

Europeana Learning Scenario

Title

Migrations through centuries: Ireland in the 19th and 21st century

Author(s)

Renata Mihaljević

Summary

Table of summary

Subject	English, History, Sociology
Topic	Migration before and now
Age of students	17-18
Preparation time	45' for teachers, 60' for students to do the research
Teaching time	Four 45-minute lessons
Online teaching material	https://www.youtube.com/watch?v=9ks9e7GaORA http://www.deakin.edu.au/students/studying/study-support/academic-skills/report-writing https://unilearning.uow.edu.au/report/1c.html#
Offline teaching material	Paper for the report and research results, printer
Europeana resources used	https://www.europeana.eu/portal/en https://www.europeana.eu/portal/en/record/2059513/data_foodanddrink_efd_LGMA_0847.html?q=famine#dclid=1548698841436&p=1 https://www.europeana.eu/portal/en/exhibitions/leaving-europe#ve-anchor-intro_5665-js https://www.europeana.eu/portal/en/record/2084002/contributions_0de21b80_43f1_0136_04c1_328731ba9018.html?q=famine#dclid=1548698841436&p=1 https://www.europeana.eu/portal/en/exhibitions/leaving-europe/nativism https://www.europeana.eu/portal/en/exhibitions/leaving-europe/nativism#ve-anchor-section_5750-js

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Integration into the curriculum

As this learning scenario aims to develop the four language skills (speaking, reading, listening and writing), it can be implemented any time in the year for an English as a foreign language class. Students will learn how to look for and use online sources of information in a foreign language, which also constitutes an essential element of the national curriculum. Furthermore, they will learn how to write a report after doing some research.

The lesson could also be organized as an interdisciplinary lesson with the History teacher and Sociology teacher. In that case an agreement and arrangement with history/sociology teacher should be achieved upon the time of the year depending on their curriculum.

Aim of the lesson

The learning scenario is supposed to develop the four language skills: speaking, reading, listening and writing. Students will expand their knowledge of cultural heritage, history of the Great Famine migration in Ireland and as a result, vocabulary related to this topic. Students will also practice how to describe pictures, comment on the short film and how to react in typical situations (expressing opinions, preferences; asking for opinions and preferences).

Working in a team, students will learn how to negotiate and discuss ideas and present for and against arguments related to the topics, how to collect information for the report. Furthermore, they will do research by collaborating in groups about migrations from Croatia to Ireland that have become very frequent recently and write a report about it. Of course, it can be any other European country with similar situation, in the sense that this learning scenario is adaptable for all other nations and countries. In this way, during that research they will develop their critical thinking skills while comparing migrations in the 19th century from Ireland with the migrations in the 21st century to Ireland, and by commenting on migrations in Europe today in general. Finally, they will produce a booklet of reports about migrations from Croatia (or another European country) to Ireland based on their researches.

Trends

- Project-Based Learning
- Collaborative Learning
- Peer Learning
- Mobile learning

21st century skills

ICT Literacy - ICT tools are used to do research, organise, communicate and evaluate information.

Communication - Students articulate thoughts and ideas, listen effectively, use communication for a range of purposes (e.g. to inform, interviews with people, conversations, to persuade, to do research, to write a report).

Collaboration - Students work together to accomplish a common goal and share responsibility for collaborative work.

Creativity and Innovation - Students create new ideas using ICT tools and work creatively with others.

Critical Thinking and Problem Solving - Students analyse each other's outcomes, make connections between information, reflect critically on the world around them and on learning experiences (assessment).

