Out of Place and Finding Home
Curriculum on Bhutanese-Nepali Refugees
Instructional Materials for the Social Studies and
World Geography Classroom
Out of Place and Finding Home

Instructional Materials for the Social Studies and World Geography Classroom

Primary Researchers:

Rachel Meyer
South Asia Institute
University of Texas at Austin

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Standards Alignment

Grade Level: High School (9th grade), Middle School with significant modifications

Curriculum Areas: World Geography, Social Studies

Time Length: 1-4 sessions (forty-five minute sessions)

Goals:
This lesson examines the quest for social and political rights by Bhutanese-Nepalis refugees. Materials and activities help students examine why and how people become displaced and how they rebuild their lives. Through active learning exercises and primary source materials students examine the specific case of Bhutanese-Nepali refugees, who have lived as a “nation-less” people for decades, denied the rights of citizenship and confined to resettlement camps. The activities, primary source materials and audiovisual content included in the lesson help students to better understand the processes of forced migration and how it relates to issues of human rights and social justice in a global society. Students will be able to describe the historical and political processes that led to the displacement of Bhutanese-Nepali refugees and to use, analyze, and synthesize information from primary source materials (written texts and photographs) to gain an understanding of multiple perspectives on, and reasons for, the displacement of Bhutanese-Nepali people. Students will be able to articulate understandings of human rights and ideas of citizenship, and explain the vocabulary word diaspora and its reference to the displacement or migration of a people away from an established homeland.

Objectives:
- Students will be able to show a deeper understanding of the processes of migration and how it relates to issues of human rights and social justice in a global society.
- Students will be able to describe the historical and political processes that led to the displacement of Bhutanese-Nepali refugees.
- Students will be able to use, analyze and synthesize information from primary source materials (written texts and photographs) to gain an understanding of multiple reasons for the displacement and perspectives of Bhutanese-Nepali refugees.
- Students will understand the vocabulary word diaspora and its reference to the migration of a people away from an established homeland, or the displacement of a people and understand how it relates to the specific case of Bhutanese-Nepali refugees.

National Geography Standards:
- Standard 1. How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information.
- Standard 9. The characteristics, distribution, and migration of human populations on Earth's surface.
Standards Alignment

- Standard 10. The characteristics, distribution, and complexity of Earth’s cultural mosaics.
- Standard 17. How to apply geography to interpret the past.

Texas Essential Knowledge and Skills (TEKS):

113.18 Social Studies, Grade 6

1) History. The student understands that historical events influence contemporary events. The student is expected to:
   ▶ A) trace characteristics of various contemporary societies in regions that resulted from historical events or factors such as invasion, conquests, colonization, immigration, and trade; and
   ▶ B) analyze the historical background of various contemporary societies to evaluate relationships between past conflicts and current conditions.

4) Geography. The student understands the factors that influence the locations and characteristics of locations of various contemporary societies on maps and globes and uses latitude and longitude to determine absolute locations. The student is expected to:
   ▶ B) identify and explain the geographic factors responsible for patterns of population in places and regions;
   ▶ C) explain ways in which human migration influences the character of places and regions.

21) Social Studies Skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to:
   ▶ A) differentiate between, locate, and use valid primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; and artifacts to acquire information about various world cultures;
   ▶ B) contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;
   ▶ C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps;
   ▶ D) identify different points of view about an issue or current topic;

113.43 World Geography Studies

1) History. The student understands how geography and processes of spatial exchange (diffusion) influenced events in the past and helped to shape the present. The student is expected to:
   ▶ A) analyze the effects of physical and human geographic patterns and processes on the past and describe their impact on the present, including significant physical features and environmental conditions that influenced migration patterns and shaped the distribution of culture groups today.
Background Information on Bhutanese-Nepali Refugees

While Bhutan has been cited in the news media for being the last place in the world to legalize television, the nation has also made headlines for its decade-old dispute with Nepal concerning Bhutanese refugees of Nepalese descent.

“Nepali Bhutanese,” who comprise about a third of Bhutan’s population, descend from Nepalese immigrants who settled in Bhutan in the late 19th century when the region was heavily influenced by the British Empire which was exerting control in the region. Since the late 1800s, Nepalese workers have migrated to southern Bhutan in search of farmland and a better life. Although this mostly Hindu group was granted citizenship in 1958, Bhutan’s government changed its citizenship laws in the late 1980s, relabeling the Nepali Bhutanese “illegal immigrants”. By the mid-1980s, ethnic Nepalese made up roughly 30 percent of Bhutan’s population, who lived primarily in the southern region of the country. Over the years, they retained their culture, language and Hindu religion, even though many were Bhutanese citizens. They lived largely separate and self-sufficient, and had little contact with Drukpas (ethnic Bhutanese) or the government of then-King Jigme Singye Wangchuck.

That changed in 1985 under the king’s “one nation, one people” campaign, which mandated all citizens to adopt Drukpa dress and speak the Dzongkha language. Many Nepalese were stripped of their citizenship if they lacked the proper papers to prove residency in Bhutan prior to 1958. Bhutan Prime Minister Jigme Thinley said of them, “Deep inside, they knew they never belonged to this country.”

Some historians say the backlash was a response to the demographic threat – due to the increasing numbers of the ethnic Nepalese, they were becoming a large percent of the overall population. Others argue that the monarchy feared anti-royalist and Maoist ideologies that were gaining momentum at the time in nearby Nepal.

Whatever its motivations, in 1990 the Bhutanese government expelled 100,000 Nepali Bhutanese, labeling them as “illegal economic migrants” and “noncitizens” and forcing them to flee to refugee camps in eastern Nepal that were managed by the United Nations High Commissioner for Refugees (UNHCR).

Between 2,000 and 12,000 Nepalese were reported to have fled Bhutan in the late 1980s, and according to a 1991 report, even high-level Bhutanese government officials of Nepalese origin had resigned their positions and moved to Nepal. Some 5 million Nepalese were living in settlements in India along the Bhutan border in 1990.

