## Special Learning Journey: Stories of Human Migration

In this curriculum of 4 footsteps, students explore stories of human migration and reflect on their own relationship to the topic.

<table>
<thead>
<tr>
<th>Footstep 1: Our Own Stories of Migration</th>
<th>Students listen to and retell the migration story of someone who is close to them or they create a map or diagram to depict a migration story within their family or community.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Footstep 2: Everyday Borders</td>
<td>Students take a slow walk in their neighborhoods or everyday contexts, paying specific attention to both visible and invisible borders.</td>
</tr>
<tr>
<td>Footstep 3: Migration in the Media</td>
<td>Students compare and contrast three different media reports on human migration, critically attending to the ways in which the authors represent migration and migrants.</td>
</tr>
<tr>
<td>Footstep 4: Collecting Our Thoughts on Migration</td>
<td>Using a medium of their choice, students share how their ideas about migration have changed or developed by taking part in this learning journey.</td>
</tr>
</tbody>
</table>

### In this curriculum, students are invited to:

- Explore connections and stories from their own and other people’s lives related to the broad theme of human migration
- Develop a more nuanced understanding of human migration, including complex factors involved in migration and the diverse and multi-faceted nature of individual migration experiences
- Develop a critical awareness of their own perspectives on human migration, including the role of the media and socio-political contexts in shaping perspectives
- Engage with the topic of migration through discussion on the platform and/or by taking action or engaging beyond Out of Eden Learn

Out of Eden Learn thanks Emi Kane, Director of Programming at the Abundance Foundation in Berkeley, United States, and the educators who piloted the original curriculum: Brenda Ball, Chris Sloan, Oliver Brown, Sandra Teng, and Sharonne Blum.
Please note that at the bottom of this document, we provide additional resources and suggested applications that may be helpful to students as they produce their work for this learning journey.

**PRE-LEARNING JOURNEY FOOTSTEP: Engage with Paul Salopek’s Out of Eden Walk and Try out our Dialogue Toolkit**

Throughout your learning journey and for Part 3 of each footstep, we encourage you to use a range of dialogue tools as you engage with the work of other young people.

Before you begin your learning journey, explore the following resources from Out of Eden Learn:

- Review our [Community Guidelines](#).
- Explore our [Dialogue Toolkit](#). The Dialogue Toolkit is a set of commenting tools that supports thoughtful exchanges among Out of Eden Learn participants.
- Review these examples [link will appear on platform] of how other Out of Eden Learn students have used the Dialogue Tools to make comments.
- Review the Models of Respectful Disagreement. See if you can identify the dialogue tools being used by students. Look for places where the students could have added more details or questions to deepen the conversation.

We also invite you to familiarize yourself with Paul’s Out of Eden Walk:

- [Paul’s welcome message](#), a slideshow with audio of Paul introducing you and other young people to the Out of Eden Walk
- Read Paul’s article, “Why I’m Walking 21,000 Miles Around the World”

Once you have engaged with the resources above, it’s time to practice using the Dialogue Toolkit. Write a response to Paul’s welcome message and/or article using the following dialogue moves: NOTICE, EXTEND, POV, CHALLENGE, and NAME.

- **NOTICE**: What caught your attention or interested you about the Out of Eden Walk trailer or Paul’s introduction message to students?
- **EXTEND**: Did you have new thoughts, ideas or questions after watching and/or listening?
- **POV**: Express your point of view (POV), position or opinion about Paul’s article or any aspect of the Out of Eden Walk.
- **Challenge**: Question or challenge a point of view (POV) or idea Paul has shared.
- **NAME**: Name the aspects of your identity, experiences, or the place where you live that are influencing the way you see things.
FOOTSTEP 1: Our Own Stories of Migration

ENGAGE WITH RESOURCES

Welcome to Out of Eden Learn’s special learning journey: *Stories of Human Migration*. You’ll begin this learning journey by exploring your own connections to the theme of human migration.

