



## Educate Together / Plan Resource Project

- **Topic: Migration**
- **Sub Topic: Case studies: Immigration then and now**
- **Lesson: 4**

- **Date:**
- **Subject: Learn Together Programme**
- **Class level: 5<sup>th</sup>/6<sup>th</sup> Class (Ages 10-12)**

### ■ **Learning objectives:**

*This lessons looks at immigration by comparing historical and contemporary experiences.*

**Strand:** Equality and Justice, Moral and Spiritual Development

**Strand Unit:** Promoting Equality, Exploring Moral Development

### **Content Objectives:**

- To explore an issue in depth such as migration, gender etc. comparing issues at a community, local/national level and globally.
- To carry out an in-depth exploration of a human right in a global context, e.g. the right to education, the right to an adequate standard of living, including food, shelter and clothing.
- To help children develop the ability to critically question and make informed decisions.

### **Lesson Objectives:**

- Hear the story of Annie, a famous Irish emigrant into the USA.
- List the items you would need as an immigrant to a new country.
- Learn about the life and choices of an immigrant today

### ■ **Learning activities:**

#### **Introduction:**

- If previous lessons have been done: Teacher will revise the vocabulary related to migration using flashcards (migration, immigration, emigration, voluntary migration, involuntary migration, push and pull factors). If previous lessons not done Teacher will review terms and briefly outline what migration push and pull factors are (definitions see PowerPoint)
- Teacher briefly explains what immigration policies are in relation to admission rules affecting migrants.
- Teacher displays a picture of the Statue of Liberty and elicits its significance in terms of migration with the class. (Welcoming symbol to people from all over the world, seven spikes on crown represent the seven seas and continents of the world).
- Teacher displays picture of Ellis Island and explains its significance (see PowerPoint).

### Development:

- Teacher takes children through the process of finding the passenger details of Annie Moore, born circa 1879 on the Ellis Island website (explaining that this is how historians work).
- Teacher then reads the New York Times article from the day about Annie's arrival into the USA (see resources, on Ellis Island website).
- Teacher leads the children to piece together Annie's story and then compare their version to the account given on the Ellis Island website.
- Teacher divides children into groups and gives them discussion points re Annie i.e. *What were the push/pull factors? Would you say her migration was voluntary or involuntary?*
- The children now view a video on a modern day immigration experience of Issam Elkhawad from Sudan to London, England, "Limbo" by Lewie Kerr (9:13min) <http://www.bbc.co.uk/filmmnetwork/films/p005f703>
- Children return to their groups and discuss what the push/pull factors might have been for Issam. *Was his migration voluntary/involuntary? What are some of the challenges he faces? What are some of the positive things for him about migrating to London?*
- The children consider how the two stories compare. *Are there similarities? If so, which? Are there differences? If so, which?*

### Conclusion:

- The groups return to the class and the group reporters will report back on their discussions. The class will discuss how the experience of migration compares over time and continents. *What similarities are there? Would you say the experience differs depending on whether push or pull factors are strongest? What would you say are the hardest parts about migrating in the two stories or in general?*
- Finally children look briefly at what is gained by the individuals, their families and society when people migrate. (If insufficient time this can be done as an extension activity).

### ■ Linkage and Integration for this lesson:

**History:** Story, Famous Irish people

**Geography:** People and Places in other countries

**English:** Reading, Writing, Oral Language

**Drama:** To explore feelings, knowledge and ideas leading to understanding.

**SPHE:** Myself and the Wider World

## ■ Differentiation:

Differentiation by

- Group work and roles: Teacher will ensure the roles assigned in the group meet the needs and abilities of the individual.
- Questioning: Teacher will use a series of higher and lower order questions (see above marked HO and LO).
- Resource: For less able groups teacher can provide a prompt list of useful vocabulary. More able students could be directed to Ellis Island website.
- Students' abilities: An additional adult is strongly recommended to assist ESL students particularly for debate/discussion aspects of lesson. Furthermore, language support teacher could engage student/s on the topic to allow for better inclusion in this lesson.

## ■ Assessment:

- Teacher Observation and Questioning
- Teacher designed tests and tasks (e.g.: record cards)
- Peer to Peer and Self Assessment (teacher will observe this during the class discussion)

## ■ Resources:

- IWB/flip chart
- Flash cards with terms related to migration
- World map
- Flipchart or posters to display consensus on items needed by migrant.
- Pencils / Pens
- World Globes and atlases

Useful sites

<http://www.ellisland.org/>

<http://library.thinkquest.org/20619/Past.html> - Impressions from Ellis Island

<http://www.tenement.org/>

<http://www.unhcr.org/cgi-bin/texis/vtx/home>

■ **Extension Activities:** *(Ideas to extend this sub topic in EE and other subjects)*

- What can you buy with \$10? -- Referring back to the New York Times article ask the children how much they think \$10 would be in today's money? Teacher will give the children bank notes to the value of € X and a list of day-to-day items and their prices. The children must figure out in groups, what they would spend the money on, were they given such an amount today if they had to migrate. The class or groups reach consensus on what would be purchased to migrate with and a visual display is created for the class either by each group or the class as a whole. (Extra resources needed: list of priced everyday items, fake money to the value of €X)
- Possible class novel activity [\*Fiona McGilray's Story: A Voyage from Ireland in 1849\*](#) Pastore, Clare. 2001. (jFiction Pastore) Follows teenager Fiona McGilray as she and her family leave Ireland during the time of the Potato Famine and travel to their new home in Boston.
- Research your own family's migration history as a project.
- Break the class into groups and have each group examine the impact of migration, both positive and negative, on children, families, adults, communities, societies and the world. Look at personal, economic, political, cultural and other aspects.

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