Nepalese were not necessarily welcome in India, where ethnic strife conspired to push them back through the largely unguarded Bhutanese frontier. Still, The Bhutan Peoples’ Party operated among the large Nepalese community in northern India. This democratic-socialist party was founded on June 2, 1990 in West Bengal, India. It was the first political party in Bhutan, which is ruled by a monarchy. The Bhutan People’s Party was founded to represent the Bhutanese citizens of Nepalese origin (Lhotshampas) who felt discriminated against by the Bhutanese monarchy and under-represented in the institutions of the country.

By 1991, tens of thousands of ethnic Nepalese were forcibly evicted from the country or fled...
7) Geography. The student understands the growth, distribution, movement, and characteristics of world population. The student is expected to:
   ▶ B) explain the political, economic, social, and environmental factors that contribute to human migration such as how national and international migrations are shaped by push–and–pull factors and how physical geography affects the routes, flows, and destinations of migration.

14) Government. The student understands the processes that influence political divisions, relationships, and policies. The student is expected to:
   ▶ C) analyze the human and physical factors that influence the power to control territory and resources, create conflict/war, and impact international political relations of sovereign nations.

15) Citizenship. The student understands how different points of view influence the development of public policies and decision-making processes on local, state, national, and international levels. The student is expected to:
   ▶ A) identify and give examples of different points of view that influence the development of public policies and decision-making processes on local, state, national, and international levels; and
   ▶ B) explain how citizenship practices, public policies, and decision making may be influenced by cultural beliefs, including nationalism and patriotism.

17) Culture. The student understands the distribution, patterns, and characteristics of different cultures. The student is expected to:
   ▶ C) compare economic, political, or social opportunities in different cultures for women, ethnic and religious minorities, and other underrepresented populations.

18) Culture. The student understands the ways in which cultures change and maintain continuity. The student is expected to:
   ▶ A) analyze cultural changes in specific regions caused by migration, war, trade, innovations, and diffusion;
   ▶ B) assess causes, effects, and perceptions of conflicts between groups of people, including modern genocides and terrorism;

31) Social Studies Skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:
   ▶ A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and
   ▶ B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.
voluntarily in the face of officially sanctioned pressure, including “arbitrary arrests, beatings, rape, robberies and other forms of intimidation by the police and army,” according to a 1994 report by the U.S. State Department.

About 105,000 Nepalese eventually crossed into India, where they were trucked to seven camps in eastern Nepal under the supervision of the U.N. High Commissioner for Refugees. In Nepal, they have remained stateless. Even though they share the same ethnic and cultural background, the Nepalese government has yet to grant them citizenship. Upon entering the camp, families are given wood and a tarp to build their home, but as the family size grows they are not afforded additional supplies. The refugee camps are replete with human rights violations.

After years of deadlocked negotiations, the governments of Bhutan and Nepal agreed in 2001 to verify the identities of the refugees by family lineage, but the Bhutanese government has not given any indication of when these families may return to Bhutan.

Today, about 100,000 ethnic Nepalese still reside in Bhutan, nearly one-sixth of the nation’s population. While at the same time, approximately 100,000 Bhutanese refugees have been living in United Nations-run camps in Nepal. Neither the Bhutanese nor Nepalese governments are currently working towards a solution for these displaced individuals. As of 2009, the US had received the highest number of refugees from Bhutan, with 17,612 resettled there to date. They went to states such as Texas, New York, Georgia, Arizona, Pennsylvania, and California among others. Other countries offering new homes to Bhutanese refugees include Australia (846), Canada (674), Norway (299), New Zealand (294), Denmark (172) and The Netherlands (122) in the same year. More than 78,000 refugees have expressed an interest in resettlement so far and a further 5,000 were expected to leave Nepal for third countries by the end of 2009.

Questions for discussion:
• What is the definition of a citizen?
• When does a person qualify to be a citizen?
• Who has the right to determine the citizenship laws and rights of a country?

Additional Readings:
• UNHCR Web Site: http://www.unhcr.org/refworld/country,MARP,,BTN,,469f386a1e,0.html
• Bhutanese Refugees: The Story of a Forgotten People Web Site: http://www.bhutaneserefugees.com/ (This website is a collaboration between PhotoVoice and the Bhutanese Refugee Support Group, two UK based organizations which have worked closely with the Bhutanese refugees since the 1990s.)
• The work of Mary Kang, a photographer who has documented the lives of Bhutanese-Nepali in Austin, Texas since 2008. Website: http://marykang.com/bhutanese-nepali-refugees-rebuild-#/id/i4801059. CNN photo blog: http://cnnphotos.blogs.cnn.com/category/mary-kang/
Lesson Outlines and Activities

1. Introductory Activity Part 1: You Must Run!
   - Students may begin the activity as part of their homework the night before you begin the lesson.
   - Students share what they learned in class.
   - Session 1 OR homework/warm-up

2. Introductory Activity Part 2: Why Must I Leave?
   - Students may begin the activity as part of their homework the night before you begin the lesson.
   - Students share what they learned in class.
   - Session 1 OR homework/warm-up

3. Film viewing followed by class discussion.
   - Recommended documentaries:
     * Building Cultural Bridges: Bhutan - Nepal - Portland (45 min, 2011)
       Building Cultural Bridges is the culmination of a year-long community project to make a film about the experience of coming to America. Covering the cultural and spiritual realities of transition through community dialogues, interviews with immigration service stakeholders, teachers and volunteers, the film provides insight into the transition to life in Portland, OR. The film was made by youth from the Bhutanese refugee community, and edited in collaboration with members of B media Collective. While the film is made through the culturally specific lens of South Asian refugee immigrants, the issues raised and advice given is relevant to all newcomers to America.
     * Bel City – The Life of the Bhutanese Refugee (forthcoming, 2013)
       Being forcibly evicted from Bhutan in the early 90s, around 100,000 Bhutanese citizens have been forced to live a deplorable life in five camps in eastern Nepal. Now thousands of refugees are resettling around the world but many see repatriation back to Bhutan as the only feasible option. Some were even imprisoned and tortured within Bhutan before eventually making it to the camps. The documentary also explores the present day living conditions and atmosphere within Bel City, the slang name for the three camps of Beldangi the largest of the six refugee camps. Link to the film’s Website, which includes a short trailer that is brief but informative on the issue:
       http://hwhcharity.wordpress.com/2013/03/10/poster-design-for-our-forthcoming-documentary-release/