We invite you to explore the following materials to begin thinking about migration:

- **Listen** to this special welcome message from Paul.
- **Watch** *Between Borders*, a documentary by the Pulitzer Center on Crisis Reporting that shares interviews with several teen migrants during their journey from Central America to the United States.
- **Read** some of Paul Salopek’s *Milestone* interviews, which are brief interviews he conducts with the nearest human being he meets every 100 miles of his epic walk around the world. In each case, he asks the person: *Who are you? Where do you come from? Where are you going?*
- **Listen** to this migration story about a young Liberian refugee’s journey home after living in the United States for most of his youth.
- **Explore** this photo essay from National Geographic: *Life in a Refugee Camp, As Seen by Children*

DO AN ACTIVITY: OUR OWN STORIES OF MIGRATION

This footstep invites you to investigate migration or journey stories that belong to your family, local community or a group to which you feel attached. Note that migration stories do not have to involve moving from one country or region to another; they can involve very short distances or frequent journeys you make, for example going to work or school. Migrations can also be forced by governments, wars, or other circumstances such as natural disasters, lack of resources, or changes in the environment.

First, feel free to write a few lines of introduction about yourself to your new walking party community. Perhaps you would like to explain why you chose the avatar that you did. (If you have not already done so, please upload a picture by clicking on your profile in the top right hand corner.) Please don’t reveal your real name or share your personal contact details. Then choose one of the following activities.

- **Option 1:** Listen carefully to someone you know well as they share their migration stories from their own lives or their family’s history. You might ask your interviewee:
  - How did they come to live where they do?
  - Have they ever lived anywhere else?
  - Why did they move?
  - What did they experience when they moved?
  - How did they feel about moving from one place to another?
What are some journeys or migrations that they make on a regular basis and why? Retell their story in your own words, either in the form of an audio recording or in a written format. Feel free to include visuals or other creative tools to help you tell the story. For a list of suggested apps, please see the bottom of this document. Here are some tips on recording and using sound to tell stories.

Option 2: Create a map or diagram that depicts a story of migration connected to your family or community. You may want to start with a map that’s freely available on the Internet and superimpose text, arrows, and pictures to tell a migration story.

**INTERACT WITH YOUR WALKING PARTNERS**

Start getting to know your walking partners!

- **Read** what other participants in your walking party have posted.
- **Write** detailed comments and questions for two walking partners, including one who is not in your class or program. Use one or more of the following dialogue tools:
  - **APPRECIATE**: Share what you like, value, or found interesting. Be specific.
  - **EXTEND**: Share how this post extends your thinking or gives you a new perspective. Did it help you to think about your interviewee’s or your own story of migration in new ways?
  - **CONNECT**: Do you feel a connection with anything another participant shared, either about themselves or about the person they interviewed? If yes, go to that student’s post and comment on it.
- **Respond** to any comments or questions your walking partners have left for you, or join in other conversations in your walking party.

**FOOTSTEP 2: Everyday Borders**

**ENGAGE WITH RESOURCES**

Welcome back! This footstep invites you to consider borders or boundaries in your community. To get started, we invite you to ponder the following questions*:

- Have you ever been stopped from entering or visiting a place? If so, what did it feel like? If not, how do you think it might feel to be prohibited from entering a place or crossing a border? These could range from country or state borders to more everyday borders like fences, gates, walls, or even social borders that are invisible.
- How, if at all, is your movement restricted in your everyday life?

With the above questions in mind:

- **Listen** to Paul’s audio on Borders, recorded from Bishkek, Kyrgyzstan in December 2016. You can read a transcript of the audio here.
DO AN ACTIVITY: DOCUMENT EVERYDAY BORDERS

Before taking a walk, consider the following questions:
1. Why do boundaries exist?
2. Who do you think sets up or controls boundaries?
3. Do you ever set your own boundaries? Why or why not?

- **Take a slow walk** in the area where you live and/or go to school. As you walk, ask yourself: what kinds of borders and boundaries do you notice? How is your movement restricted or enabled? Are there any ‘invisible’ borders: places where not everyone feels able to go even if there is not an explicit sign blocking their entry? Are there places where you don’t feel welcome or don’t like to go?
- **Photograph or sketch** some of the borders or boundaries that you notice; or, **produce a map** that features different kinds of borders in your neighborhood. Post your photos, sketches, or map. For a list of suggested apps, please see the bottom of this document.
- **Reflect.** Be sure to include a written explanation of your choices and/or a story of your own experiences with borders. You may want to share your answers to some of these questions: *Why do you think borders exist? Who do you think sets and controls them and why? Do any boundaries make you feel a certain way?*
- **Please note:** We are not asking you to consider whether borders and boundaries are good or bad, but rather to consider their complexity and the different ways in which they can be experienced.

