

# **Pastoralists and Agrarians: Identifying Connections between Historical and Contemporary Migration**

**Grade:** 7<sup>th</sup> – 10<sup>th</sup> Grade

**Brief Description:** Migration is a recurring theme in world history. Students will recognize the complex interactions between groups of people who come in contact with one another, using the Aryan migration into India and the current conflict in Darfur. They should be able to explain that conflicts in these areas have many causes including the relationship between agrarians and pastoralists.

## **Objectives:**

- 1) Students will be able to identify that the effects of migration are evident in both ancient and contemporary cultures
- 2) Students will be able to define “pastoralist” and “agrarian” and explain the relationships between these groups of people.
- 3) Students should be able to make some connections between the migrations of the Aryans and the settling down of pastoralists in Sudan.

## **Materials Needed:**

- “The Aryans Enter India,” an excerpt from *The Roots of Ancient India* by Walter A. Fairservis, Jr. (New York: Macmillan, 1971) It is excerpted in *World History: Original and Secondary Source Readings*. Edited by Charles A. Frazee (San Diego: Greenhaven Press, 1999)
- Hole punched index cards with about 3 feet of yarn attached to each
- Migration Worksheet

## **Directions:**

- 1) Students should have an understanding of and examples of the theme of migration in World History.
- 2) Together, students and teacher will define migration, pastoralist, and agrarian, using the dictionary and other resources, then put the definitions into their own words.
- 3) Students will then give examples of migration from history.
- 4) Students should examine the differences between the interests of pastoralists and agrarians, and the pros and cons of each position.
- 5) Students should list all of the issues that might cause conflict between pastoralists and agrarians affected by migration. (examples include: drought, flooding, loss of nutrients in land, loss of grazing land, ethnic conflict, religious conflict, economic differences, issues of government, cultural differences)
- 6) They should each pick one of these issues and place them on an index card attached to yarn
- 7) Pairs of students should, one at a time, state the issue and stretch the yarn across the room  
Ultimately, the strings will be intertwined in such a way that they are knotted. It should help student understand how these issues become intertwined.
- 8) Students will look at Indo-European migration patterns and read *The Aryans Enter India*. They should review various perspectives when looking at migration patterns.
- 9) Extension: Students could write dialogues from the perspective of an agrarian (Those residing in India) or a pastoralist (an Aryan) as they meet. Teachers must make to sure

discuss that these groups of people will not be best friends and they will not go to war immediately. The dialogues should be somewhere in the middle of these two possible scenarios.

- 10) Students should investigate the various conflicts within Darfur. A history of the region and of Sudan should include the Arabization, Africanization and Islamization of the area. It should also include the infrastructure of the region as compared to the rest of Sudan.
- 11) Students can select another of the issues that bring people to conflict in other parts of the world draw some comparisons.

**Assessment:**

Formative assessment: Questioning strategies while reviewing the handout.

Formative assessment: Explanation of the relationship of the yarn project.

Summative assessment: Students will choose to make a table, a Venn Diagram, or write an essay that compares and contrasts the life of an agrarian and the life of a pastoralist.

Alternative assessment: Editorial cartoons about the life of a pastoralist or an agrarian.

**Extension:**

Students can certainly follow various global issues related to the Darfur region of Sudan after completing this activity. Recent re-emergence of the issues within Ethiopia might also be an extension of study. Students might choose to volunteer their time to support some of the community groups involved in Darfur.

There is the potential for carrying the ideas in this lesson to the nineteenth-century American farmer, as well.

**NC Standard Course of Study:**

**From 7<sup>th</sup> Grade Africa and Asia:**

**2.02** Describe factors that influence changes in distribution patterns of population, resources, and climate in selected regions of Africa, Asia, and Australia and evaluate their impact on the environment.

**3.01** Identify ways in which people of selected areas in Africa, Asia, and Australia have used, altered, and adapted to their environments in order to meet their needs and evaluate the impact of their actions on the development of cultures and regions.

**3.02** Describe the environmental impact of regional activities such as deforestation, urbanization, and industrialization and evaluate their significance to the global community.

**4.01** Describe the patterns of and motives for migrations of people, and evaluate the impact on the political, economic, and social development of selected societies and regions.

**4.02** Identify the main commodities of trade over time in selected areas of Africa, Asia, and Australia and evaluate their significance for the economic, political, and social development of cultures and regions.

**4.03** Examine key ethical ideas and values deriving from religious, artistic, political, economic, and educational traditions, as well as their diffusion over time, and assess their influence on the development of selected societies and regions in Africa, Asia, and Australia.

**From 9<sup>th</sup> Grade World History:**

**2.04** Examine the importance of India as a hub of world trade and as a cultural and religious center during its Golden Age.

**6.01** Compare the conditions, racial composition, and status of social classes, castes, and slaves in world societies and analyze changes in those elements

**Additional resources** about Darfur:

<http://www.pbs.org/now/politics/sudan.html>

<http://www.pbs.org/frontlineworld/stories/sudan/links.html>

[http://www.choices.edu/resources/twtm\\_darfur.php](http://www.choices.edu/resources/twtm_darfur.php)

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Name \_\_\_\_\_

## Migration

The definition of migration: \_\_\_\_\_

The definition of migration in my own words (you may not use more than two of the words from the original definition) \_\_\_\_\_

Examples of migration in history

| Place | Example |
|-------|---------|
|       |         |
|       |         |
|       |         |

Definition of Pastoralist \_\_\_\_\_

Definition of Agrarian \_\_\_\_\_

| Pastoralist | Agrarian |
|-------------|----------|
| Pro's       | Con's    |
| Con's       | Pro's    |