

The Somali Migration Mapping Lesson

OVERVIEW & OBJECTIVES	GRADES
<p>Minnesota currently has the highest percentage of Somali people in the U.S., and the vast majority of the students that I teach are of Somali descent. It is important for Somali-Americans to know their own history. With this in mind, students will complete a guided inquiry lesson using maps, primary sources, and secondary sources to answer the question: Why did so many people migrate from Somalia to Minnesota? This question is multi-faceted. First, students need to understand the background to the Somalia conflict. Next, they need to understand why many Somalis chose Minnesota as their newest home.</p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Read and analyze maps • Use evidence, including maps and readings, to explain the background to and causes of the Somalia civil war. • Use evidence, including oral interviews and readings, to explain why many Somalis migrated to Minnesota in a reflection essay. 	8 th Global Studies and 9 th Geography
	TIME
	3 - 4 days
	REQUIRED MATERIALS

- ✓ Computer Internet access with projector
- ✓ Computer Internet access for students
- ✓ Handouts: “Somalia History”; “Map Analysis and Berlin Conference Reading”; “Becoming Minnesotan: Stories of Recent Immigrants and Refugees”; “Final Reflection on Somali Migration Essay Assignment Rubric”
- ✓ Maps: Map of Somalis Worldwide: <http://www.bbc.co.uk/news/world-africa-12285365>
Contemporary Map of Africa: http://www.nationsonline.org/oneworld/africa_map.htm
Map of Africa from 1725: <http://www.loc.gov/resource/g8200.ct001445/>
Map of Africa from 1872: <http://etc.usf.edu/maps/pages/6700/6741/6741.htm>
Map of Africa from 1912: http://www.emersonkent.com/map_archive/africa_1912.htm
Map of Africa from 1964: <http://www.loc.gov/resource/g8200.ct002491/>
Interactive Map of Minnesota Immigrants: <http://www.minnpost.com/data/2010/02/mapping-immigrant-journey-minnesota>
- ✓ Readings: History and Politics of Somali: <http://ethnomed.org/culture/somali/somali-cultural-profile>
Berlin Conference: <http://teacherweb.ftl.pinecrest.edu/snyderd/MWH/Projects/mun-bc/History.htm>
Timeline of Somali: <http://www.bbc.co.uk/news/world-africa-14094632>
Somalis Becoming Minnesotan: <http://education.mnhs.org/immigration/node/579>
Somali Oral Interviews: <http://education.mnhs.org/immigration/narrators/somali/abdisalam-adam/i-heard-that-minnesota-is-a-state-that-s-very-welcoming>
Why Somalis Chose Minnesota Interview: <http://minnesota.cbslocal.com/2011/01/19/good-question-why-did-somalis-locate-here/>

MINNESOTA SOCIAL STUDIES STANDARDS & BENCHMARKS

(8th GRADE)

Standard 2. Geographic inquiry is a process in which people ask geographic questions and gather, organize and analyze information to solve problems and plan for the future.

8.3.1.2.1 Formulate questions about topics in geography; pose possible answers; use geospatial technology to analyze problems and make decisions within a spatial context.

For example: Questions about geographic issues might relate to urban development, environmental concerns, transportation issues, flood control. Geospatial technology—Geographic Information Systems (GIS), online atlases and databases, Google Earth or similar programs.

Standard 7. The characteristics, distribution and complexity of the earth's cultures influence human systems (social, economic and political systems).

8.3.3.7.1 Describe independence and nationalist movements in Sub-Saharan Africa and Asia, including India's independence movement.

For example: Creation of South Sudan, attempted Biafran independence movement, separation of Singapore from Malaysia, separation of Bangladesh from Pakistan.

Standard 14. Globalization, the spread of capitalism and the end of the Cold War have shaped a contemporary world still characterized by rapid technological change, dramatic increases in global population and economic growth coupled with persistent economic and social disparities and cultural conflict. (The New Global Era: 1989 to Present)

8.4.3.14.2 Compare and contrast the development of diasporic communities throughout the world due to regional conflicts, changing international labor demands and environmental factors. (The New Global Era: 1989 to Present)

For example: Diasporic communities such as those originating from the Horn of Africa, Latin America, West Africa, Southeast Asia, India.

