

Europeana Learning Scenario

Title

Writing Home: Coping with Migration

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Summary

Table of summary

Subject	Literature, History.
Topic	The difficulties of migration as depicted in literary texts, photos, letters and real life stories.
Age of students	13-14 years old
Preparation time	1-2 hours to form the groups, prepare the ICT lab and create the Padlet wall for the final activity
Teaching time	4-6 teaching hours
Online teaching material	<p>Web tools: For the digital museum: https://padlet.com For the wordclouds: https://wordart.com For the collaborative storytelling activity: https://www.google.com/docs/about/</p> <p>Resources: https://el.wikipedia.org/wiki/Μετανάστευση https://en.wikipedia.org/wiki/Immigration https://en.wikipedia.org/wiki/Greek_diaspora https://historiana.eu/#/historical-content/source-collections/european-emigration-to-the-united-states-in-the-late-19th-century</p> <p>Literary texts: http://ebooks.edu.gr/modules/ebook/show.php/DSGL105/229/1690,5411/</p>
Offline teaching material	-
Europeana resources used	https://www.europeana.eu/portal/en/explore/galleries/migration-writing-home https://www.europeana.eu/portal/en/explore/galleries/everyday-treasures https://www.europeana.eu/portal/en/exhibitions/people-on-the-move https://www.europeana.eu/portal/en/explore/galleries/journeys-of-migration https://www.europeana.eu/portal/en/exhibitions/leaving-europe https://www.europeana.eu/portal/en/explore/galleries/ellis-island-gateway-to-the-united-states https://www.europeana.eu/portal/en/explore/galleries/trading-places-migration-and-new-businesses http://blog.europeana.eu/2018/09/all-of-europe-is-my-country-and-other-stories-from-europeana-migration/ http://blog.europeana.eu/2018/10/a-place-to-call-home-migration-and-housing/ https://www.europeana.eu/portal/en/collections/migration?https%3A%2F%2Fwww.europeana.eu%2Fportal%2Fcollections%2Fmigration%3F%5BTYPE%



[5D%5B%5D=SOUND&q=DATA_PROVIDER%3A%22Music%20Library%20of%20Greece%20of%20The%20Friends%20of%20Music%20Society%22&view=grid](https://www.scribd.com/document/501111111/5D%5B%5D=SOUND&q=DATA_PROVIDER%3A%22Music%20Library%20of%20Greece%20of%20The%20Friends%20of%20Music%20Society%22&view=grid)

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Integration into the curriculum

This LS is linked to the 8th grade Literature Curriculum in Greece. There is a whole unit dedicated to migration themed literary texts. It was created having a particular text named «Δύο γράμματα της Χαράς» (“Two letters by Hara”) by Thanassis Valtinos as its starting point, but can be used to accompany the teaching of any similarly themed text in any grade or National Curriculum. It can also be used to teach the causes and effects of migration in subjects like History or Civics. It is not necessary to implement the entire Learning scenario at once. Although, the sessions’ sequence follows a certain logic, the different activities can be implemented separately as well.

Aim of the lesson

For students to understand that migration is a phenomenon present throughout world history and has affected the lives of millions of people of different origins, Greeks among others. Furthermore, this Learning Scenario aims to help students empathize with immigrants, getting to know the difficulties faced by immigrants when moving to a foreign country. This is attempted through a series of playful and creative activities.

Trends

Project-Based learning: The learning scenario is conceived as a series of activities, one leading to the next one, organized around the theme of immigration.

Collaborative Learning: Students work in groups and produce collaborative outcomes. The LS requires a lot of collaborative decision making.

Learning materials: There is as a shift from textbooks to web resources and open source books

Peer Learning: Students review the work of their peers and provide justification for their choices.

21st century skills

Creativity: Students are engaged in a series of creative activities, such as creative writing and creating a digital museum.

Critical thinking: Students are called to choose among the numerous photos of the Europeana collections the ones that –in their opinion- depict more vividly the different aspects of migration and to justify these choices.

Collaboration: Students learn how to collaborate with each other, take part in group discussion, reach collaborative decisions and produce collaborative outcomes.