   - There are also a number of slide shows and short videos on YouTube that depict life in the camps and the experiences of Bhutanese- Nepali refugees that could work if time is a limit.
   - **Note:** Teachers may choose to have students to take notes during film about images, information, or impressions that students have while watching to assist in discussion.
   - Session 2
4. **Student Activity: Background Article on Bhutanese-Nepali refugees and Question Grid**
   - Students will read the background article and create a Question Grid for a class discussion.
   - This article also will help support the Student Activity: Timeline and Mapping the Migration of Bhutanese-Nepali Refugees.
   - Note: The background article may also be used to create a short lecture as an alternative.
   - Note: This will take place on the same day, or assigned as homework prior to, the film viewing in Session 2.

5. **Student Activity: Reading, Analyzing and Discussing Documents -- using Primary Resource Circle**
   - Students will use the Primary Source Circle method for analyzing the documents.
   - Teacher will choose excerpts of the texts and put students into teams.
   - Each team analyzes a different document – each member of the team is given a “role” and examines the document according to their assigned role.
   - Together the teams present the document through a written assignment, PowerPoint presentation, or through a class discussion.
   - Note: Select either this activity or Student Activity #6 below.
   - Session 3

6. **Student Activity: Reading, Analyzing, and Discussing Documents -- using Primary Source Analysis Worksheet (A) or (B)**
   - Students will utilize reading and analysis worksheets to work through the documents.
   - Students will participate in a class activity that highlights the differences between the various types of documents.
   - Questions teachers and students should consider:
     - How do the documents differ in terms of the kind of information they provide?
     - How effective would each be on its own?
     - How do the different mediums work together to create an understanding of the garment industry?
   - Use Worksheet (A) or (B)
   - Note: Select either this activity or Student Activity #5 above.
   - Session 3

7. **Student Activity: Timeline and Mapping the Migration of Bhutanese-Nepali Refugees**
   - Students will create a timeline and map with a partner to have them mark the journey of the Bhutanese- Nepali refugees.
   - Note: Select either this activity or Student Activity #8 below.
   - Session 4

8. **Student Activity: Building Awareness**
   - Students are encouraged to put their research into action. Some of these ideas might need to be planned ahead of time.
   - Note: Select either this activity or Student Activity #7 above.
   - Session 4
Lesson Outlines and Activities

Materials list:

- *Introductory Activity Part 1: You Must Run!*
  - You Must Run! Worksheet
  - Supply bag – either paper or plastic shopping bags
  - Scale
- *Introductory Activity Part 2: Why Must I Leave?*
  - Why Must I Leave? Worksheet
- *Student Activity: Film Viewing/Discussion and Background Article/Question Grid*
- Video content on Bhutanese Nepali refugees for classroom viewing – DVD or YouTube Clip
- Background Article
- Question Grid
- *Student Activity: Primary Resource Circle*
  - Primary Resource Circle Worksheet
- *Primary Source Circles - Roles and Responsibilities*
- *Primary Source Document Analysis Worksheets - versions (A) and (B) (these are optional and can be used as alternate activity to replace Primary Resource Circle activity)*
- Document Packet with Primary Source Documents
- *Student Activity: Timeline and Mapping the Migration of Bhutanese-Nepali Refugees*
  - Blank World Map
  - Blank U.S. Map
  - Blank India/Nepal/Bhutan regional map
- *Student Activity: Building Awareness*
  - Building Awareness Worksheet
Student Activity: You Must Run!

• **TIME NEEDED:** 30 minutes, dependent on quantity assigned by teacher for homework

• **OBJECTIVE:** Students will be personally engaged with the topic of refugees and the impact of displacement on people. The activity is a way for teachers to get their students to think about and experience first-hand what refugees and displaced people go through when they are forced to leave their homes. This warm-up provides an opportunity for students to share prior knowledge and use active decision-making skills.

• **SUPPLIES FOR THIS ACTIVITY:**
  - You Must Run! Worksheet sealed in envelope
  - writing utensil (pen or pencil)
  - supply bags (you may give them a paper or plastic grocery bag or they can use one from their home)
  - items selected by students’ from their homes for their “supply bags”
  - a scale

• **PROCEDURE:**
  - Students go home and read the scenario on the You Must Run! Worksheet. It works better if you give the worksheet to the student sealed in an envelope and don’t tell them what they are for – if they can stand to wait to read it until they get home.
  - Students may ask a family member to keep track of time or set a timer for 5 minutes. In these 5 minutes, students pack their supply bag with items to take with them as if they were fleeing their home for an unknown destination.
  - Students fill out the table at bottom of the You Must Run Worksheet – listing what they have packed and the reason they selected the items.
  - Students bring the worksheet and their “supply bags” with them to the next class.

• Ask students to present their You Must Run Worksheet and their bags of supplies to the class. Encourage students to give reasons and explanations for their choices.

• If your time is limited, ask for volunteers to present their bags of supplies. Otherwise encourage all students to share their bags. (In the case that all students are not presenting, have them hand in their supply bags with their “YOU MUST RUN” handout for assessment purposes.)

• After students have presented, take their supply bags and weigh them on a scale. If their bags are over 5 pounds, have them remove items until they reach that weight. Discuss with students reasons why weight might be an issue when fleeing your home. Encourage discussion as students are removing items and talking about what is necessary to bring when fleeing their homes.
• Have a short discussion on how students felt or how they think they would have felt if they had to remove items from their supply bag.

• Tell the students that you will be learning more about the lives and experiences of the displaced people and refugees by examining one case study on Bhutanese-Nepali refugees.

***This activity is adapted from “Forced to Leave” developed by Médecins Sans Frontières/ Doctors Without Borders (MSF) as part of its a learning resource materials located at http://www.doctorswithoutborders.org/events/refugeecamp/resources/
You Must Run! Worksheet

Name ________________________________

JUST TRY TO IMAGINE...