(9th GRADE)

Standard 2. Geographic Inquiry is a process in which people ask geographic questions and gather, organize and analyze information to solve problems and plan for the future.

9.3.1.2.2 Use geospatial technologies to develop plans for analyzing and solving local and regional problems that have spatial dimensions.

For example: Geospatial technology—Geographic Information Systems (GIS), online atlases and databases, Google Earth or similar programs. Regional problems that have spatial dimensions might relate to urban development, environmental concerns, transportation issues, flood control.

Standard 5. The characteristics, distribution and migration of human populations on the earth's surface influence human systems (cultural, economic and political systems).

9.3.3.5.4 Explain migration patterns in the modern era at a range of scales, local to global.

Standard 7. The characteristics, distribution and complexity of the earth's cultures influence human systems (social, economic and political systems).

9.3.3.7.2 Describe the spatial distribution of significant cultural and/or ethnic groups in the United States and the world and how these patterns are changing.

Standard 8. Processes of cooperation and conflict among people influence the division and control of the earth’s surface.

9.3.3.8.3 Analyze the impact of colonialism on the emergence of independent states and the tensions that arise when the boundaries of political units do not correspond to the nationalities or ethnicities of the people living within them.

SUGGESTED PROCEDURE

Opening

Students will view a projected map titled “Somalis Worldwide” from BBC <http://www.bbc.co.uk/news/world-africa-12285365> that shows the Somali Diaspora around the world and the concentration of Somalis in Minnesota. Students will be asked the following questions while they look at the 2009 map:

- What does the title of the map tell you?
- What does the key tell you about the symbols on the map?
- What did you learn about the Somali migration from the map?

Students will notice parts of the world where many Somalis settled, which will lead the class to discuss the concentration of Somalis in Minnesota. This will allow the teacher to ask the essential question of the unit, “Why did many Somalis end up in Minnesota?” that students will answer through completion of a structured essay.

Development

1. To focus students’ attention on what led to the initial migration from Somalia, the teacher will ask the class: “Before we understand why many Somalis came to Minnesota, we first must understand why they left Somalia.” The teacher will record students’ responses on the board and focus on the topic of the civil war that erupted in 1991 in Somali.

2. Now that the students understand that a civil war happened in Somalia, the teacher can explain that they should learn background information through a reading, “History and Politics” at <http://ethnomed.org/culture/somali/somali-cultural-profile> with the accompanying handout, “Somali History”. The students will be informed that they will use knowledge of the war to investigate the causes of the war using maps and other sources.

3. After completing the background information about the history of Somalia, the students will investigate the border changes in the region due to colonization that contributed to the Somalia conflict. They will do this by examining historical and contemporary maps of Africa while analyzing the border changes and how that ultimately connected to the Somali conflict. Students will complete the handout, “Map Analysis and Berlin Conference Reading”, to guide their inquiry. They will record what they notice for each map as the teacher projects the various historical maps of Africa-

4. The first source that students will examine is a 1725 Africa map from the Library of Congress. The teacher will prompt them to notice differences in the borders with a

contemporary Africa map. Sample questions or prompts might include: 1) Take a moment to reflect on the map and record what you notice. 2) What do you notice about this map? How is it different from and similar to today's map of Africa? 3) What do you notice about the borders of where modern day Somalia, Ethiopia and Kenya are located? (The teacher can refer to a contemporary Africa map periodically or provide students with an atlas.)

5. The second source that students will examine is an Africa map from 1872. The teacher should encourage them to reflect on how the borders of this map look in comparison to the 1725 map, and how the borders compare to a contemporary Africa map. They should also be completing the handout questions while analyzing the map. The teacher should remind the students that this information is needed for their final essay assignment.

