

Europeana Learning Scenario

Title

People, stories ... on the move

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Abstract

In this learning scenario the pupils will give some thoughts about people moving around the world and through the years. It is a try for pupils to understand some reasons that people have to move from their places and –sometimes- to go far away. The pupils can also realize that the phenomenon of human migration (voluntary and involuntary) is diachronic, for various people and groups from different countries. This can be achieved by reading and combining some objects' stories with families' stories.

Keywords

Human migration, voluntary migration, involuntary migration, stories, racism, stereotypes

Table of summary

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Subject	Modern Greek Language, ICT
Topic	racism, stereotypes
Age of students	16-17
Preparation time	2 hours
Teaching time	3 teaching hours
Online teaching material	Google slides, Google maps
Offline teaching material	Notes in paper
Europeana resources used	<p>Το χαλί (The carpet)</p> <p>Culturally immersed in Estonia</p> <p>Οικογένεια Δαμύρη: από τη Β. Ήπειρο στην Κέρκυρα (Damyris' family; for North Epirus to Corfu)</p> <p>My Grandmother's carpet</p> <p>The husband who was missing in Algeria</p> <p>Η ιστορία της λύρας (Lyra's story)</p> <p>The strength of the family</p> <p>Η ζωή του Δημήτριου Νικολαΐδη στην Κων/νούπολη (Dimitrios Nikolaidis' life in Constantinople)</p>

Venezuelan arepas in Zagreb

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Integration into the curriculum

The topic “Racism & Stereotypes” is one of those in which students are involved at the 2nd grade of Senior High School in the Modern Greek language course. It is part of the curriculum and also of the course book, so the pupils discuss the human rights and cases of their violations through the world. By this point of view, the reasons for migration can make them skeptic about people who had to leave their countries and the possible racism they face on. They have the opportunity to search about migration stories of their own families and so to add themselves in the others position. They can also discuss how easy or not the inclusion of these people was in their new home place.

The pupils needs to have a satisfactory knowledge of English and ICT.

Aim of the lesson

In the end of this lesson I expect that my pupils will find similarities in different migration stories and will also think about possible migration stories of their families, as well.

Outcome of the lesson

A cooperative [ppt presentation](#) is the outcome of the lesson, explaining different migration stories and mapping their journeys. The sharing of pupils’ family stories in Europeana’s page “[Share your migration story](#)” will be a task, as well.

Trends

List the relevant trends that the lesson incorporates: <http://www.allourideas.org/trendiez/results>

Project-Based Learning: students get fact-based tasks, problems to solve and they work in groups. This kind of learning usually transcends traditional subjects. Working in groups, the students think about the reasons people have to leave their places, they discuss these reasons with their group partners and then they decide how to present their findings to their classmates.

21st century skills

Content Knowledge and 21st Century Themes: Greek, English, reading or language arts, World languages, Geography, History

Through various digital sources, the students practice initially in Modern Greek language and they use it as working and presenting language. Furthermore, Content and Language Integrated Learning takes place, since a big part of resources that students are asked to work on are in English or other foreign languages (reading comprehension). Finally, the students use their knowledge of Geography and History in order to understand and present the stories they work on.

Learning and Innovation Skills: Creativity and Innovation, Critical Thinking and Problem Solving, Communication, Collaboration.

By group work, the students are asked to read and work on different migration stories, so it gives them the motivation to create, innovate and think critically in combination with getting information from European resources (written texts and audios). Also, students are asked to answer the worksheet's questions, they work together in their group with different roles in a group (presenter, secretary of the team etc) and decide for the ideas they will present to the whole class. All the above enhance their ability in problem solving, in communication with their classmates and in collaboration among the members of their group.

Information, Media and Technology Skills: Information Literacy, Media Literacy, ICT Literacy

Information literacy is succeeded through the search and use of digital Europeana sources as a basis of getting information about the teamwork tasks and through digital sources as an alternative for writing produce (ppt, prezi etc)

Activities

Describe here in detail all the activities during the lesson and the time they require. Remember, that your learning scenario needs to use Europeana resources. If you are using any external documents, please scroll to the end of the document and add them to the Annex. Add more rows to the table if needed.