For weeks you have been listening to adults talk in whispers about the invasions from the south. You have wondered what the big deal is; school, your friends and work are still the same. Well maybe there have been a couple more fights behind the 7-11, and more shots fired at night, but nothing too big.

You lie in bed, wondering if you did your math homework correctly and trying to fall asleep. Suddenly your older brother bursts into your room and says, “Get your stuff, we have to run!”

You are confused. “Where are we running? What do I take? Can’t we wait till morning?” are thoughts that run through your head.

“Hurry, they are coming, we must run,” your brother yells again.

Either have a family member time you or set a timer for yourself for 5 minutes. In these 5 minutes pack what you would take if you were fleeing your home for an unknown destination.

In the following table list the items that you packed. Bring the items in a small bag that you have listed and be prepared to show and explain your decisions.

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<th>Item</th>
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Student Activity: Why Must I Leave?

- **TIME NEEDED:** 30 minutes, dependent on quantity assigned by teacher for homework

- **OBJECTIVE:** Students will be further engaged with the topic refugees and the impact of displacement people. The activity is a way for teachers to conduct some preliminary, independent research about different situations around the world that have refugees and number of internally displaced persons (IPDs) for those countries. This extension to You Must Run! deepens students understandings of the experiences of displaced people and provides an opportunity for students to share prior knowledge and deepen decision-making skills.

- **SUPPLIES FOR THIS ACTIVITY:**
  - *Why Must I Leave? Worksheet*
  - writing utensil (pen or pencil)
  - computer with internet access

- **PROCEDURE:**
  - Students first complete the You Must Run! Activity.
  - Students complete the Why Must I Leave? worksheet. They may work on this in the classroom alone or in pairs. They may also conduct the research as part of their homework.
  - Have students write a journal reflection on their thoughts throughout the activities.

- Starting questions for journal reflection could be:
  - How did you feel when you initially packed your bag?
  - After reading about war torn countries, would you change what you would pack?
  - How did it feel if you had to remove items from your bag?
  - How would it feel if you had no time to pack anything?
  - Write from the perspective of a refugee when packing and leaving home, how do you think they would feel?

- Collect journal reflections and respond with feedback.

- Tell the students that you will be learning more about the lives and experiences of the displaced people and refugees.

***This activity is adapted from “Forced to Leave” developed by Médecins Sans Frontières/ Doctors Without Borders (MSF) as part of its a learning resource materials located at http://www.doctorswithoutborders.org/events/refugeecamp/resources/
Why Must I Leave? Worksheet

Name _______________________________________

There are wars and unrest in more than 50 countries around the world. Using internet resources find out where 10 of them are, and the number of refugees and number of internally displaced persons (IPDs) for those countries. Some good websites to start your research are: www.refugeecamp.ca or http://www.unhcr.ca

<table>
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<tr>
<th>Country</th>
<th># of Refugees</th>
<th># of Internally Displaced Peoples (IDPs)</th>
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List three reasons that force people to flee their homes:

__________________________________________

__________________________________________

__________________________________________
Student Activity: Film Viewing/Discussion and Background Article/Question Grid

- TIME NEEDED: 60 minutes

- OBJECTIVE: Students will be able to describe the experiences of Bhutanese-Nepali refugees and the reasons for their displacement and hardships and challenges they face as refugees and how they rebuild their lives when they settle in new home countries.

- SUPPLIES FOR THIS ACTIVITY:
  - Film about Refugees
  - Background Article
  - Background Article Question Grid Worksheet
  - Writing Utensil (pen or pencil)

- The activity is a way for teachers to get their students to think about the challenges and strengths of political refugees. By examining a specific example in the film, article reading, and class discussion, students will be able to describe and think critically about how citizenship rights and laws are determined and how they impact minority populations. Students will become increasingly familiar with how to articulate understandings of human rights and ideas of citizenship, and explain the vocabulary word diaspora and its reference to the displacement or migration of a people away from an established homeland.

- PROCEDURE:
  - Students watch documentary on refugees. It is suggested that students take notes about images, information, and impressions they notice in the film.
  - Students have a short class discussion about the documentary and the garment industry using the Think-Pair-Share method for processing.
    - Think: Students write down what they saw in the video (video notes work).
    - Pair: Students move into partner groups to discuss/share their lists.
    - Share: Class, as a whole, discusses their lists and what was interesting or important in the video.
  - Students will actively read the background article by circling, underlining, or highlighting important pieces of information.
  - Students will create a Question Grid using the background article. Note: If this is a new activity for your students, it is recommended that they work with a partner.
  - Students will have a class discussion about the article, using their questions from the Question Grid. Teachers should guide students to begin making connections and comparisons between the background article and the film.

- NOTE: Teachers may create a short background lecture with PowerPoint instead of having students read the background article and create a Question Grid.
Background Article Grid Question Worksheet

Name

Directions:
1. Read the background article about Bhutanese-Nepali Refugees actively, underlining, circling, or highlighting important pieces of information.
2. Create 5 Right There questions. These are questions in which you can point to the answer in the article.
3. Create 4 Think and Search questions. These are questions in which you use the article to draw conclusions or to make inferences.
4. Create 3 Author and You questions. These are questions that you have for the author about the topic.
5. Create 2 Big Idea questions. These are questions in which you take what you’ve learned, and you create global questions.

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<tr>
<th>Right There Questions</th>
<th>Think and Search Questions</th>
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<th>Author and You Questions</th>
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Student Activity: Primary Source Circles

• TIME NEEDED: 45 minutes

• OBJECTIVE: Students will be able to analyze primary source documents related to Bhutanese-Nepali refugees to evaluate the information and perspectives of the issue provided by different sources. Primary Source Circles help the students examine and interpret the documents. Under each role, the questions are listed from easiest to hardest, so that lower-ability students or those who are new to using primary documents can focus on answering the top questions first.