6. Finally, the students will look at a map from 1912. Some of the questions that they should be considering as they look at the map include: 1) How do the borders change on this map compared to other maps that we examined? 2) What do you notice happens to the countries of Somalia, Ethiopia, and Kenya? 3) How did European countries influence this map?

7. After students have seen the effects of European colonization on Africa, they will read about events leading to the Berlin Conference. They will read "A Brief History of the Berlin Conference" and answer questions on the handout for a better understanding of colonization in Africa.

8. After the students have read the background on the Berlin Conference and filled out the accompanying handout, the class will have a brief summary discussion to analyze what everyone learned. The questions would include the following: 1) What was the purpose of the Berlin Conference? 2) Who was involved? 3) When did it occur? 4) How do you think it affected Africa? 5) How do you think it influenced how the 1910 map of Africa looked? 6) Do you think it still affects Africa today? If so, how?

9. Now that students have had a chance to understand the basic background on the Berlin Conference, they can see how Africa's map changed after many countries acquired independence by looking at the map of Africa from 1964. The teacher should encourage them to consider how the borders look different after many of the countries achieved independence from European nations and how that might influence the relationship between the countries today.

10. Now that the students have had an opportunity to consider some of the effects of colonization, they should further explore the causes of modern-day Somalia conflicts. The BBC timeline listed in Website Resources is a good place for them to start. They should examine the major events occurring in Somalia since 1875, and consider what they believe to be the major causes of the Somalia conflict. The Minnesota Historical Society's "Becoming Minnesotan" link also has some useful information about the Somali conflict in the History and Geography link. In the timeline, the teacher should highlight (through a discussion) the border disputes between Somalia and Kenya and Somalia and Ethiopia post-colonization and to help students understand the influences of the border disputes. Also, the students should be guided to examine the vulnerability of Somalia after border

changes and the types of governments that have recently emerged. The students should be taking notes while they read these sources. Finally, students should note the large exodus of Somalis on the timeline, and how this leads to the greater inquiry question, “Why did so many Somalis end up in Minnesota?”

11. To help students further understand and find evidence of the large Somali migration to Minnesota, they should access “Mapping the Immigrant Journey to Minnesota” at: <http://www.minnpost.com/data/2010/02/mapping-immigrant-journey-minnesota>. This link is an interactive and engaging map that shows where Minnesota immigrants have come by country of origin and number of immigrants. As they will see when scrolling over the map, most of the immigrants in Minnesota from 2000 to 2009 came from Somalia (19,619). This will hopefully further peak their interests to discover why this occurred.

12. After this, students will have the opportunity to read more about Somali’s migration to Minnesota. A great place to start is the Minnesota Historical Society’s website section, “Becoming Minnesotan.” It compares estimates of numbers of Somalis living in Minnesota with the entire United States and Somalia. It also provides background history of Somalis first coming to Minnesota.

13. Students should further investigate why Somalis chose Minnesota over other states using oral interviews and secondary sources. Using the Website Resource, “Narrators” (via the Minnesota Historical Society), students can hear Somalis who live in Minnesota answer questions about their migration experiences and why they chose Minnesota as their new home. They can also read “Good Question: Why Did Somalis Locate Here?” the CBS segment that includes an interview with a Somali-American Macalester Professor about why many Somalis chose to come to Minnesota. The students should listen to the interviews and read the transcripts while completing the handout, “Becoming Minnesotan: Stories of Recent Immigrants and Refugees”. This will help them come to some conclusions about why many Somalis moved to Minnesota.

Closing

After students considered reasons for the modern Somalia conflicts through maps and readings, they had the opportunity to understand why migration out of Somalia occurred for many people. Then, the students examined why Somalis specifically chose Minnesota based on oral interviews and readings. After these activities are completed, the teacher will discuss with the students what they learned. The students will compile all their information and write a reflection essay, answering the following inquiry question, “Why did many Somalis end up in Minnesota?” They will need at least 3 reasons that this occurred, using clear explanations supported by evidence. The rubric is explained in the “Final Reflection on Somali Migration Essay Assignment Rubric”.