Activities

Name of activity	Procedure	Time
First lesson		
Introduction	A picture of potatoes from Europeana is shown as a springboard, to start a discussion about Irish famine.	2'
Irish famine film	Students watch a short film about Irish famine and answer questions that are incorporated in the film. https://www.youtube.com/watch?v=9ks9e7GaORA	10'
Europeana	The teacher explains to students what Europeana is and shows them how to find information about Departure and arrival to America, Leaving Europe: A new life in America.	3'
Europeana research	Students do research on Europeana in groups and look for the answers to the questions the teacher shows on the whiteboard (See Annex 1.)	20'
Conclusion	Finally, the teacher elicits the answers from the students.	10'
Second lesson		
Introduction	The teacher shows a wedding photo as a stimulus for speaking recapitulation of the previous lesson about Irish famine. Also, the photo helps students to identify with the problem of migration more easily. They talk about one family and how they must have felt during the entire process of leaving their native country.	5'
Europeana research	Students do research on Europeana in groups and look for the answers to the questions the teacher shows on the whiteboard(See Annex 1.Life in America).The aim is now to make students start thinking critically about the migration to America (Did all migrants really find a better life in America?); to introduce students with nativism, Immigration restriction league, etc.	20'
Conclusion	Students answer the questions and discuss. At this point it is crucial to interconnect the situation of the immigrants in the society back then with the situation of the immigrants in the 21century. Also, it is important that the students realize the reasons for migrations to Ireland from Croatia (or any other European country) today.	10'

Homework assignment	The teacher explains to students what report writing is, how it is done, shares materials about that with them (links). He clarifies what their research homework is: interviews with people – expatriates to Ireland, their friends and families; publications in the newspapers and internet about that phenomenon; finding figures, etc.	10'
Third lesson		
Introduction	Students in groups explain what method they used to conduct their investigation (surveys/questionnaire, interviews) and inform the teacher about the results of the research.	5'
Reports	<p>The teacher explains main aspects of a report:</p> <ul style="list-style-type: none"> • formal style • introduction, body and conclusion • analytical thinking • extensive research of information and evidence to support a conclusion • careful proofreading and neat presentation • format of the report (see Annex 2.) <p>Students write their report in groups and follow the detailed instructions on the internet (the link that teacher had given them last time). The teacher monitors, answers their questions, helps them with suggestions if necessary.</p>	40'
Fourth lesson		
Reports	Students finish their reports in groups and they read them in the classroom. Other students ask questions, discuss and comment. They decide about the booklet format and the order of the reports in it. They create a booklet of all reports for homework and they can publish it on the school webpage.	45'

Assessment

Assessment rubrics can be used for peer assessment. The teacher can assess their work based on report assessment rubrics.

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

Student feedback

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Teacher's remarks

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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 1.

Questions 1

Leaving Europe:

1. Was it easy to organize the voyage from Ireland to America?
2. What was the voyage like, describe the conditions on board?
3. How long did the voyage last?
4. Read one of the stories of the immigrants and retell it!
5. Did all the immigrants reach America? What was the percentage of those who succeeded?
6. What were the usual diseases that immigrants suffered from on board?
7. Name the most important ports of departure and the ports of arrival.
8. What was the role of Ellis Island?
9. What kind of papers were required from the immigrants?
10. What were the usual questions they had to answer during the interview?

Questions 2

Life in America

1. What was life of the immigrants in America like?
2. Did they all succeed and realise their dreams about better, happier and richer life?
3. Did the government provide any assistance to the newcomers?
4. Were they welcomed by the natives / locals and did they have any problems with integration?
5. What was nativism? Name some of the nativist organisations and their main aims!
6. What was Immigration restriction league?
7. When did the attitude and policy towards immigrants change and why?
8. Do you notice any similarity with the problems that immigrants probably have in today's Europe?
9. Have you heard in media about political crisis in the EU over how to handle immigration? Please give your comment!
10. What are the main reasons of migrations in Europe today?
11. Try to explain migration trends in Croatia today, name some reasons for migration wave from Croatia to Ireland?

ANNEX 2. FORMAT OF THE REPORT

Title page

Clearly describes what the report is about.

Table of contents

A list of the major and minor sections of the report.

Introduction

Sets the scene and gives some background information about the topic. States the aim/purpose of the investigation and outlines the sections in the body of the report.

Main body

Organised into sections: what was investigated, how it was investigated, what was found (evidence), and interpretations.

Conclusion

Summary, what the report achieved – did it meet its aims, the significance of the findings and a discussion and interpretation of the findings.

Recommendations

What is recommended as a course of action following the conclusion?

References

A list of all the sources you used.

Appendices

Any information (graphs, charts, tables or other data) referred to in your report but not included in the body.