• SUPPLIES FOR THIS ACTIVITY:
  ▶ Copies of document packets for students
  ▶ Copies of the Primary Source Circles - Roles and Responsibilities Handout
  ▶ Writing utensils (pen or pencil)

• PROCEDURE:
  ▶ Divide students into groups of 5-6 members.
  ▶ Each group is assigned a specific document.
  ▶ One Team Facilitator is appointed in each group. Other group members are assigned a specific role (The Author, The Audience, The Connector, The Time Researcher, The Wordsmith, The Summarizer.) If needed the Team Facilitator can play more than one role.
  ▶ Under each role, the questions are listed from easiest to hardest, so that lower-ability students or those who are new to using primary documents can focus on answering the top questions first.
  ▶ Students read and analyze their group’s document – according to the questions listed under their specific role.
  ▶ Students will record their analysis of the document on the Primary Source Circle Worksheet.
  ▶ Students will participate in a class discussion about the documents; each group presents their document to the class.

• ALTERNATIVE ACTIVITY SUGGESTIONS/NOTES:
  ▶ Groups may present their document analysis through brief PowerPoint presentations, if time permits.
  ▶ This activity may be done as an individual assignment or may also be done as a group rotations activity.
  ▶ Alternative Worksheet A is a worksheet better aligned with the needs of an on-level course.
  ▶ Alternative Worksheet B is a worksheet better aligned with the needs of an advanced course.
Primary Source Circles - Roles and Responsibilities

Team Facilitator (Can play more than one role)

- Make sure everyone understands the document.
- Make sure that everyone has whatever help they need to carry out their roles.
- Make sure that all members have an opportunity to contribute what she or he has learned and that all base their contribution on evidence from the document.
- Make sure that everyone listens and understands everyone else.
- Make sure that the group has access to resources for additional information that an individual student or the group as a whole might want.
- Make sure the group organizes and writes down what they have learned after the summary.

The Author

- Look for information about the author.
- Look for evidence in the document that would help you to understand what the author believes, values, or thinks.
- Look for evidence in the document that would help you to understand why the author wrote it (the author’s intent.)
- Think of information about the author that you would need in order to better understand her or his ideas, values, intentions, etc.
- Think about how what you believe, value, and think might affect what you decide the author believes, values, and thinks (your bias).

The Audience

- Look for evidence in the document that would help you to understand the author’s sense of audience at the time the document was written.
- Look for evidence that might help you understand why the author might have focused on a particular audience
- Think of additional information that you would like to have in order to help you to understand the intended audience and the document’s relevance to them.

The Connector

- Make connections between the document and other documents that you know.
- Make connections between the document and other historical information.
- Make connections between the document and ideas or issues of today.
- Note any statements or ideas in the document that seem to support each other (internal consistency).
- Note any statements or ideas in the document that seem to contradict each other.

The Time Researcher

- Look for evidence in the document that helps you to understand the “historical context” - the social, economic, or political concerns, issues, or beliefs of the day.
- Look for statements in the document that either fit with or conflict with what you know about the historical context.
- Think about additional background about the time - for example, particular men or
women, the social or political issues, the ideas, the geographical developments—that would help you to understand the document and its significance better.

**The Wordsmith**

- Keep a list of unfamiliar words and your ideas of what they mean from reading the document or from looking them up in a reference book.
- Think about how the author constructs the argument (the “rhetoric”) and whether the evidence the author uses supports the argument.
- Try to describe the tone (is it respectful, angry, somber…?). What does the tone say about the author, the author’s intentions, or the author’s bias?
- Think about who or what you would expect to be included. Think about who or what is not included and what their exclusion might mean.

**The Summarizer**

- Summarize what you think the group has learned about and from the document; reach agreement with the group.
- Summarize what questions, ideas, or issues the document raises; reach agreement with the group.
- Summarize what you would like to know more about; reach agreement with the group.
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# Primary Source Document Analysis Worksheet (A)

**Directions:**
1. As you read the documents, fill in the below chart for each document.
2. Documents 1-4 are on the front, and Documents 5-10 are on the back of this worksheet.
3. A class discussion will be held once the chart is filled in completely.

<table>
<thead>
<tr>
<th>Documents</th>
<th>What kind of document is this?</th>
<th>When and by whom was the document written for? created?</th>
<th>What is the document about?</th>
<th>Why was the document created (think purpose)?</th>
<th>Is there any bias or point of view in the document? If so, explain.</th>
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Primary Source Document Analysis Worksheet (B)

Directions:
4. As you read the documents, fill in the below chart for each document’s SOAPST analysis.
5. Documents 1-4 are on the front, and Documents 5-10 are on the back of this worksheet.
6. A class discussion will be held once the chart is filled in completely.

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Document Packet:

Document 1: Excerpt from “Sons of the Soil of Southern Bhutan” – a description of the early settlement of Nepali communities in Bhutan

It has been reported by various authors that the southern part of Bhutan was a dense jungle infested with wild animals and malaria. The northerners being unable to withstand such vagaries of nature desisted from coming to these plain. The Indian subcontinent was then under the yoke of the mighty British Empire which had its own design. In such scenario, situation demanded the settlement of a community, which could cope with the natural vagaries, serve as a buffer to the interiors and generate revenue through taxes. The only feasible arrangement in such a situation was the settlement of the robust Nepali community along the southern border. [Elite members of Nepali community] were given [permission] in 1887...to organize and supervise the settlements of Nepali immigrants in the foothills of the present day Samchi district.

From Ethnic Cleansing in Bhutan: A Stigma to 21st Century by Hari Prasad Adjkari (Makalu Publication House, Kathmandu, 2007, p. 9)

Document 2: Excerpt from “Report on area in Bhutan” by Charles Bell written for the Chief Secretary to the Government of Bengal, July 21, 1904.

The Nepalis, driven out of their own country by the pressure of the population on the soil, have flocked to Bhutan...for many years past, and now that the best lands...are filled up, the movement towards Bhutan is stronger than ever. They are not treated well by the Bhutanese, but the treatment is better than it used to be, since the Bhutanese officials realize the extent to which these settlers increase their revenue. Moreover, good land is plentiful, and for a few years at any rate, until the colonist is settled in and has made money, he is left in comparative peace by its rulers. It has thus come about that the preponderance of Nepalis in this part of Bhutan is greater even than in Sikkim or in Kalimpong, where they constitute about three-fourths of the population.