Assessment

- “Somalia History” handout
- “Map Analysis and Berlin Conference Reading” handout
- “Becoming Minnesotan: Stories of Recent Immigrants and Refugees” handout
- Final Reflection Essay on Somali Migration

- Class Discussions

Website Resources

“Somalis Worldwide” from “Somalia: 20 years of anarchy” at BBC NEWS: Africa
<http://www.bbc.co.uk/news/world-africa-12285365>

“History and Politics” from EthnoMed
<http://ethnomed.org/culture/somali/somali-cultural-profile>

Contemporary map of Africa from Nations Online
http://www.nationsonline.org/oneworld/africa_map.htm

1725 Map of Africa from the Library of Congress
<http://www.loc.gov/resource/g8200.ct001445/>

Pre-Colonial Africa, 1872 Map from Map Etc.
<http://etc.usf.edu/maps/pages/6700/6741/6741.htm>

1912 Map of Africa from Emerson Kent
http://www.emersonkent.com/map_archive/africa_1912.htm

“A Brief History of the Berlin Conference” from Teacher Web at Pinecrest School
<http://teacherweb.ftl.pinecrest.edu/snyderd/MWH/Projects/mun-bc/History.htm>

1964 Map of Africa from the Library of Congress
<http://www.loc.gov/resource/g8200.ct002491/>

Timeline: A Chronology of Key Events 1875-2013 from “Somali Profile” at BBC News: Africa
<http://www.bbc.co.uk/news/world-africa-14094632>

“Mapping the Immigrant Journey to Minnesota” from MinnPost
<http://www.minnpost.com/data/2010/02/mapping-immigrant-journey-minnesota>

“Narrators” from Becoming Minnesotan: Stories of Recent Immigrants and Refugees at Minnesota Historical Society
<http://education.mnhs.org/immigration/narrators/somali/abdisalam-adam/i-heard-that-minnesota-is-a-state-that's-very-welcoming>

“Somali” from Becoming Minnesotan: Stories of Recent Immigrants and Refugees at Minnesota Historical Society
<http://education.mnhs.org/immigration/category/community/somali>

“Good Question: Why Did Somalis Locate Here?” from CBS Minnesota
<http://minnesota.cbslocal.com/2011/01/19/good-question-why-did-somalis-locate-here/>

Student Name _____

Period _____

Somalia History

Directions: After reading the “History and Politics” portion of the link from EthnoMed, <http://ethnomed.org/culture/somali/somali-cultural-profile>, try to pull out the most important information. Do not copy what you read word for word, but instead, summarize the key ideas in your own words.

Time Range of Colonial Rule of Somalia: _____

Year of Somalia Independence: _____

Colonial Divisions in Somalia: For each European country listed below, write what region of Somalia they controlled until Somalia’s independence.

Region controlled by France: _____

Region controlled by Britain: _____

Region controlled by Italy: _____

Short Answer: What happened to the borders of Somalia after its 1960 independence?

Short Answer: In a complete sentence, explain the tension between Ethiopia and Somalia over the land territory of Ogaden.

Country that Somalia became allied with in 1960: _____

Short Answer: In complete sentences, describe the type of government of Mohammed Siad Barre and the major events that occurred under his leadership.

List at least 3 specific challenges that Somalia has faced since 1991:

- _____
- _____
- _____

- _____
- _____
- _____
- _____
- _____

List at least 3 places that Somalis migrated to after 1991:

- _____
- _____
- _____
- _____
- _____

Name _____

Period _____

Map Analysis and Berlin Conference Reading

Directions: Complete the information below while examining the different historical maps of Africa and reading background information on the Berlin Conference. As the teacher projects various historical maps of Africa, write down what you notice for each map below.

