

Europeana Learning Scenario

Title

Human migrations

Author(s)

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Abstract

In this learning scenario students will learn about human migrations. They will understand the difference between a migrant, immigrant and emigrant. The students will become aware of different causes that have triggered migrations in the past and still do. They will also become aware of the fact that both immigrants and their new country may benefit from each other.

Keywords

migration, causes of migrations, obstacles and challenges

Table of summary

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Subject	English, ICT, Citizenship
Topic	<i>Human migrations, Human rights</i>
Age of students	<i>13 – 14 years old</i>
Preparation time	<i>60 minutes</i>
Teaching time	<i>90 minutes</i>
Online teaching material	https://hrvatiizvanrh.gov.hr/hrvati-izvan-rh/hrvatsko-iseljenistvo/hrvatsko-iseljenistvo-u-sad-u/769 http://www2.geof.unizg.hr/~akuvezdic/studenti_arhiva/kardum_dragas_kasumovic/kardum_dragas_kasumovic/konacno/projekt_1.html http://www.croatianfranciscans.org/hrv/activ1.htm https://padlet.com/anazelali10/3huh2nkhc2al
Offline teaching material	<i>tablets, paper, pencils, laptop, OHP, a map of the world</i>
Europeana resources used	https://www.europeana.eu/portal/en/exhibitions/people-on-the-move https://www.europeana.eu/portal/en/explore/topics/128-human-migration.html https://www.europeana.eu/portal/hr/explore/galleries/famous-migrants https://www.europeana.eu/portal/en/exhibitions/people-on-the-move/faces-of-migration



<https://www.europeana.eu/portal/en/exhibitions/people-on-the-move/rising-stars>
https://www.europeana.eu/portal/hr/search?q=europeana_collectionName%3A2084002%2A&view=grid

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Integration into the curriculum

This learning scenario fits into the Croatian national curriculum. It deals with the topic which is part of the Citizenship curriculum (Human rights).

In this learning scenario, learners and the teacher use another area of the curriculum as the content of the English class (CLIL).

The new national curricula also encourages the development of useful skills (21st century skills) and this learning scenario enables students to develop their skills.

Aim of the lesson

Students will learn about migrations in general, become aware of different causes of migrations, learn about the Croatian migrants and migrants from other countries in the past.

They will also expand their vocabulary and improve their language skills.

Outcome of the lesson

Students can understand the problem of migrations, identify different causes, search for relevant information in order to create a presentation. They will also learn to sympathize with people who had to leave their homes and look for a peaceful life elsewhere. The lesson will help promote an understanding of past and present human migrations.

Trends

Communication, Project-based Learning, Collaborative Learning, Global awareness, Information and Media Literacy, skills developments

21st century skills

critical thinking

communication, collaboration (students work in groups)

creativity (they work on their presentations)

the use of ICT

Activities

This learning scenario uses Europeana resources. All the activities are listed here and described in detail. The time they require is given as well.

Name of activity	Procedure	Time
Lead-in activity	<p>Students focus attention on the photo and describe what they see.</p> <p>https://www.europeana.eu/portal/en/exhibitions/people-on-the-move#ve-anchor-intro_14887-js</p> <p>The teacher encourages students to speculate and asks the following questions: 'Who are the people?', 'Are they on holiday?', 'Are they happy?'. Students think about the questions and share their ideas and answers with the class orally.</p>	5'
Whole class activity	<p>The teacher introduces the expression 'human migration' and writes it on the blackboard and asks what it is. Individual students may express their opinions.</p> <p>Students are given copies of the text Human migrations (taken from the Europeana, it can be found in the annex of this document). They go through the text as a class.</p> <p>It is likely that most students will have at least a small amount of knowledge about human migrations.</p> <p>Students may need reminding of the difference between an immigrant (a person who has come to a different country in order to live there) and emigrant (a person who emigrates, leaves a country permanently to live in another one).</p> <p>The teacher asks students 'What makes people leave their homeland?' Students brainstorm their ideas and are asked to come to the blackboard and write them down. They can also provide some examples for each cause as they have some knowledge about the topic from their History lessons.</p> <p>Possible answers:</p> <ul style="list-style-type: none"> - natural disasters (earthquakes, floods, volcanic eruptions...) - wars - political reasons - economic reasons (to get a better paid job in order to support a family) - personal choice (to pursue a career, gain experience...) <p>A map of the world is shown to the students (OHP). By looking at the map</p>	20'

Name of activity	Procedure	Time
	students activate their knowledge of migrations in the past e.g. from Europe to North and South America and Australia as well as migrations from Africa and Asia to Europe at present time.	40'
Group work	<p>The teacher puts students into groups of four or five and assigns one of the following titles to each group. Each group has to search for the necessary information and create a presentation.</p> <p>The titles are:</p> <ul style="list-style-type: none"> - Faces of migration - Famous migrants - Famous Croatian migrants - A real life story <p>The teacher refers students to the Europeana collection and tells students how to use it. The teacher also helps and monitors students' work as necessary. (The teacher allows enough time for this activity, it can be time consuming for the students to find the relevant material and organize it.)</p>	25'
Presentation time	Students present their work to each other in class. Each group evaluates the presentations of other groups. After the presentations, students can talk about each other's work and suggest improvements.	
Ending the lesson – whole class activity	<p>To round up the lesson the teacher can ask : 'What have we learned today?'. At this point, students can answer the question 'What the world would be like without anyone ever leaving their place of birth? Without people travelling and settling abroad? Students can leave their answers on Padlet.</p>	

Assessment

In the annexe part of this learning scenario, different evaluation sheets are given and can be used at the end of the lesson.

