

**Title**

Ethnic Cleansing and Segregation

**Grade Level**

7-12

**Author**

Adam Schmitt

**Time Period**

1 class period

**Learning Objectives**

By the end of the lesson the learner will be able to...

1. define the term *ethnic cleansing*
2. relate their idea of majority ethnic enclaves in Bosnia to racial segregation in the United States
3. investigate their own community for racial segregation.

**Appropriate National Standards**

5.a – apply concepts such as role, status, and social class in describing the connections and interactions of individuals, groups and institutions in society

9.d – analyze the causes, consequences, and possible solutions to persistent, contemporary and emerging global issues.

**Background**

One of the important ways to get students to understand concepts like genocide is to relate it to their own histories and experiences. This lesson will investigate the results of the ethnic cleansing and subsequent population distribution of Bosnia and connect it to the segregation that exists in the United States.

**Materials**

Computer

LCD projector

Remapping Debate (<http://remappingdebate.org/map-data-tool/mapping-and-analysis-new-data-documents-still-segregated-america-0>)

Mapping America (<http://projects.nytimes.com/census/2010/explorer>)

Bosnia ethnic maps (1991 and 1998)

Copies of Segregation in Your Community worksheet

**Procedure**

1. The teacher will begin the class by asking students, “What do you think is meant by the term *ethnic cleansing*?” Students should record their answers in their notebooks.
2. After students have individually answered their questions, they should take a moment to share their thoughts with someone sitting near them.
3. The teacher will then ask students to share their answers with the class.

4. After collecting student answers, the teacher will explain that ethnic cleansing is the process of forcibly removing an ethnic group from an area in order to make it ethnically homogenous. **NOTE:** teachers will need to explain that ethnic cleansing is actually an extremely complex process, and this definition is more of the essence of what ethnic cleansing is about. In addition, ethnic cleansing also typically includes the erasing of evidence of existence by another ethnic group.
5. The teacher should ask students to consider why a group would try to ethnically cleanse an area. After discussing possible reasons, the teacher will go on to explain that ethnic cleansing was evident in the Bosnian War. At this point, the teacher should show the before and after maps of Bosnian ethnic population distribution and discuss the changes that are evident on the map.
6. The teacher should then explain that, though different, we also see evidence of majority populations in areas of the United States through racial segregation.
7. At this point, the teacher should display one of the two segregation data websites. Remapping Debate shows data for the population distribution of whites and African Americans only, and is similar to the structure of the Bosnian maps. Mapping America uses a dot system, has specific census data and includes Hispanic and Asian data as well. The teacher should use whichever website they think is best for their students.
8. The teacher should pull up the map of Milwaukee, Detroit, or another hugely racially segregated city to show students the connection between ethnic cleansing and segregation. Teachers should ask students what they see and what possible explanations are for the patterns they notice.
9. Once students are familiar with how to read the maps, the teacher should distribute the Segregation in Your Community worksheet. If students have access to individual computers, they may explore other communities when finished.
10. Once students have completed their worksheets, the teacher should ask students to write a reflection on the following questions
  - Why do some people want to live only with people who look and speak like themselves?
  - Why do other people want to live in deliberately diverse communities?
  - Which viewpoint do you think is right? Why?
  - Is it okay to disagree about what the racial/ethnic/religious makeup of a community should be? How do we decide which viewpoint is right?
  - Can society's problems be solved by moving people around? Why or why not?
  - What can be done when there are competing visions of what an ideal society should look like within a country?

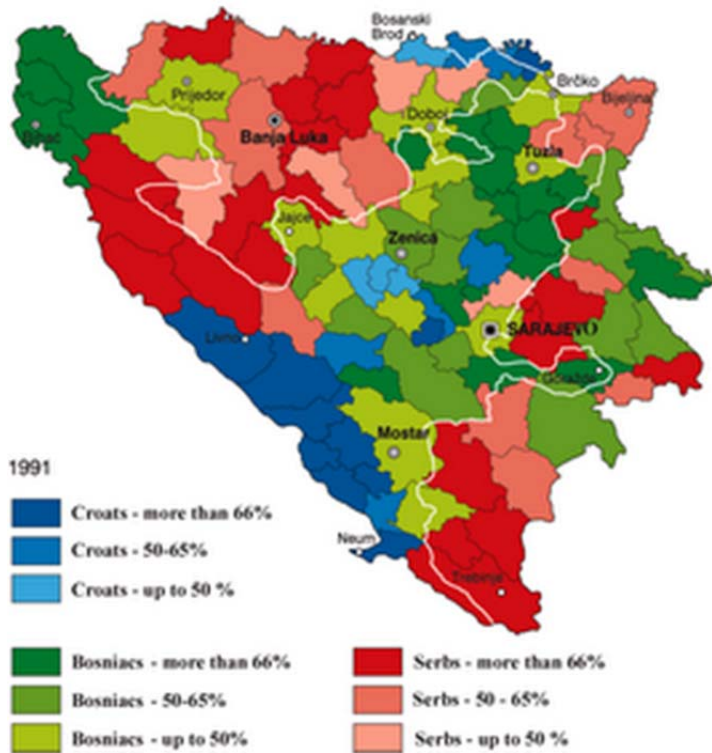
### **Assessment**

Students should be assessed on the completion of their "Segregation in Your Community" worksheet and their reflection. Both assignments can be used as the basis of class discussion the next day.

## Segregation in Your Community

1. What community are you investigating?
2. What patterns do you notice (what areas do different groups live in, what is the difference in percentage of population, etc.)?
3. What else do you know about these areas? Are there major differences in income, safety, access to grocery stores, etc.?
4. Why do you think the population is spread out like it is? How do you think it "got this way?"
5. Do you think there could be a way to make the community you are looking at more integrated? Explain.
6. How do you think this information ties back to what you learned about ethnic cleansing in Bosnia?

Ethnic composition before the war in BiH (1991)



## Bosnian Ethnic Population Distribution Before and After Ethnic Cleansing