

Europeana Learning Scenario

Title

Migration: an old new normal Story

Author

Vittoria Volterrani

Abstract

The Scenario is aimed to make students understand how normal is migration. Through the exploration of a serie of Migration stories kids discover how different and common are the motivations to migrate. The scenario is developed in Cooperative Learning method, webquest technique. It can be implemented from primary to secondary school. It allows kids to learn in groups through digital and analog experiences.

Keywords

Migration - Cooperative Learning - Webquest - ICT - Active Learning - History - Primary school

Table of summary

Table of summary

Subject	<i>Art, Mother Tongue, Foreign Language, Digital Competence, Geography, History, Social Studies.</i>
Topic	<i>Migration</i>
Age of students	<i>8 to 10</i>
Preparation time	<i>120 min</i>
Teaching time	<i>460 min</i>
Online teaching material	<ul style="list-style-type: none"> • Coggle https://coggle.it/ to brainstorm kids' previous knowledge; • 123Aula21 https://www.aula21.net/Wqfacil/webit.htm to create the webquests; • MyMaps https://www.google.com/intl/it/maps/about/mymaps/ to see the real migration paths and identify the main migration area, reasoning about the territorial characteristics; • Storymap https://storymap.knightlab.com/ to prepare and present a visual and interactive migration map; • Deepl https://www.deepl.com/translator to translate story in unknown foreign languages; • Animoto https://animoto.com/ to create a trailer useful to summarize and present the path at the end.
Offline teaching material	<ul style="list-style-type: none"> • Paper colors and art tools to produce real pictures and prepare the map; • A printer to print the referring photos; • A big white poster representing the world, where to trace the different migration paths met during activities; • Interactive whiteboard to be used during activities; • Devices to be used in groups of three (one for each group).
Europeana resources used	<p>Un giorno tornerò a casa</p> <p>Moving from Puglia to Pisa for work</p> <p>Your son who hopes that he can enter the paradise because of your prayer</p>



[My father's migration story](#)
[Escape from hell](#)
[Once upon a time, I had everything. Now I have nothing](#)
[The husband who went missing in Algeria](#)
[Szkirka Maria & George \(Dmytro\)](#)
[My Father's Hat](#)
[Melbourne, Paris, Amsterdam: A Love Story](#)
[My birthday bunting: a mix of Britain and South Africa](#)
[Protect from evil eye](#)
[Voting in 3 countries](#)
[Dreams of Freedom](#)
[Snow for the first time](#)
[Nina's Art Story of Displaced People](#)
[Polish food in Irish supermarket](#)
[Studying in Belgrade, life is hard](#)
[Memories of New York](#)
[Wedding photo](#)
[Dressed in flags - From Senegal to Italy, via Ghana and the Netherlands](#)
[Op zoek naar een beter leven als wereldburger](#)
[Sardinian Button](#)
[Familia Torralbo](#)
[Working with Refugee Company in Netherlands](#)

[Gallery: Everyday Treasures](#)

Licenses

- **Attribution CC BY.** This license lets others distribute, remix, tweak, and build upon your work, even commercially, as long as they credit you for the original creation. This is the most accommodating of licenses offered. Recommended for maximum dissemination and use of licensed materials.

Integration into the curriculum

The scenario is connected to different subjects and well-integrated in the curriculum. It provides opportunities to acquire social skills, compare different Countries, problems and life situations. It allows students to experience different migration routes, use ICT for researches and create digital products. It also gives kids the possibility to use mother tongue and foreign language in real context. In particular it provides opportunities for:

- laying the foundations for active citizenship;
- sharing, collaborating, communicating, making decisions, developing ideas;
- promoting meaningful learning environments;
- promoting argumentative skills, exercising written and oral production and widening the lexical ability (mother tongue);
- practicing reading and comprehension (english);

- recognizing and exploring historical traces, understanding the importance of historical and cultural heritage (history);
- obtaining geographic information from a plurality of sources (geography);
- designing digital products using ICT (technology);
- observing, exploring, describing, creating images (art).

All the scenario objectives are in line with the National Indications of the Italian Ministry of Education.

Aim of the lesson

Increase awareness about different environments, lifestyles, human conditions, reasons of migration. Understand that migration is a normal human condition through years.

Outcome of the lesson

Students will create two big WORLD POSTER (analog and digital) about migration traces and routes.

Trends

Collaborative learning, Cooperative learning, Webquest, Life-Long Learning, Formative assessment, Critical thinking, Creative thinking, Visual search and Learning, Learning materials: shift from textbooks to web resources and open source books, Social and emotional learning.

21st century skills

- **Creativity and Innovation** by: thinking creatively and working creatively in groups to create different ICT products, using ICT to explore the world, finding meaningful photos and information, acquiring art techniques;
- **Critical Thinking and Problem Solving** by: making connections among environments and migration, finding effective solutions for the sharing moment with parents;
- **Communication** by: listening effectively to decipher meaning, including knowledge, values, attitudes and intentions, articulating thoughts and ideas effectively, expressing clearly among peers and during the sharing moment with parents. Reading and understanding foreign language texts in Europeana Platform;
- **Collaboration** by: working in groups interdependently with the same focus and the same goals, respecting and accepting other ideas, developing the plans together;
- **Information Literacy** by: accessing efficiently and evaluating critically information found in Europeana. getting in contact with different environments through technology and understanding different lifestyles, cultures and reasons to bring to migration;
- **ICT (Information, Communications and Technology) Literacy** by: using the Europeana material and creating digital solutions for understanding, brainstorming, mapping and sharing with parents;
- **Productivity and accountability** by: managing the whole Exhibition project, setting and meeting goals, facing eventual obstacles, planning and managing work to achieve the intended results, producing results;
- **Leadership and Responsibility** by: guiding and leading peers during the group work, being interdependent and responsible to others;
- **Flexibility and Adaptability** by: adapting to varied roles, jobs responsibilities in the groups, working effectively to organize the analog and digital products and to manage the sharing moment with parents. Being flexible, accepting and incorporating feedbacks effectively, dealing positively with praise, setbacks and criticisms, understanding, negotiating and balancing diverse views and beliefs to reach workable;

