minute presentation to the class, or make a fast-fact sheet to exchange with other groups.

Sources/places to learn more

1. “Diaspora,” Elena Fiddian-Qasmiyeh, <https://onlinelibrary.wiley.com/doi/pdf/10.1002/9780470670590.wbeog148>.
2. Evolution of the Concept of Diaspora, Encyclopedia Britannica, <https://www.britannica.com/topic/diaspora-social-science>.
3. “Diaspora Communities as a Driving Force for Development: Is there a ‘Business Case’”? Zenebe B. Uruguchi et al., <https://www.helvetas.org/en/switzerland/how-you-can-help/follow-us/blog/inclusive-systems/Diaspora-communities-as-a-driving-force-for-development>