

Europeana Learning Scenario

(Teachers)

Title

Migration in History: Generating Personal Narratives Through Art

Author(s)

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Abstract

In this lesson, students will explore the theme of migration through the lens of art and personal narratives. They will analyze paintings depicting migration and discuss the historical context behind them. They will also create their own video using art as a medium to tell a personal story related to migration. Through this project, students will enhance their speaking and writing skills, develop their creativity, and apply critical thinking skills. The lesson concludes with a peer assessment activity that encourages constructive feedback and reflection on personal learning. Overall, this lesson aims to foster empathy, cultural understanding, and digital literacy skills among students.

Keywords

Migration, History, Storytelling, Humanities, Art

Table of summary

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Subject	Art, History, Language Arts, Social Studies
Topic	Migration
Age of students	15-18
Preparation time	60 minutes
Teaching time	150 minutes
Online teaching material	TalkrApp Avatarify Padlet
Offline teaching material	Selection of Paintings- Migration on Europeana
Europeana resources used	Gallery – Migration in Artworks <u>Disclaimer:</u> 'Europeana Galleries may contain objects in copyright, please remember that to creative reuse these specific items (like download them to paste them in any format, physically display them or transform them in any way for a

project) out of school premises will need permission of the authors or the providing institution.'

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Integration into the curriculum

Students can learn about the social, cultural, and political factors that drive migration and its impact on individuals and societies. By analyzing paintings related to migration and understanding personal narratives, students can develop a deeper understanding of the topic and how it relates to historical events.

Aim of the lesson

By the end of the lesson, I would like the students to develop a deeper understanding and appreciation of the social and historical context of migration through personal narratives and art analysis. Additionally, I would like them to express themselves creatively and develop critical thinking and digital literacy skills through the creation of a video using paintings related to migration.

Outcome of the lesson

The outcome of this lesson will be a video created by the students that tells a story related to migration using paintings as a storytelling tool. The video will showcase their creativity, critical thinking skills, and understanding of the social and historical context of migration.

Trends

Collaborative learning, life-long learning, student-centered learning, peer learning

Key competences

Literacy competence, cultural awareness and expression competence, digital competence, personal and social and learning to learn competence, citizenship competence

Activities

Name of activity	Procedure	Time
Introduction	<ul style="list-style-type: none"> Begin the lesson by asking the students to brainstorm what they know about migration and why people migrate. Introduce the concept of using art as a storytelling tool to explore personal narratives related to migration. 	10 minutes

Name of activity	Procedure	Time
	<ul style="list-style-type: none"> Hang a selection of paintings (depending on the class size; since your students will use the images for videos later on, make sure all of them contain the right licences) related to migration around the classroom, and ask them to do a gallery walk and describe what they see and how they feel about the paintings in pairs. 	
Personal Narratives and Analysis	<ul style="list-style-type: none"> Divide the class into small groups and assign each group a painting related to migration. Ask the students to research the social and historical context of the painting and discuss how it relates to personal narratives related to migration. Give them teacher-prepared guiding questions to navigate them through the research process depending on class needs. Have each group select a speaker and present their analysis to the class and lead a group discussion on the painting's significance and relevance to the theme of migration. 	30 minutes
Writing	<ul style="list-style-type: none"> Have students write a reflection on the artwork, answering the following questions: <ul style="list-style-type: none"> - What story do you think the painting is telling? - How does the painting reflect the historical context of migration? Ask them to choose a character in the painting and consider their age, gender, family and social background, and ask them to write a short narrative as one of characters in the painting. Let students exchange their narratives with each other and ask them how each narrative might be related to one another. Let them share ideas with the owner of the relevant narrative. 	25 minutes
Video Making	<ul style="list-style-type: none"> Instruct the students to use the paintings and personal narratives to create a video using one of the video-making software outlined in the "Online Materials" section of this lesson plan. Encourage them to be creative and use different techniques such as voice-overs and music to enhance the storytelling. Allow time for the students to work in groups or individually, depending on the class size. 	60 minutes
Peer Feedback	<ul style="list-style-type: none"> Ask students share their videos on Padlet. Encourage the class to provide feedback on each other's videos and discuss the common themes and experiences related to migration. Ask students to use the peer assessment rubric provided in the assessment section of this document. 	20 minutes
Reflection	<ul style="list-style-type: none"> Ask students to reflect on what they learned about migration and personal narratives through the art analysis and video-making process. 	10 minutes

Name of activity	Procedure	Time
	<ul style="list-style-type: none"> Encourage them to discuss how the project helped them develop their creativity, critical thinking, and digital literacy skills. 	

Assessment

Peer Assessment

Procedure:

- Distribute the rubric for peer assessment to each student.
- Instruct the students to watch and evaluate their classmates' videos based on the rubric criteria.
- Encourage the students to provide specific and constructive feedback on their classmates' videos in the form of written or verbal comments.
- After reviewing all the videos, ask the students to reflect on their learning by answering the following questions:
 - What did you learn about migration and personal narratives through the art analysis and video-making process?
 - How did you apply your creativity, critical thinking, and digital literacy skills to create your video?
 - What feedback did you receive from your peers, and how will you use it to improve your future projects?

Rubric for Peer Assessment:

Criteria:

- Storytelling:** The video effectively communicates a personal narrative related to migration through the use of art and creative techniques.
- Technical proficiency:** The video is well edited and uses appropriate audio and visual elements to enhance the storytelling.
- Creativity:** The video demonstrates originality and creativity in its approach to storytelling and use of art and technology.
- Collaboration:** The group effectively collaborated and contributed equally to the creation of the video.

Scale:

- 5 - Excellent:** The video meets or exceeds all the criteria and demonstrates outstanding storytelling, technical proficiency, creativity, and collaboration.
- 4 - Good:** The video meets most of the criteria and demonstrates good storytelling, technical proficiency, creativity, and collaboration.

3 - Satisfactory: The video meets some of the criteria and demonstrates satisfactory storytelling, technical proficiency, creativity, and collaboration.

2 - Needs Improvement: The video meets few of the criteria and demonstrates limited storytelling, technical proficiency, creativity, and collaboration.

1 - Poor: The video does not meet any of the criteria and demonstrates poor storytelling, technical proficiency, creativity, and collaboration.

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

Student feedback

Create a Survey (e.g. Google Forms, SurveyMonkey, Mentimeter) asking for feedback from students by incorporating the questions below:

- What did you learn about migration and personal narratives through this lesson?
- How did the art analysis and video-making process help you understand the theme of migration?
- What challenges did you face during the lesson, and how did you overcome them?
- What feedback do you have for me as a teacher, and how can I improve this lesson in the future?

Teacher's remarks

The lesson can be conducted as an online lesson with the creative video-making step assigned as homework in conjunction with peer assessment of videos created by the groups.

About the Europeana DS project

[Europeana](#) is Europe's digital platform for cultural heritage, providing free online access to over millions of digitised items drawn from Europe's museums, archives, libraries, and galleries. The Deployment of a common European data space (DS) for cultural heritage project builds on and expands the existing functionalities and services of the Europeana Digital Service Infrastructure (Europeana DSI). This initiative works towards the development and operation of the data space infrastructure, the integration and of high-quality data in the data space, the capacity building of professionals, the reuse of existing resources and the improvement of the digital services for the public. .

[European Schoolnet](#) (EUN) is the network of more than 30 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 DS project is to facilitate the reuse of high-quality data and expand the community of users of Europeana for education.