- **Initiative and Self-Direction** by: managing goals and time during the whole process to the sharing moment with parents;
- **Social and Cross-Cultural Skills** by: interacting and working effectively with others in diverse teams.

Activities

Name of activity	Procedure	Time
Warm up: WHAT DO YOU AL-READY KNOW ABOUT MIGRATION?	<p>Students brainstorm their previous knowledge and summarize them in a COOGLE MIND MAP, using the 5 W questions:</p> <ul style="list-style-type: none"> • What is migration? • Who migrates? • Why? • Where do migrants go? • When did migration start? <p>DISCUSS THE BRAINSTORMING RESULTS - Kids discuss and clarify their ideas.</p>	50 min
	Using an interactive whiteboard, the teacher introduces the Europeana PLATFORM and the section People ON THE MOVE.	15 min
	METACOGNITIVE REVISION - CIRCLE TIME: <i>What's new listening to your classmates? - What's new, watching the pictures? - What would you like to discover?</i>	15 min
GETTING READY: making teams, explaining the path and showing tools	<p>Brief sum-up of the previous lesson. Students are organized in assigned groups of 3 and each group has a laptop and a webquest. They're journalists and going to prepare a cooperative reportage about migration by:</p> <ul style="list-style-type: none"> • reading the 3 different MIGRATION STORIES assigned to their group; • understanding them also by using the DEEPL translator tool; • summing up the stories; • reproducing the picture connected to the story; • calculating the distance between the native and hosting Country by using MYMAPS; • tracing the traveling line on the paper map, sticking there the object drawing and writing the distance; • inserting the migration routes also into STORYMAP webtool; • getting ready for the SHARING MOMENT with the COMMUNITY; <p>In this explanation phase, roles are assigned in each group, tools are explained by teachers and practiced by students. Groups start working autonomously by reading their first Migration Story.</p> <p>Brief sum-up of the previous lesson, In the same assigned group and roles, students restart working on their MIGRATION STORIES</p>	60 min
JOURNALLISTS AT WORK	<p>Each time in each group, they read and understand a MIGRATION STORY:</p> <ul style="list-style-type: none"> • the writer sums up it by writing a couple of lines on a draft and then in the webtool STORYMAP (after the teacher's check); • the researcher calculates the distance between the 2 Countries involved in the story, by using MYMAPS and traces the distance line on the big world pa- 	120 min

Name of activity	Procedure	Time
	per map; • the designer downloads the picture connected to the story to be uploaded it in the STORYMAP, draws and paint the same picture to be stucked on the big world paper map. Teacher facilitates the students' work by providing materials, listening to doubts, stimulating reflection by making the right open-ended questions, checking timings, monitoring learning by using grids.	
GETTING READY FOR THE COMMUNITY	Students, in their groups, decide the story they will be in charge of. They practice the storytelling among themselves to be ready for the community. They arrange the SHARING SPACE. Community is invited to the SHARING MOMENT. Parents, grandparents, friends who migrated, are requested to bring with them a migration object to be shared with the rest of the audience.	30min
FROM JOURNALS TO ANCHOR MEN	SHARING MOMENT WITH THE COMMUNITY: using the STORYMAP and the BIG WORLD PAPER MAP, children, briefly story-tell their migration stories. Every 3 stories, a couple of persons from the community are invited to share their migration stories by showing the objects they brought	80 min
CHECK AND REFLECT	METACOGNITIVE REVISION - After the INTERACTIVE ART EXHIBITION teacher and students in a circle try to review the COOPERATIVE LEARNING PATH to see what worked best, what can be reproduced in different situations, what didn't work and why.	30 min
FOLLOW-UP	The BIG WORLD PAPER MAP is hung at the school entrance wall, to testify the normality of migration. The STORYMAP is embedded in the different class blogs and in the school website. An ANIMOTO trailer will be produced by children and teachers to revise the path together.	60 min

Assessment

The teacher keeps the situation monitored by using observation grids, checking the groups path, asking open-ended questions to stimulate the right solutions and provide materials and the right webtools.

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

Student feedback

METACOGNITIVE REVISION QUESTIONS are planned through the whole learning process. Students feedback were reported here:

- I've learned that migrating is normal.

- People have always migrated, they migrate and they will migrate for many different reasons
- I've discovered that in some countries bad things happen, and luckily it's different in Europe...
- Working with Europeana was interesting, I had fun and my parents liked what we did.
- I will be able to reuse DeepL Mymaps and Coogle in other situations.

Teacher's remarks

Process and social skills will be evaluated during the whole process. Results and academic achievement at the end.

Teacher will use grids and rubrics to keep the process monitored.

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.