Map of Africa from 1725:

3 Things you notice about this map:

-
-
-

2 Questions that you have about this map:

-
-

Map of Africa from 1872:

3 Things you notice about this map:

-
-
-

2 Questions that you have about this map:

-
-

Map of Africa from 1912:

3 Things you notice about this map:

-
-
-

2 Questions that you have about this map:

-
-

Response to the Berlin Conference Reading:

Fill out the organizer while reading “A Brief History of the Berlin Conference”

When the Conference was held: _____

The Purpose of the Conference:

Percent of Africa at this time that was under local control: _____

How the Berlin Conference changed Africa:

How the Berlin Conference could lead to conflict:

List the countries involved in the Berlin Conference in the box below.

List at 3 examples of the major colonial holdings in Africa that resulted from the conference

- 1.
- 2.
- 3.

Map of Africa from 1964:

3 Things you notice about this map:

-
-
-

2 Questions that you have about this map:

-
-

Name _____

Period _____

Becoming Minnesotan: Stories of Recent Immigrants and Refugees

Directions: Understand why Minnesota became a common destination for many Somali immigrants. Listen to at least 3 oral interviews of Somali-Americans talking about their experiences in the United States from the Minnesota Historical Society website at <http://education.mnhs.org/immigration/category/community/somali> and fill out this organizer.

Interview 1

Name of interviewee _____

3 facts that you learned from the interview:

1. _____

2. _____

3. _____

Interview 2

Name of interviewee _____

3 facts that you learned from the interview:

1. _____

2. _____

3. _____

Interview 3

Name of interviewee _____

3 facts that you learned from the interview:

1. _____

2. _____

3. _____

FINAL REFLECTION ON SOMALI MIGRATION ESSAY ASSIGNMENT RUBRIC

For your final assignment for this lesson, you should consider all the information that you learned about the Somalia migration and write a reflection essay, answering the following inquiry question, “Why did many Somalis end up in Minnesota?” You should consider the maps, readings, discussions, and oral interviews that you examined. You should also consider reasons for the Somali migration and then, why Minnesota became a common destination for many. You will need at least 3 reasons that these occurred using clear explanations supported by evidence. The rubric on how you will be graded is displayed below.

Category	4-Above Standards	3-Meets Standards	2-Approaching Standards	1-Below Standards	Score
Evidence and Examples	All of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.	Most of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.	At least one of the pieces of evidence and examples is relevant and has an explanation that shows how that piece of evidence supports the author's position.	Evidence and examples are NOT relevant AND/OR are not explained.	
Focus or Thesis Statement	The thesis statement names the topic of the essay and outlines the main points to be discussed.	The thesis statement names the topic of the essay.	The thesis statement outlines some or all of the main points to be discussed but does not name the topic.	The thesis statement does not name the topic AND does not preview what will be discussed.	
Accuracy	All supportive facts and statistics are reported accurately.	Almost all supportive facts and statistics are reported accurately.	Most supportive facts and statistics are reported accurately.	Most supportive facts and statistics were inaccurately reported.	
Support for Position	Includes 3 or more pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement. The writer anticipates the reader's concerns, biases or arguments and has provided at least 1 counter-argument.	Includes 3 or more pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement.	Includes 2 pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement.	Includes 1 or fewer pieces of evidence (facts, statistics, examples, real-life experiences).	
Sequencing	Arguments and support are provided in a logical order that makes it easy and interesting to follow the author's train of thought.	Arguments and support are provided in a fairly logical order that makes it reasonably easy to follow the author's train of thought.	A few of the support details or arguments are not in an expected or logical order, distracting the reader and making the essay seem confusing.	Many of the support details or arguments are not in an expected or logical order, distracting the reader and making the essay seem very confusing.	
Closing Paragraph	The conclusion is strong and leaves the reader solidly understanding the writer's position. Effective restatement of the position statement begins the closing paragraph.	The conclusion is recognizable. The author's position is restated within the first two sentences of the closing paragraph.	The author's position is restated within the closing paragraph, but not near the beginning.	There is no conclusion—the paper just ends.	

Total /30 points