



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.

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

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 and interconnected 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 offer 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 Explore the Dialogue Toolkit

(This footstep will not appear on the Out of Eden Learn platform)

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 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.
- **For Educators:** [An annotated version](#) of the *Models of Respectful Disagreement*

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

- **Listen** to [Paul's welcome message](#) introducing you and other young people to the Out of Eden Walk, recorded from the trail in Bishkek, Kyrgyzstan, in December, 2016
- **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.

Share your response with your classmates. Maybe comment on another student's response using a Dialogue Toolkit move.

FOOTSTEP 1: Our Own Stories of Migration

ENGAGE WITH RESOURCES

Welcome to Out of Eden Learn's special learning journey: *Stories of Human Migration*. Before you begin, it is very important that you complete this survey [[a link to the survey will appear on the Out of Eden Learn Platform](#)]. *Please note that this is a private reflection and your responses will not be shared with the other members of your walking party.*

After completing the survey, we invite you to begin thinking about your own connections to the theme of human migration. Explore the following materials:

- **Watch *Fatima's Drawings*.** In this video, nine-year-old Fatima shares her experiences as a Syrian refugee through her drawings and storytelling.
- **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. **SENSITIVITY WARNING: Please note there are some potentially disturbing violent images in this video.*
- **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?*
- **Look closely** at [this art work](#) by Reena Saini Kallat which explores the complexity of the ways in which humans are both connected and divided in the modern world.
- You may find it helpful to refer to this [glossary of terms](#) compiled by the Reimagining Migration project.

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, 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, a written piece, or a visual art work. If you choose to create a visual art work, please be sure to include an explanation of your piece to help other students understand the story. Regardless of what format you choose, we encourage you to include visuals or other creative tools to help you tell the story. You might want to use one of these suggested apps:

- **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

[Here](#) are some tips on recording and using sound to tell stories. Before submitting, we strongly recommend that you share the finished piece with the person whose story you are trying to tell. Doing so is respectful and gives the person a chance to correct or clarify details about their story. If you are unable to do so, it is very important that you consider how the person might feel about your storytelling.

- **Option 2:** Create a map or diagram or another type of visual image 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 add text, arrows, and pictures to tell a migration story. Be sure to write an accompanying explanation to help others understand your map.

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.
- **Read** Mapping Police Stops Across the World by Paul. Please note an interactive map accompanies this dispatch but it is currently unavailable. It will be available to explore at a later time.
- **Explore** this extensive multimedia article by *The Seattle Times* on Tijuana, a town on the Mexico-US border. If you have limited time, we particularly recommend the video 'Tan cerca y tan lejos/So close, yet so far' which is embedded in the piece.
- **Watch** I trekked across Europe so I could go to school safely, a video in a series on migrants' stories by the BBC.
- **Explore** Jacob Lawrence's series of paintings on The Great Migration.

- **Watch** [this slideshow](#) of previous student work on Everyday Borders.

**Please note that these questions are adapted from Voice of Witness' [Palestine Speaks](#) curriculum.*

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 going to?
- **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 on 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 ways 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 reportings.

- **Watch** [*The Danger of a Single Story*](#). Chimamanda Adichie’s TED talk
- **Read** Facing History and Ourselves’ article, [*Little Boxes*](#) by Anthony Wright.
- **Watch** ‘[What is the most problematic area of migration coverage?](#)’ in which journalists discuss *how* the media often reports on human migration.
- **Read** [this article](#) on media coverage of migrants and refugees.
- **Watch** [this short video](#) which shows how one Rohingya boy uses social media to share his perspective and experience with the world.

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.
- **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 was the event?
 - 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 and perspectives are represented and whose are missing? What's been left out and why do you think that is?
 - In what ways may the report be oversimplifying what is going on or leaving out key aspects of the story?
 - 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, screenshot 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:

- **Watch** [this video](#) which charts how humans migrated across the globe from the start of recorded history.
- **Read** [Climate Change is Already Causing Mass Human Migration](#).
- **View** [Uprooted](#), a set of interactive narrative maps of the global migrant crisis from 2017.
- **Watch** [The Displaced*](#), a documentary by the New York Times.
- **Watch** [Afghanistan by Choice](#), a documentary by the Pulitzer Center on Crisis Reporting.

