

“Migrations”

The outlines of methodic units

Four methodic units:

- I Terminology.
- II The history of migration.
- III Models of migration.
- IV The influence of migration over the picture of the present world.

Lesson I: Terminology.

Aims:

after the lesson, students are able to:

1. define the term of migration;
2. name the types of migration;
3. discuss differences among the types of migration using some examples;
4. use English vocabulary related to the terminology of migration.

Didactic aids:

1. W. F. Hornby, M. Jones, *An Introduction to Population Geography*, Cambridge 1993;
2. I. Chrispin, F. Jegede, *Population, Resources*, London 2000;
3. A. G. Champion, *The Population of Britain in the 1990s: A Social and Economic Atlas*, Oxford 1996;
4. websites, polish and international press, Historical Atlas.

Course:

1. Introduction:

- “brainstorm”- the students attempt to answer the following question: “What does “migration” mean?”. They give a few examples of migration historic events;
- teacher supplements students` knowledge, gives the definition of “human movement” according to the UN dictionary (1958) and gives additional examples.

2. Amplification:

- teacher delivers a lecture discussing types of migration according to UN terminology: mobility, circulation, migration;
- it is necessary to distinguish particular types of migration such as international migration and internal migration and its types: rural-to-urban, urban-to-rural, inter-urban, intra-urban, rural-to-rural, transmigration;
- students work in groups preparing definition boards with the following criteria: types of migration, direction and destination, origins of migration, examples.

3. Summing up:

- students do the exercise 5,1.p.102 from I. Chrispin, F. Jegede, *Population, Resources*, London 2000, s. 57;
- after the students have done the exercise, teacher checks their answers.

The lecture and discussion could be in Polish but definitions must be given and explained in English. In this way, students will be accustomed to using a foreign language during the lesson.

Lesson II: The history of migration.

Aims:

after the lesson, students are able to:

1. name and point out (using a map) the most important examples of historic migration and present - day one;
2. present the origins of migration in different parts of the world;
3. present in detail the problem of Polish migration in the past and present.

Didactic aids:

1. W. F. Hornby, M. Jones, *An Introduction to Population Geography*, Cambridge 1993;
2. I. Chrispin, F. Jegede, *Population, Resources*, London 2000;
3. A. G. Champion, *The Population of Britain in the 1990s: A Social and Economic Atlas*, Oxford 1996;
4. websites, polish and international press, Historical Atlas.

Course:

1. Introduction:

- revision of the types of the migration, definition and discussed examples of migration.

2. Amplification:

- teacher delivers a lecture discussing the history of migration specially the migration of nations and industrial revolution;

- students read the text about migration after World War II;

- teacher asks questions checking the understanding of the text and focusing on the origins of migration and main places of their occurrence.

3. A lecture covering the problem of migration in Polish history should be delivered as a separate part of the subject:

- after delivering a lecture, students can talk about the migration influence on the post-war times.

4. Summing up:

- students work in groups using a map, they point out the places of migration and revise the most important facts about them.

The second part of the lesson can be done in English, and the lecture itself could be in Polish.

Lesson III: Models of migration.

Aims:

after the lesson, students are able to:

1. name and define certain models of migration (both in Polish and English);
2. understand the differences among the models of migration;

3. match a model migration to the example either of the past or the present.

Didactic aids:

1. W. F. Hornby, M. Jones, *An Introduction to Population Geography*, Cambridge 1993;
2. I. Chrispin, F. Jegede, *Population, Resources*, London 2000;
3. A. G. Champion, *The Population of Britain in the 1990s: A Social and Economic Atlas*, Oxford 1996;
4. websites, polish and international press, Historical Atlas.

Course:

1. Introduction:

- revision of general definition of migration;
- if the students use inappropriate terminology, the teacher asks additional questions and explains it in a simple and understandable way.

2. Amplification:

- students work in groups. Each group prepares one model of migration out of: gravity model, Stouffer model, Stepwise model, Lee's model, Zelinsky's model, Push-pul model using I. Chrispin, F. Jegede, *Population, Resources*, London 2000;
- certain group discuss the model of migration that has been set up suitably;
- during the discussion students point out same differences and similarities among the models;
- students discuss the Case study of Germany, Great Britain, Hong Kong, the USA, Mexico and South Africa based on I. Chrispin, F. Jegede, *Population, Resources*, London 2000.

3. Summing up:

- students in groups choose the model of migration witch they believe is the most appropriate. They should be able to specify their choice and disprove the statements of other groups.

The whole lesson can be done in English. It is essential for students to be able to create definitions both in Polish and English.

Lesson IV: The influence of migration on framing the modern world.

Aims:

after the lesson, students are able to:

1. pick up different problems connected with migrations;
2. discuss the flow of emigrants throughout particular countries in terms of social attitudes, industrial and cultural changes;
3. use a map and discuss the changes of population due to migration;
4. name the most important aspects and factors connected with the problem of refugees.

Didactic aids:

1. W. F. Hornby, M. Jones, *An Introduction to Population Geography*, Cambridge 1993;
2. I. Chrispin, F. Jegede, *Population, Resources*, London 2000;
3. A. G. Champion, *The Population of Britain in the 1990s: A Social and Economic Atlas*, Oxford 1996;
4. websites, polish and international press, Historical Atlas.

Course:

1. Introduction:

- revision and discussing the "map" of migration.

2. Amplification:

- teacher presents some diagrams referring to migration and its influence on population;
- students participate in discussion about the changes in population caused by migrations.

3. Teacher delivers a lecture discussing the differences between an emigrant and refugee; and actions taken by international communities for the benefit of refugees:

- students read articles about the problem of refugees in certain countries;
- while reading the articles students analyze different attitudes towards refugees;
- students participate in discussion; they wonder if any actions taken by various organizations are satisfactory;
- students in groups prepare “a problem solving strategy for refugees”.

4. Summing up:

- individual students are asked some questions referring to migration and they are supposed to answer them.

As all texts and articles are written in English, students can either talk in Polish or English.

Summing up:

The subject of migration is substantial. Lessons and lectures devoted to it have served the students a useful purpose of not only passing the knowledge that covers this range but equally well making them aware of the problem of migration in the past and present. Lessons, on the other hand, have made the students sensitive to the situation of refugees and presented the attitude of the modern world to this notion (both positive and negative aspects).

This is also the subject of international concern. Thus, its use in bilingual classes seems more justified. The introduction of English language elements has made easier the understanding and learning the UN terminology by the students themselves. It has enabled the use of foreign press, owing to what passing a wider spectrum of this range became more understandable.

As the subject requires knowing a certain amount of knowledge from students and having the ability to bring out the best in studying History therefore, doing these lessons with the third and fourth grades was worth a suggestion.

Methodic units were carried into effect during History lessons. The introduction of this subject followed one of the accepted programmes, so that it could stand as a part parcel of the programme.

As far as the use of English was concerned while covering the methodic units, its depended on students` level of English. However, during the lessons as many English words and phrases as possible were introduced. The main part of every single lesson based on English textbooks and international press. Students didn`t have difficulty with absorb English terminology and discussion.