As quoted in Unbecoming Citizens: Culture, Nationhood, and the Flight of Refugees from Bhutan by Michael Hutt (Oxford University Press, Delhi, 2003, page 41)

Document 3: Excerpts from article “Bhutan’s ethnic cleansing” by Bill Frelick, Refugee Policy director at Human Rights Watch, 2 February 1999

In the late 1980s Bhutanese elites regarded a growing ethnic Nepali population as a demographic and cultural threat. The government enacted discriminatory citizenship laws directed against ethnic Nepalis, that stripped about one-sixth of the population of their citizenship and paved the way for their expulsion.

After a campaign of harassment that escalated in the early 1990s, Bhutanese security forces began expelling people, first making them sign forms renouncing claims to their homes and homeland. “The army took all the people from their houses,” a young refugee told me. "As we left Bhutan, we were forced to sign the document. They snapped our photos. The man told me to smile, to
show my teeth. He wanted to show that I was leaving my country willingly, happily, that I was not forced to leave.”

…..

A Bhutanese government census in 2005 classified 13 percent of Bhutan’s current population as ‘non-nationals’, meaning that they are not only ineligible to vote, but are denied a wide range of other rights. An ethnic Nepali non-national living in Bhutan told Human Rights Watch, “they don’t ask me to leave, but they make me so miserable, I will be forced to leave. I have no identification, so I cannot do anything, go anywhere, get a job.”


Document 4: Excerpts from article “Fire razes refugee camp in Nepal; aid rushed to the homeless”, UNHCR, 3 March 2008

A devastating fire swept through the Goldhap camp in eastern Nepal at the weekend leaving thousands of refugees from Bhutan homeless and around 100 slightly injured. The government, which is coordinating relief efforts at Goldhap with the help of UNHCR, began on Sunday afternoon distributing plastic sheeting for shelter and food packs to the estimated 8,000 people left homeless by Saturday’s fire, which destroyed almost 90 percent of the camp buildings.

The UN refugee agency distributed 150 plastic sheets on Sunday as well as bamboo for building new huts, while the World Food Programme (WFP) provided an initial two-day mixed ration of rice and wheat-soya blend for the refugees. The Nepalese army has constructed some 200 emergency shelters in the camp.

UN aid agencies and non-governmental organizations [NGO] were rushing more aid Monday to Goldhap, one of seven camps in eastern Nepal housing some 108,000 refugees who left Bhutan in the early 1990s. The government has started giving financial assistance of about 500 rupees (US$8) per family.

http://www.unhcr.org/47cc007c4.html

Document 5: Excerpts from article “Psychosocial resilience among resettled Bhutanese refugees in the US” by Liana Chase, Refugee Studies Centre, August 2012

Among Bhutanese refugees, it is widely believed that remaining engaged, both physically and mentally, is critical to preventing states of mental distress, as is sharing feelings of distress through conversation. Most interviewees only felt comfortable sharing their ‘burden’ with one or two trusted friends or relatives; in light of the separation caused by resettlement, forums for meeting new friends are more vital than ever to promoting emotional expression and social support. In addition, preservation of cultural identity is closely related to wellness, especially among elderly refugees. Taking part in familiar activities such as knitting and farming promotes feelings of self-worth and identity by drawing on existing skill sets from Bhutan or Nepal. Finally, individual well-being is contingent upon a strong sense of community and one’s standing within
Student Activity: Reading Primary Source Documents

it; this value, inherent to the interdependent agricultural lifestyles of Bhutanese villages, has been reaffirmed through years of communal living in the refugee camps. Such community groups ease the shock of relocating to a more individualistic society by upholding this sense of security and cohesion.

Notably, the language surrounding these community initiatives reflects Bhutanese refugee concepts of psychological vulnerability without attaching harmful labels associated with stigma and disease. Participants may be described as refugees who “remain idle”, “stay in the home all day”, “think too much” (especially about the past) or experience dukha (sadness), manasik bhoj (mental burden) or tanab (tension) in the man (heart-mind). By addressing these unhealthy states before they become a more stigmatised disorder of the dimaag (brain-mind), the preventative community-care model embodies culturally appropriate intervention. In addition, this approach dovetails with Bhutanese refugees’ claims to having a ‘culture of helping’, wherein the suffering of individuals is addressed at the level of family or community.


Document 6: Bhim, Meet the Young People, on website “Bhutanese Refugees: The Story of a Forgotten People”

I am a Bhutanese national living in Nepal. I dream of a bright future but I’m always covered by the dark blanket of being a refugee. I think about working for society and my country but I’m always frustrated because of being a refugee and I feel all my ambitions may be in vain.

I was born in my beloved Bhutan on 22nd March 1987. I was very young when I lived there and have few clear images of my home.

I came with my parents, four brothers and sister to live here in the camps. At the time I was unaware that we were losing our house and belongings but was conscious that my parents walked with heavy legs and tears in their eyes. Before we left our country my father was jailed and now I know that he was released with the ultimatum to leave the country.

Now I am living in a Bhutanese refugee camp. The houses are closely packed. The toilets are very near the houses. We do not have enough space to play but we have schools with simple educational facilities. I passed secondary level from my camp school. We eat the things provided to us by UNHCR and other organizations but it is sometimes insufficient.

We have schools but I get frustrated because I don’t know what my future will be. My mind is always filled with unclear thoughts about my future.

Lots more children are being born every day in the camps. Crimes like robbery and rape are not common but are increasing. I am afraid about the number of increasing youths with energy and ambition but who have no place to exercise their minds. I fear this may make the Bhutanese refugee camps into crime spots.
Document 7: Poem by Keshav Ghimirey- Bhutanese refugee settled to Austin, Texas from 4 January 2011

Bear-footed, hungry stomach, with no national identity, we are refugee
Hunted by both the Government and the God, we are refugee.
Deserting lovely house without being noticing dusk, dawn or starless night,
vacating our dwelling place with bear foot and without a grain of rice in stomach, we are refugee.