Activities

Name of activity	Procedure	Time
Session #1 (2 teaching hours): Letters to home	Introducing terms and key facts: Students research the terms “migration” and “Greek diaspora”. The following Wikipedia links can be used: https://el.wikipedia.org/wiki/Μετανάστευση https://en.wikipedia.org/wiki/Immigration https://en.wikipedia.org/wiki/Greek_diaspora	15 min
	Reading literary texts: Students read Δύο γράμματα της Χαράς from the 7th grade Literature textbook, 2 fictitious letters written by a greek immigrant in South Africa to her siblings back in Greece, and try to answer the following questions: <ul style="list-style-type: none"> • What difficulties do the people mentioned in the letters face as a result of their migrating to a foreign country? • What’s their psychological state? What kind of feelings are expressed in the letters? They discuss these questions in groups and their answers are used to create 2 wordclouds, one for the difficulties and one for the feelings. The wordclouds can be created using an app like https://wordart.com	45 min
	The importance of writing home: Students discuss in groups the importance of letters as a means of communication with homeland in the past. In order to understand the key role of this kind of communication, they visit the following Europeana gallery: https://www.europeana.eu/portal/en/explore/galleries/migration-writing-home	30 min
Session #2 (1-2 teaching hours): Talking objects	Objects with sentimental value: Students discuss the role of several objects mentioned in the letters they have read as ways to stay sentimentally connected to homeland. They also visit the following Europeana gallery: https://www.europeana.eu/portal/en/explore/galleries/everyday-treasures They read the stories behind the objects depicted in the pictures of the above-mentioned gallery.	30 min
	Giving voice to the objects: They choose one of the objects and give a voice to it, writing a first person narrative from the perspective of the particular object. For this collaborative storytelling activity an app like Google Docs can be used.	45 min
	Sharing family histories: Students are encouraged to share any relevant family stories. The stories might concern either relatives who came as refugees to Greece or relatives who migrated to other countries from Greece.	15 min
Session #3 (1-2 teaching hours):	Creating a digital museum of migration: Students collaborate in groups in order to create a digital museum dedicated to migration. The museum will consist of posts on a Padlet wall. Students can find the necessary material by visiting some of the following Europeana	90 min

Visualizing migration

- exhibitions and galleries:
- <https://www.europeana.eu/portal/en/exhibitions/people-on-the-move>
 - <https://www.europeana.eu/portal/en/explore/galleries/journeys-of-migration>
 - <https://www.europeana.eu/portal/en/exhibitions/leaving-europe>
 - <https://historiana.eu/#/historical-content/source-collections/european-emigration-to-the-united-states-in-the-late-19th-century>
 - <https://www.europeana.eu/portal/en/explore/galleries/ellis-island-gateway-to-the-united-states>
 - <https://www.europeana.eu/portal/en/explore/galleries/trading-places-migration-and-new-businesses>
 - https://www.europeana.eu/portal/en/search?page=38&q=europeana_collectionName%3A2084002_Ag_EU_Migration_ugc&view=grid
 - <http://blog.europeana.eu/2018/09/all-of-europe-is-my-country-and-other-stories-from-europeana-migration/>
 - <http://blog.europeana.eu/2018/10/a-place-to-call-home-migration-and-housing/>

Each group needs to find 10 pictures to illustrate the aspects of migration they want to highlight. They either upload the chosen picture to the Padlet or paste the link to it. They accompany it with a short caption explaining the reason they have chosen the particular picture. They need to bear in mind all the previous project sessions and the conclusions they have drawn on the difficulties immigrants face.

Greek students can even include songs about migration from the following Europeana collection:

https://www.europeana.eu/portal/en/collections/migration?https%3A%2F%2Fwww.europeana.eu%2Fportal%2Fcollections%2Fmigration%3Ff%5BTYPE%5D%5B%5D=SOUND&q=DATA_PROVIDER%3A%22Music%20Library%20of%20Greece%20of%20The%20Friends%20of%20Music%20Society%22&view=grid

Assessment

Formative assessment should be carried out throughout the project in order to check whether students follow the instructions correctly and whether the scenario's objectives are met. The teacher moves from group to group supporting them, giving the necessary explanations and making sure that they collaborate effectively. The effectiveness of the whole project can be assessed through the outcomes created by students in every stage. When the last activity is finished, groups are called to present their

Padlet posts justifying the choices they made. The other groups review these choices as a form of peer assessment.

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

Student feedback

At the end of the project, students said that this Learning Scenario helped them understand the different aspects of migration and felt more sympathetic to immigrants and refugees. They were all very keen to share their family stories, as almost all of them had at least one relative who had similar experiences.

Teacher's remarks

Students' enthusiasm and engagement were signs that the project interested them and that its implementation met its goals. Even students who do not normally participate in the everyday class routine were willing to carry out the activities and collaborate in the groups. In the final activity, the groups reflected a lot on which photos to choose in order to visualize the experience of migration with the aid of the Europeana galleries. The original material found there fascinated them and led to interesting discussions among the members of each group.

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.