



## Theme: Borders and bridges - Migration

### Section 1: Why is migration such a 'hot topic' for the 21st century?

Migration is a hot topic for 21<sup>st</sup> century Europe and the world. What are the reasons for this and how can history assist us to better understand and assess the situation today?

*Warning: Note that this unit contains links to websites such as YouTube. Content on external sites is subject to change and should be monitored to ensure suitability for students.*

#### Learning Outcomes of this Section

Your students will be able to:

- Realise that migration is both internal and external to Europe
- Understand that people migrate for a variety of reasons
- Explain that migration is not a new phenomenon but has a long history
- Have an understanding of the terms 'migrant', 'migration', 'refugee' and 'asylum seeker'

#### Resources provided

Resource 1	Quotations
Resource 2	Amnesty International Document – 'The Human Cost of Fortress Europe'
Resource 3	Images 1-5
Resource 4	Personal objects
Resource 5	The Bolkestein Directive

#### Class Activity 1: Why are people dying to get to Europe?



Source: Massimo Sestini, Polaris Images © Massimo Sestini, <http://www.massimosestini.it/wru.html>



## HOUSE OF EUROPEAN HISTORY

Thousands of migrants lose their lives annually trying to get to Europe. This tragic situation has now made the issue one of the most urgent topics for the continent. Watch the film clips with your students and get them to write some answers to the following questions. Then compare and contrast answers in a class discussion:

- What reasons do the people give for leaving their homes?
- Why do they want to travel to Europe?
- What difficulties do they face along the way?



[https://www.youtube.com/watch?v=aBoc\\_8mCwv0](https://www.youtube.com/watch?v=aBoc_8mCwv0)

Film clip: African migrants moving through the Balkans

Source: *The Associated Press*



<https://www.youtube.com/watch?v=DIkQWmE2Og8>

Film clip: Syrian refugees in Germany

Source: *VOANews*



# HOUSE OF EUROPEAN HISTORY

## Class Activity 2: Europeans on the move



Source: David Pearson, Alamy Stock Photo © David Pearson / Alamy

It is not just people from outside Europe who dream of building a better life for themselves on the continent. Within Europe itself, millions of people are moving across borders. Such movement has led to rising fear in some countries that their public services cannot sustain new populations. More diversification within communities across Europe has in turn led to an increase in racist sentiment in some places.

Watch the following film clips with your students and get them to write some answers to the following questions. Then compare and contrast answers in a class discussion:

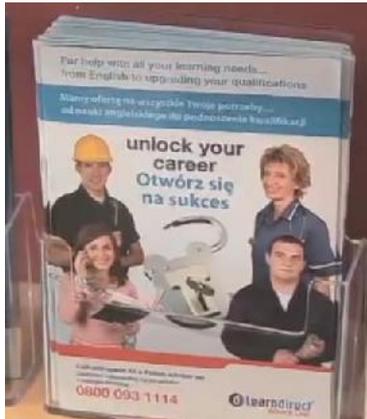
- Why is large-scale migration taking place within Europe?
- What types of job are migrants doing?
- What effects is such migration having on the migrants' home countries?



Film clip: Lithuanian workers in Ireland

[https://www.youtube.com/watch?v=gl7V\\_MT1YgE](https://www.youtube.com/watch?v=gl7V_MT1YgE)

Source: Al Jazeera English



Film clip: Polish workers in the UK (watch from 0:00-1:15)

<https://www.youtube.com/watch?v=UfNTs-mzqU4>

Source: VOANews

### Class Activity 3: Attitudes to migrants and migration

Distribute Resource 1 to your class and read the comments to them. Get your students to respond by asking them the following questions:

- What kinds of attitude are expressed in the comments regarding migrants?
- What reasons are given by the commentators as to why they see migrants and migration the way they do?
- How would such comments and attitudes make you feel if you were a migrant?

### Group Activity 1: Debating 'Fortress Europe'

Divide your class into four groups of roughly equal size. Appoint a note-taker in each group to record the group's opinions and to give feedback at the end of the activity. Allocate **one** of the following questions to each group, the answers to which must be sought within Resource 2: 'The Human Cost of Fortress Europe'. Get groups to report back their findings to the whole class and give their opinions about 'Fortress Europe'.

- According to the report, what are the reasons for migrants' attempts to come to Europe?
- Amnesty International suggests that the EU and its member states have devised ways of keeping irregular migrants out of Europe. What are these measures?
- What is the difference between a refugee and an asylum seeker?
- After reading the report, what are the particular features that are mentioned that create 'Fortress Europe'?

### Group Activity 2: Drawing on historical perspectives

It is important that your students realise that Europeans have a long history of being migrants for various reasons and continue to be migrants today. In their groups, get your students to look at the photos in Resource 3. Ask them to choose a photo and create a fictional character storyline from the picture. They may need to undertake some online or paper-based research into the scenario represented in the photo. In creating the character's story, the students should include the following:

- Character's name and country of origin



## HOUSE OF EUROPEAN HISTORY

- Why is their character migrating?
- What essential two items are they bringing with them on their journey and why?
- What will they regret leaving behind?

Once the character storylines are complete, get a student from each group to play the role of that character, telling his/her story to the rest of the class.

### **Group Activity 3: What's in a name? Differences between migrants and refugees**

Review with your students the definitions of the terms 'migrant' and 'refugee' in the Introduction Section of this scheme of work. Now distribute Resource 4, which contains images of objects on display at the House of European History. Can your students decide which of the two categories these objects fall into? They will need to read carefully how the conditions of people in transit are described within the definitions in order to come to a conclusion.

### **Group Activity 4: The Polish Plumber Controversy!**

In their groups, get your students to look at the text and poster in Resource 5. Ask all groups to read the text explaining what the Bolkestein Directive is. Then allocate **one** of the following questions to each group so that at the end of the activity they come together to uncover what the controversy was about.

- Why were there demonstrations in Western Europe against the Directive?
- What was the exchange between EU Commissioner Bolkestein and Mayor Pauvros?
- What was the Polish Tourist Board's response to French reactions?
- What was the public reaction in France to the Polish tourist campaign posters?