Roofing under the deep blue skies and bared earth as loving bed,
Young, old, adult, maiden and all we are refugee.
Hopes, aspiration entangled till we are alive and difficult to forget awesome panic,
Deserting homeland enridden upon relatives corpse without being mercy, we are refugee.

No signals of Human Rights, no place to report our claim,
Survival, we beg for Human Right, we are refugee.
No regret of bygone days, shattered with tears and blood,
We opt for freedom now, we are refugee.

Document 8: Poem by Parbati, a 16 year old from Beldangi Camp, June 2001

Right and left and everywhere,
I see the image of our dragon flag,
But oh, my country for whom I care,
When shall I find your face with a smile?

An hour grows into a day and a day into a year
Deeply I think, with your picture in mind,
Oh, my country where to find you,
I am in prison with my thoughts of you.

Yet I can never forget your picture,
Wonderful dragon, so full of colours.
I will never forget my motherland
Until my last breath of life.

Oh, my mother do not be sad.
Let me return full of smiles
With tears of joy and happiness to all.
Rather than nothing at all
http://www.rsc.ox.ac.uk/publications/rsc-reports/bhutan-children/view


Document 10: Hari, male Bhutanese refugee, age 35

“The way we see stress and depression is completely different, and the way we follow up is different. We also have different levels of stress. When I was a refugee, I had not a penny and only one pair of clothes. I started at the origin and took my life up. The amount of stress people bear here [in America], which feels like maximum to them, is nothing for me or for Bhutanese people. We don't show it. We laugh outside and bear stress. I have had the widest range of life, life in the jungle to life in America. I was married at seventeen …. Actually, I am not happy. I know I look happy. I was when I was young and carefree and didn’t have to think about the future. But since I have been a refugee, I have not been happy. And I am not happy today. But what does bring me joy is the fact that I started at zero and made it to where I am today, having a supportive family, especially my wife, and the hope that my children will do better in the future. They’ll become Americans. They will make a difference in the world.”


World Food Programme at http://www.wfp.org/photos/refugee-camps-bhutan-2
Document 13: Location and size of Bhutanese refugee camps in Nepal, April 2011

Center for Disease Control and Prevention (CDC) at http://www.cdc.gov/immigrantrefugeehealth/profiles/bhutanese/population-movements/

Document 14: Map of Nepal and Bhutan

The Refugee Processing Center (RPC), operated by the U.S. Department of State.
More than 20,000 refugees from Bhutan have now left Nepal to begin new lives in third countries under one of UNHCR’s largest resettlement programmes.

The resettlement of refugees from Bhutan from the seven camps in eastern Nepal began in November 2007, with strong support from the Government of Nepal, the International Organization for Migration (IOM), and resettlement countries. These refugees had come to Nepal from Bhutan in the early 1990’s, fleeing ethnic tensions.

The 20,000th refugee from Bhutan to be resettled was eight-year-old Sita Budhathoki who left Nepal Monday with her parents and siblings for Des Moines, Iowa, in the United States. The US has received the highest number of refugees from Bhutan, with 17,612 resettled there to date. They have gone to states such as Texas, New York, Georgia, Arizona, Pennsylvania, and California among others.

In Nepal’s camps, UNHCR continues to provide information to refugees about resettlement and other options, so they can make an informed decision about their future. The agency organizes regular information sessions, focus groups and individual counseling. Special information programmes are organized for marginalised and vulnerable refugees. Refugees are also offered English language classes and vocational and skills training to help prepare for the lives in a new country.

Alongside the international community, UNHCR continues to advocate for the option of voluntary return to Bhutan for those refugees who wish to do so. Some 91,000 refugees from Bhutan remain in Nepal. Many have lived in exile for more than 18 years.

http://www.unhcr.org/4aa641446.html
Bhutanese refugees work at the Timai refugee camp in Nepal. As the isolated Himalayan kingdom of Bhutan prepares for historic elections, many of the 100,000 refugees languishing outside the country are appealing for the chance to return and take part.
Both photos (Documents 18 and 19) are from “Just Like Other Dandelions” by Mary Kang at http://marykang.com/bhutanese-nepali-refugees-rebuild-
I came from Jhapa, in the east of Nepal. I had been there for 20 years. My entire childhood was spent in one of the seven UN camps for Bhutanese refugees. We came here because we are Bhutanese Nepalis and the Nepali government didn’t give us citizenship, so we came to the U.S.A. to work, get an education and have citizenship for the first time in our lives. I traveled with my mother and my older sister. From our camp to Kathmandu to Paris and New Jersey we were in a group of nearly 150 other refugees coming for resettlement in the U.S.

The very last thing I did in Nepal was talk to my friends—some of whom went to Australia, Canada and other cities in the U.S. after I left. Even still, some are waiting in the camps for third country resettlement. The most important things I brought are my education and my memories. There were so many good and bad things there that let me be grateful now that I am here.

We flew from Paris to New Jersey. In New Jersey, our flight to Saint Louis was cancelled. We cried a lot, because no one was looking after us to help us make our flight and we didn’t know what to do. After waiting for a short time, we got on another flight and finally made it to our destination, Saint Louis. When we arrived in Saint Louis's Lambert Airport, the first thing I wanted was to meet my family. My uncle was supposed to be at the airport to receive the three of us, but because of catching another flight, no relatives were there. Again I was sad. A case worker from the International Institute, a refugee resettlement agency fetched us from the airport. Finally we went to our uncle’s house. After three years, we laughed and talked until 5 in the morning.

When we first came to Saint Louis, all the Nepali refugees were celebrating Dashai and Tihar. We went to the park our first Sunday. I was so happy and excited to see all those Nepali people. I never thought that we would meet in the United States. Since I came here from Nepal, I have realized a lot of things. When I first came, traveling was scary and I felt American people did not care for us. Now I know some American people are good and some people aren’t, just like all people. Nowadays I like to be friends with both Nepali and American people. At first speaking and understanding English here was difficult, though I had studied English in Nepal. Now I am a student and I’m very excited to get my first citizenship in my life. Even though I have to wait for three years, I already finished the citizenship book!
Student Activity: Timeline and Mapping the Migration of Bhutanese-Nepali Refugees

- **TIME NEEDED:** 45-60 minutes (with some homework preparation)

- **OBJECTIVE:** Students will be able to locate Bhutan and Nepal on a map and identify the routes of migration, and reasons for the migration, of ethnic Nepalis into and out of Bhutan during different historic periods. They will be able to define the term diaspora and apply it to the case of the Bhutanese-Nepali people.