A quiz *Human Migrations* is available on the Quizziz platform, created by Ana Zelalija. Students can play it either at home or at the end of the lesson to round up the activities and learning process.

***** AFTER IMPLEMENTATION *****

Student feedback

At the end of the lesson, students will have a chance to express their likes and dislikes about the lesson. They will talk about their experience and opinions regarding the topic and the tasks they have carried out. They will also have a chance to say whether they find the lesson useful or not, whether it was easy or difficult to carry out the task and how helpful their group members were.

Teacher's remarks

As this is a broad topic, to help students narrow down the content of their presentations, the teacher can advise students to write about 3– 5 people to cover the following titles **Famous migrants** and **Famous Croatian migrants** . The teacher can also help each group by writing the title they have to cover on a separate card with some additional prompts and questions as shown below.

- **Faces of migration** (Do you think it is easy to move to another country and live there? What kind of obstacles do people encounter? (language, culture, religion) Choose one or two personal accounts and present it to your class.
- **Famous migrants** (Can immigrants succeed in a new country and become successful citizens? Can their work enrich the new country's culture, business, tradition?)
- **Famous Croatian migrants** (Think and find examples of Croatians who left Croatia to live abroad. Has the new country helped them fulfill their dream? In what way?)
- **A real life story** (Think of someone you know (a peer/a colleague) whose family has come from another country to live in Croatia. Make an interview with him/her and ask about their experience and share it with us.




About the Europeana DSI-4 project

[Europeana](#) is Europe's digital platform for cultural heritage, providing free online access to over 53 million digitised items drawn from Europe's museums, archives, libraries and galleries. The Europeana DSI-4 project continues the work of the previous three Europeana Digital Service Infrastructures (DSIs). It is the fourth iteration with a proven record of accomplishment in creating access, interoperability, visibility and use of European cultural heritage in the five target markets outlined: European Citizens, Education, Research, Creative Industries and Cultural Heritage Institutions.

[European Schoolnet](#) (EUN) is the network of 34 European Ministries of Education, based in Brussels. As a not-for-profit organisation, EUN aims to bring innovation in teaching and learning to its key stakeholders: Ministries of Education, schools, teachers, researchers, and industry partners. European Schoolnet's task in the Europeana DSI-4 project is to continue and expand the Europeana Education Community.

Annex

PRESENTATION ASSESSMENT RUBRIC

			
PRESENTATION	good	very good	excellent
CONTENT	good	very good	excellent
RELEVANCE	good	very good	excellent

To assess the given presentations, each group can use the above chart and award the stars to other groups for their performance.

4- 5 stars: good

6-7 stars: very good

8-9 stars: excellent

GROUP SELF EVALUATION SHEET

We finished our work on time.	YES	NO
We produced a good presentation.	YES	NO
We encouraged each other.	YES	NO
We cooperated well.	YES	NO
We discussed things in a polite way.	YES	NO
We had a chance to express our ideas and opinions within our group.	YES	NO
We liked ...		
Next time we could improve...		

STUDENT SELF EVALUATION SHEET

	Questions	Yes	Partially	No
1.	Have you successfully finished your task?			
2.	Are you happy with your performance within your group?			

3.	Do you think other students in your group worked hard to finish the task?			
4	Did you respect each other's ideas and opinions?			
5	Did you like this task? Why?			
6	Do you think that you have learned something new today?			

Human migration

Human migration is the movement by people from one place to another with the intention of settling in the new location. The movement is typically over long distances and from one country to another, but internal migration is also possible.

Migration may be individuals, family units or in large groups. Nomadic movements are normally not regarded as migrations as there is no intention to settle in the new place and because the movement is generally seasonal. Only a few nomadic peoples have retained this form of lifestyle in modern times.

Also, the temporary movement of people for the purpose of travel, tourism, pilgrimages, or the commute is not regarded as migration, in the absence of an intention to settle in the new location.

Migration has continued under the form of both voluntary migration within one's region, country, or beyond and involuntary migration (which includes the slave trade, trafficking in human beings and ethnic cleansing). People who migrate into a territory are called immigrants, while at the departure point they are called emigrants. Small populations migrating to develop a territory considered void of settlement depending on historical setting, circumstances and perspective are referred to as settlers or colonists, while populations displaced by immigration and colonization are called refugees.