Name of activity	Procedure	Time
Discussing about the meaning of migration	In advance, the teacher has divided the students of 3-4 students, with specific roles for each member (presenter, secretary of the team etc). Each group will work on two computers, in the computer lab. The teacher presents the tasks of the lesson which is the investigation of the meaning "Migration", as a first step. They will decide about the meaning of voluntary and involuntary migration. She gives them worksheet 1 and the link of the topic Migration " and gives them directions to add –in groups-their thoughts about this term. They will add their notes in a cooperative Google slides presentation shared in google drive. The worksheet 1 is shared in the desktop of students groups' PCs and in classroom projector. The teacher show them the video of the Europeana's video " Share your migration story ".	10'
Navigate on	The teacher gives them worksheet 2 with directions and questions they will	35'

Europeana platform & working in groups	answer for working on their topic.	
Presenting the teamwork results	Each group presents its findings to the whole class (maximum 10'), using a digital tool (<i>Google presentations</i>). A map will be also added for each story using <i>Google maps</i> tool.	45'
Discussing about pupils' families stories	The teacher makes a synopsis of the previous lesson's presentations. She discusses together with the pupils whether the thoughts they wrote about migration have changed after their navigation in Europeana's stories. They also discuss together which their conclusions are about human migration (i.e. reasons for moving, moving people's emotions etc). She asks the pupils about objects in their family that could "tell" a story, similar with the migration stories the groups worked on in the previous lesson. A brainstorming takes place with the ideas of the pupils of the whole class. The task is the sharing of pupils' family stories in Europeana's page " Share your migration story ". In the end of the activity, the students complete the self assesment worksheet .	45'

Assessment

Describe here the assessment method of the lesson, if any. For example, if you plan on assessing your students with a quiz, include here questions and answer options with color-coding the correct answers.

An Evaluation sheet is given to students in the end of the activities. The task is to evaluate themselves as members of a working group and as audience of their classmates' work. This self-assessment also checks their new knowledge about the topic of migration.

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

Student feedback

In the end of the lesson, in a next teaching hour, I gave to my students [a worksheet for self assessment](#). They completed and we discussed what was new for them about the meaning of migration and the reasons that people had to move. They noticed that the Europeana platform helps people to get information about this subject, since this information could not be easy to be collected in another case, because of the distance of the sources. They also noticed as remarkable the fact that everyone who has a migration story of his/her family has the opportunity to share it on the Europeana's platform.

Teacher's remarks

Speaking about migration is an interesting and diachronic topic that pupils want to work on. It is not a situation that only some people live, but in most of the families there is a migration story from the

recent or the far past. Using Europeana's stories motivated them since the stories made by everyday people from their own point of view and not from specialists (i.e. historians). They have the opportunity to see the writer's point of view and to develop empathy about the described journey and story. It is worth saying that they liked working in groups in the computer lab and presenting their findings to the whole class. The possibility to share their family story on the Europeana platform motivated them to search further about this topic.

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.

Φύλλο εργασίας 1/Worksheet 1

❖ Αντλώντας πληροφορίες από τον σύνδεσμο

(<https://www.europeana.eu/portal/el/explore/topics/128-human-migration.html>), να απαντήσετε στις παρακάτω ερωτήσεις/Using the information you will find on this link, answer the following questions;

- 1) Τι σημαίνει ο όρος “μετανάστευση”; What is the meaning of human migration?
- 2) Να αναφέρετε τα χαρακτηριστικά της/Refer the features of;
 - εκούσιας μετανάστευσης/Voluntary migration ->
 - ακούσιας μετανάστευσης/Involuntary migration ->

❖ Μεταφέρετε τις απαντήσεις σας στο κοινό αρχείο παρουσιάσεων/Write your answer on the common ppt presentation.