- **SUPPLIES FOR THIS ACTIVITY:**
  - Outline map of region of Nepal/Bhutan/India
  - Outline map of the world
  - Outline map of the United States
  - Notebook paper
  - Writing utensils (pen or pencil)

- **PROCEDURE:**
  - Divide students into small groups and have them mark the migration journey of the Bhutanese-Nepali people beginning with their journey into Bhutan during the colonial period to their third country resettlement in the 21st century. Make sure each group has one set of outline maps of Nepal/Bhutan/India, the world, and the United States.

  - Ask groups to mark divide the routes into different segments, based on historical periods. List each route on the board.

  - Introduce the vocabulary word diaspora and have students add diaspora routes to their maps. Explain to students that the vocabulary word diaspora refers to the migration of a people away from an established homeland, or the displacement of a people.

  - You may also have small groups create a class map using the MapMaker Interactive and drawing tools on the National Geographic Education web site at http://education.nationalgeographic.com/education/mapping/interactive-map/?ar_a=1

  - Display the MapMaker Interactive. Click on the drawing tools tab and then the free-form line tool. Invite a volunteer from each small group to recreate part of the routes the Bhutanese-Nepali took. For each leg of the journey, have students use a different color and the labeling tool. Zoom into regions, as needed. Ask each volunteer to describe the part of the journey they mapped.

  - Discuss the hazards, challenges, and motivations for taking their journey in each of the different segments and routes. Have a whole-class discussion about what
motivated their movements and the challenges of the routes, including geographic terrain, resources for sustaining the journey, and cultural or social hardships.

▶ Have students make predications about the challenges of displacement. Discuss the challenges of displacement, including retaining culture, traditions, language, and other factors that are tied to a people’s homeland.

▶ Questions teachers and students should consider:
  
  - What motivates the refugees to make the different journeys, how did these motivations change in different historical periods?
  
  - What hardships did the refugees face in their journey?
  
  - What challenges of displacement do the refugees face – in terms of retaining culture, traditions, language, and other factors related to a sense of a people’s homeland?

***This activity is adapted from a lesson developed by National Geographic Education -- The Lost Boys: Migration & Cultural Interaction. Link to the full lesson: http://education.nationalgeographic.com/education/lesson/lost-boys-migration-and-cultural-interacti/?ar_a=1
Student Activity: Building Awareness

• TIME NEEDED: Class Discussion can take 15 minutes. Application of ideas might take place after lesson is completed as an ongoing involvement.

• OBJECTIVE: At the end of this unit, students are encouraged to put their research into action. Some of these ideas might need to be planned ahead of time.

• SUPPLIES FOR THIS ACTIVITY:
  ▶ Building Awareness handout
  ▶ Computer with internet access
  ▶ Notebook paper
  ▶ Writing utensils (pen or pencil)

• PROCEDURE:
  ▶ As a class have students discuss what they have learned over the course or the preceding activities. Some possible questions for discussion are:
    1. What have you learned?
    2. What was a surprise to you?
    3. Were you discouraged, hopeful, etc.?
    4. If you could choose one thing to make better, what would it be?
    5. What would you like to see happen now?
    6. What can you do to help?

  ▶ Students will research one international and one local organization that are helping newcomers in their community and present their findings to the class.

• IDEAS FOR EXPANDING STUDENT RESEARCH
  ▶ Daily Announcements - Have your students write interesting facts and quotes from their learning to be read during the morning announcements at your school.
  ▶ School Assembly - Have your class organize a school assembly OR poster exhibit to present what they learned about refugees.
  ▶ Writing Letters - Have students write to their government, encouraging Canada to take specific actions to end violence and poverty around the world.
  ▶ Agency Presentations - Invite representatives from locally based organizations assisting refugees and immigrants or NGO's to speak to your students.

***This activity is adapted from “Building Awareness” developed by Médecins Sans Frontières/ Doctors Without Borders (MSF) as part of its a learning resource materials located at http://www.doctorswithoutborders.org/events/refugeecamp/resources/
Building Awareness Worksheet

NAME: ________________________________

Use internet resources to research one international organization and one local organization that help refugees.

• Include the following:
  • Name and contact information for both organizations
  • How the organizations helps refugees
  • Ways to get involved with the organizations
  • An interesting fact about the organizations

Remember to include all sources for your research.

Be prepared to present your information to the class. This can be done in a variety of styles including slides, oral presentations, posters, etc.
Lesson Planning Menu

Below are options for utilizing the activities in the unit. Options are listed as both days for those on a regular schedule and minutes for those on 90 minute block scheduling.

1 day plan (60 minutes): You must Run! or Why Must I Run? (choose one; assign some of the work as homework prior to class), Film viewing/Background article (show clip from video and do article with question grid), Free Write

1.5 days (90 minutes): You must Run! or Why Must I Run? (choose one; assign some of the work as homework prior to class), Film viewing/Background article (all of activity), Free Write or Building Awareness

2 days (120 minutes): You Must Run! and Why Must I Run? (both activities, assign parts as homework prior to class), Film viewing/Background article (clip from video and do question grid), Document Analysis Activity (choose one of the following: Primary Source Analysis Worksheet (A) or (B) or Primary Resource Circle); Building Awareness

3 days (180 minutes, 2 blocks): You Must Run! and Why Must I Run? (both activities, assign parts as homework prior to class), Film viewing/Background article, Document Analysis Activity (choose one of the following: Primary Source Analysis Worksheet (A) or (B) or Primary Resource Circle); Timeline and Mapping Activity

Note: These are suggestions. Please utilize and adjust the activities to fit the needs of your students and curriculum.