*Please note that Out of Eden Learn uses the term “walk” in a very broad sense and is not meant to exclude individuals with limited mobility.*

INTERACT WITH YOUR WALKING PARTNERS

Follow these instructions to respond thoughtfully to a person of your choice. [Please make sure that you completed the INTERACT instructions from last week if you are waiting for other participants to post.]

- **Explore** posts from your walking partners.
● **Choose** two posts from students who are not from your class or program.

**Write** comments in which you use the following dialogue tools:

○ **CONNECT**: Do you feel a connection with another student’s photographs, sketches, or reflection? If so, explain how.

○ **PROBE** for more details. Ask questions that will help you learn about their ideas and interests.

○ **POV**: Express your point of view (POV) about something another student shared in their “Everyday Borders” post.

○ **NAME**: Name the aspects of your identity, experiences, or the place where you live that are influencing the way you see things.

● **Respond**: Return to your own post and respond to any comments left for you by other participants. Check your Footstep 1 post for comments as well. Try to keep the conversation going or join in other conversations in your walking party.

---

**FOOTSTEP 3: Migration in the Media**

**ENGAGE WITH RESOURCES**

This footstep invites you to take a critical look at the way in which migration stories are reported in the media. In doing so, we hope you will develop analytical skills that will help you to engage more thoughtfully with media reporting.

- **Watch** *The Danger of a Single Story*, Chimamanda Adichie’s TED talk
- **Read** *Photo Editor's Notebook: What Makes the Image of Omran Daqneesh so Extraordinary?*
- **Read** Facing History and Ourselves’ article, *Little Boxes* by Anthony Wright.
- **Read** *The readers’ editor on...the semantics of migration* or *Why Language Choice Matters*.
- **Read** *Where media fails on the reporting of migrants and refugees*.

**DO AN ACTIVITY: MIGRATION IN THE MEDIA**

For this task, you are going to look for recent migration stories in the media and analyze how they are told or represented.

- **Choose** two different reports from the media (one can be by Paul Salopek, for example *The things they leave behind, The wars of autumn*, or *“This is not a life”*) and compare and contrast them. You may also choose to analyze reports that are multimedia in format, for example a photo essay, a short video, or perhaps another visual format like *this comic by Somali refugee Samia Yusuf Omar*.

- **Consider** the following questions as you compare the two reports:
What is the date of publication? Has this report been written or produced in response to a particular event related to migration and if so, what?

Who is likely to be the intended audience?

What do you think the attitude of the author is towards modern day migration and/or migrants? Pay careful attention to the author’s word choices.

What is the headline or title of the report and why do you think that is?

If there is an image, look closely at it. Why do you think it was chosen?

Whose voices are represented and whose are missing? What’s been left out and why do you think that is?

What questions or wonders do you have?

Share your main findings and reflect on any insights you gained by looking closely at the media reports. How do you think the reports seek to influence our opinions about migration and migrants? If possible, provide links to the reports. Feel free to be creative in how you present your ideas. For example you could:

- Write a short essay that compares and contrasts the two reports.
- Create a summary table that compares and contrasts the two reports. (You would have to scan or photograph your table to upload it to the platform.)
- Write a “two voice poem” that juxtaposes or weaves together lines from each of the two reports. Here are some examples from Mr Brown’s class in Beaverton, Oregon, USA who developed this idea.

**INTERACT WITH YOUR WALKING PARTNERS**

Now it’s time to find out what kinds of migration stories your walking partners found in the media and what they learned from them.

- Choose two posts to look at and respond to.
- Write: use two or more dialogue tools to respond thoughtfully to these posts:
  - **SNIP:** Cut and paste a phrase or sentence from the post into your comment. Then, use the following dialogue tools to comment on it:
  - **POV:** Express your point of view (POV), position or opinion.
  - **CHALLENGE:** Pose a question or a challenge to a point of view (POV) or idea someone else has shared. This could be the POV of an author of one of the stories you read or a POV shared by one of your walking partners. Use these Sentence Starters to help:
    - “I appreciate your point of view. I see it a little differently. I think that…”
    - “Another way of looking at it is…”
    - “I don’t necessarily agree with that opinion…One reason I say this is…Another reason I disagree is…”
  - **NAME:** Name the aspects of your identity, experiences, or place you live that are influencing the way you see things.