Φύλλο εργασίας 2/Worksheet 2

- ❖ Σε ομάδες, περιηγηθείτε στην πλατφόρμα της Europeana και συγκεκριμένα, στις Συλλογές -> Μετανάστευση. Έχετε να ασχοληθείτε με δύο ιστορίες από το θέμα “Browse stories by city” και να απαντήσετε στις παρακάτω ερωτήσεις: In groups of 4, navigate on the Europeana platform, go to Collections -> Migration. In this page, each group will choose one song from the topic “Greek songs of exile and migration” and one story of migration from “Browse stories by city” or “Browse stories by topics”. You will work on them answering the following questions;

ΕΡΩΤΗΣΕΙΣ ΓΙΑ ΤΙΣ ΙΣΤΟΡΙΕΣ/ QUESTIONS ABOUT THE STORIES:

- 1) Ποιος διηγείται την ιστορία;/Who is narrating the story?
- 2) Ποιος μετακινήθηκε;/ Who moved?
- 3) Από πού μετακινήθηκε;/ Where did he/she move from?
- 4) Προς τα πού;/To where?
- 5) Γιατί;/ Why?
- 6) Ποια είναι τα συναισθήματα των ανθρώπων που μετακινήθηκαν και των ανθρώπων που διηγούνται την ιστορία;/What are the feelings of the person/persons moved?
- 7) Ποιο είναι το ταξίδι που έκαναν οι άνθρωποι της ιστορίας; Σημειώστε τα σε έναν χάρτη/What was the migration’s journey you read about? Draw it on the map.

ΟΜΑΔΕΣ/GROUPS:

Ομάδα 1: Το χαλί, Culturally immersed in Estonia

Ομάδα 2: Οικογένεια Δαμύρη: από τη Β. Ήπειρο στην Κέρκυρα, My Grandmother’s carpet

Ομάδα 3: The husband who was missing in Algeria

Ομάδα 4: Η ιστορία της λύρας, The strength of the family

Ομάδα 5: Η ζωή του Δημήτριου Νικολαΐδη στην Κων/νούπολη, Venezuelan arepas in Zagreb

- ❖ Προσθέστε τα ευρήματά σας ανά ομάδα στο αρχείο παρουσιάσεων που σας έχει δοθεί/ Add your findings per group in the ppt presentation file:
- ❖ Παρουσιάστε τα ευρήματά σας στην ολομέλεια της τάξης/You will present your findings to the whole classroom.

Φύλλο αυτοαξιολόγησης

Τι μου άρεσε στις δραστηριότητες στις οποίες συμμετείχα;

Τι δεν μου άρεσε στις δραστηριότητες στις οποίες συμμετείχα;

Τι με δυσκόλεψε;

Υπάρχει κάτι σχετικό με το θέμα της μετανάστευσης που τώρα το αντιλαμβάνομαι διαφορετικά από πριν;

Κατά τη συνεργασία μου με τους συμμαθητές μου:	ΝΑΙ	ΟΧΙ
Παρακολούθησα προσεκτικά τις παρουσιάσεις των συμμαθητών μου		
Τα σχόλια των συμμαθητών μου με βοήθησαν κατά την παρουσίαση της ομάδας μου		
Θεωρώ ότι τα σχόλια τους ήταν δίκαια		
Θεωρώ ότι τα σχόλιά τους δεν ήταν δίκαια		

Έμαθα:	ΝΑΙ	ΟΧΙ
Τί σημαίνει μετανάστευση		
Τί σημαίνει εκούσια μετανάστευση		
Τί σημαίνει ακούσια μετανάστευση		
Κάποιους λόγους για τους οποίους οι άνθρωποι μετακινούνται από τον τόπο καταγωγής τους		

Self assessment worksheet in the "Stories, people ... on the move... "

What did I like about the activities I was engaging in?

What did I not like about the activities I was engaging in?

What was difficult for me?

Is there anything relevant to the migration that now I understand differently than before?

Working with my peers:	YES	NO
I listened carefully to my classmates' presentations		
My classmates' comments helped me with the presentation of my group		
I consider their remarks to be fair		
I consider their remarks to be unfair		

I learned about:	YES	NO
What migration means		
What voluntary migration is		
What involuntary migration is		
Some reasons that people have to leave their places		