- Respond: Return to your own posts. Respond to anyone who left comments or questions for you. Try to keep the conversation going or join in other conversations in your walking party.
FOOTSTEP 4: Collecting Our Thoughts on Migration

ENGAGE WITH RESOURCES
This footstep is an opportunity to reflect on your learning experience and share your learning with your walking partners. To get started:

- View *Uprooted*, interactive narrative maps of the global migrant crisis.
- Watch *The Displaced*, a documentary by the New York Times.
- Read this article on Uganda, “One of the World’s Most Welcoming Asylum Countries.”
- Watch *Afghanistan by Choice*, a documentary by the Pulitzer Center on Crisis Reporting.

Other resources you might want to explore (these are optional):
- Read *We Shall Meet Again, Sanam*, a comic book about a young migrant’s journey from Afghanistan to Sweden.
- Read the *United Nations World Youth Report* – notice the kinds of challenges this report describes young migrants facing.

*Please note that this video is filmed using Google’s 360-degree technology, meaning that if viewed on a desktop computer (not a tablet or other small electronic device), you can see a full 360-degree view of every scene. Click and drag on the video to explore each scene. Use Google Chrome or Firefox to watch this video in order to ensure the 360-degree technology is fully functional.

DO AN ACTIVITY: COLLECTING OUR THOUGHTS ON MIGRATION

This footstep is an opportunity to reflect on your learning experience and share your learning with your walking partners.

We invite you to create something that demonstrates what you’ve learned from this learning journey so far. What would you most like to share with your walking partners? Consider how your ideas about migration have changed or developed from reading the resources, doing the activities, and/or interacting with other students.

We encourage you to share your learning in creative ways, ideally in a way that combines text and images. Formats to consider: a slideshow of images or a collage; an illustration, painting or cartoon; a blog post or short essay; a piece of spoken-word or written poetry; a short video.

You might want to consider sharing:
- New things you learned about migration
- Similarities and differences across migration stories, and why those similarities and differences exist
- Things you learned about your own perspective or your own identity
Things you learned about how the media helps shape your own and other people’s perspectives
Things you are doing differently or would like to do differently
Things you’d like to learn more about

Please note that your teacher may want to specify how you approach this activity so that it ties in with your class.

INTERACT WITH YOUR WALKING PARTNERS

- **Look** closely and slowly at several posts by your walking partners
- **Write** comments and questions on at least two posts that stand out to you
  - **EXTEND**: Do any of your walking partner’s posts extend your thinking or give you a new perspective? If so, share how.
  - **CONNECT**: Do you feel a connection with another student’s reflection? If so, explain how.
  - **NAME**: Name the aspects of your identity, experiences, or place you live that are influencing the way you see things.
- **Respond**: Return to your own posts. Respond to anyone who left comments or questions for you. Try to keep the conversation going or join in other conversations in your walking party.

Congratulations on completing the *Human Stories of Migration* learning journey! We really appreciate all of the work you’ve done.

As a concluding activity:
- **Reflect** on how your ideas about migration changed or developed over the course of this learning journey by answering questions in this private reflection. [link to survey will appear on the platform]

Click here for more details about this Creative Commons license.
Additional Resources

EXPLORE

**Tools:** Centre for Oral History and Digital Storytelling’s Digital Toolbox

**Project:** *Time of Remembrance*

**Project:** Immigration narratives by students at Oakland International High School
Project: Mapping Memories: Experiences of Refugee Youth

Participatory Media, Place-Based Stories & Refugee Youth

While migration is one of the biggest issues of our time, few of us really understand the challenges that youth refugees encounter. All too often, refugee narratives are written by writers or journalists who view the refugees as individuals but overlook the context of what comes after. Mapping Memories (MM) offered over a hundred young individuals the opportunity to recount their stories as they were told. These young people and their families stepped forward to share how they had fled to rebuild their lives and the difficult realities of their experiences. This project has been used to highlight and elevate these threats into the reality of refugee experiences in laying their story down to future generations, with the collective action and with the help of the public.

Project: Familias Separadas

FAMILIAS SEPARADAS

WE ARE HUMAN BEINGS, RISKING OUR LIVES.

Project: Migrantas

migrantas | a visual language of migration

Migrantas: stories of voice, body, and movement. Migrantas is a multimedia project created to explore the experiences of people in the US who are undocumented. Its focus is on the individuals who risk their lives to be here, but as citizens becoming the voice. Migrantas is made up of music, poetry, and multimedia videos. Their work incorporates stories from the local arts, political and social organizations, and community members. The project provides a platform for the voices of ordinary people and artists from the undocumented community. Their speaking engagements are used to raise awareness and educate the public.

Non-profit organization: Voice of Witness

VOICE OF WITNESS

ILLUMINATING HUMAN RIGHTS CRISIS THROUGH ORAL HISTORY

VOICE OF WITNESS:
“LENDING A MEGAPHONE TO STORIES THAT MATTER”

Watch the Video

The Sharing History Initiative is Underway!
### WATCH

**Video:** a day in the life of Palestinian refugee *Jamila Jad*, Global Lives Project

![Image of Jamila Jad](image1.png)

**Videos:** *Life Stories of Montreal*

![Video: Life Stories of Montreal](image2.png)

**Video:** *Nobody is Ever Just a Refugee*, Chimamanda Adichie’s speech on the global migrant crisis

![Image of Chimamanda Adichie](image3.png)

"Nobody is ever just a refugee": Chimamanda Ngozi Adichie’s powerful speech on the global migrant crisis
READ

Stories: **Why Flee?** by the Hello Sweden Project

Abstract: **Moving Stories** by the Ethical Journalism Network

Report: **Moving Stories** by the Ethical Journalism Network
Stories: **Fight for Families**

- **Pamela**: Pamela is a DACA recipient, reflecting on the impact her family's separation would have on the lives of her sick parents and her family’s future.
- **Perla**: "I have big dreams that I have suppressed for a very long time. I’m ready to fight for it." Perla is an industrial engineer by trade and the mother of two boys.
- **Juan**: Juan is an undocumented family of six and recalls the fear of his father being detained and the great stress that caused him and his family.

**Everyday Ruptures**

Children, Youth, and Migration in Global Perspective

Edited by Cali Coe, Rachel R. Reynolds, Deborah A. Boehm, Julia Meredith Hess, Heather Rae-Ennis

Ethnography of children and youth who migrate and are affected by the migration of others.

When people — whether children, youth, and adults — migrate, their migration is often perceived as a rupture, with people separated by great distances and for extended periods of time. For migrants and those affected by migration, the everyday persists, and migration itself may be critical to the continuation of social life. *Everyday Ruptures* illuminates the ways young people continue to exist in the spaces of division around the world, and how they negotiate and prepare for the experience of division around the world.

The book is organized around four themes:

**Book: **The Warmth of Other Suns: The Epic Story of America’s Great Migration**

**Stories:** Facing History’s Global Immigration page
**Article: The Value of Oral History**

*The value of oral history*

When we express our ideas and our concerns, oral history has benefits that no other historical record allows. From the personal to the political, from the intimate to the community-wide, oral history is a powerful tool for understanding our past. It allows us to capture the voices and perspectives of individuals who may not have their stories recorded in written form. Oral history can provide a more complete and nuanced understanding of history, as it allows for the preservation of stories that may be lost or forgotten in written records.

**Article: What I’m Learning from Walking 21,000 Miles Around the World**

*What I’m Learning From Walking 21,000 Miles Around the World* by Paul Salopek


**Stories: Global Voices’ stories on immigration and migration**

Global Voices’ stories on immigration and migration

**Story: The Long-Lasting Legacy of the Great Migration**

*The Long-Lasting Legacy of the Great Migration*

When millions of African-Americans fled the South in search of a better life, they remade the nation in ways that are still being felt.
LISTEN

Audio: StoryCorps’ stories about migration

Audio: NPR's All Things Considered with Regina Spektor

Suggested Applications:

- **Voicethread**: combine various media to create a story (register [here](#) for free account)
- **Pixotale**: visual storytelling, combine photos, videos, and text to create a story
- **Educreations**: combine various media, including drawings and audios, to create a story
- **SoundCloud**: upload and listen to audio tracks
- **StoryCorps App**: audio recording and sharing
- **TimelineJS**: interactive timeline creator
- **BatchGeo**: mapping
- **7 Scenes**: mapping