Optional Resources:

- **Watch** [this video](#) which explores the complexity of stories of human migration in Chile.

**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.

Consider how this learning journey has given you new insights into your connection to human migration. For example, you might think about the following:

- "This is how migration helps explain why I am living this particular life"
- "This is why I have these cultural practices, values, or beliefs"
- "This is why a group I belong to is living this kind of life"
- "This is why society is the way it is"

- “This is how migration connects to my identities, the identities of my community, and/or the identities of my generation”
- “This is what I appreciate about the stories of migration I have heard”
- “This is what I think is right or wrong about what happened in the past or is happening today with migration”

You might also 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 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 *Stories of Human Migration* learning journey! We really appreciate all of the work you’ve done.

As a concluding activity:



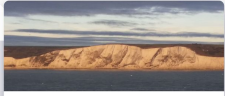
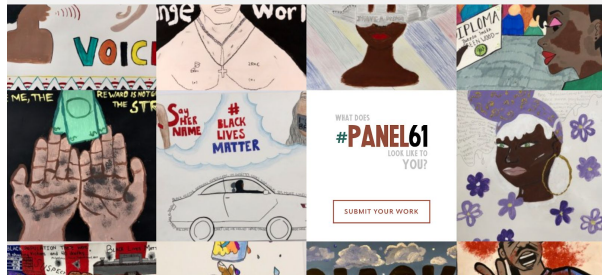
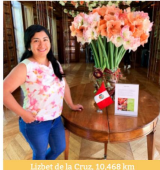

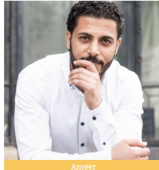
- **Reflect** on how your ideas about migration changed or developed over the course of this learning journey by answering the questions in [this private reflection \[a link to the survey will appear on the Out of Eden Learn Platform\]](#).



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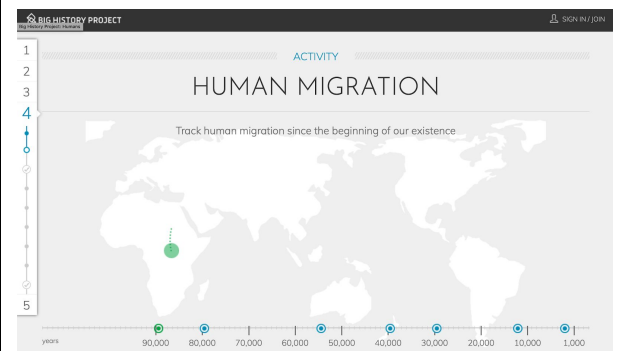
Additional Resources

EXPLORE

<p>Tools: Digital Toolbox, Centre for Oral History and Digital Storytelling</p>	<p>Digital Toolbox</p> <p>In 2010, a team based at COHDS and led by Dr. Steven High assessed the current state of knowledge in oral and public history in relation to new media, identify emerging trends, and consider the public policy implications of our findings. The results of this project can be found in the attached report and in the Oral Historian's Digital Toolbox below.</p> <p>Attachments: Knowledge Synthesis Report.pdf</p> <p>GPS, GIS and Mapping</p> <p>This section includes mapping tools such as Explora, Google Maps, iTouch Maps, and Mscpa.</p> 
<p>Stories: Migrant Child Storytelling</p>	<p>LANGUAGE</p> <p>MIGRANT CHILD STORYTELLING</p> <p>HOME ABOUT LOOK AT THE PICTURES READ THE STORIES CONNECT CONTACT US</p> <div> <div>  <p>FRANCE</p> <p>DHABA'S STORY</p> <p>I have been living under a bridge for eight months. I try every day to cross. We survive on distributions. Sometimes at night a dog urinates on us. The police take our sleeping bags.</p> <p>READ STORY</p> </div> <div>  <p>FRANCE</p> <p>YONAS' STORY</p> <p>My father was imprisoned when I was fourteen and because my mother had so many children I went to live with my aunt. My father was a soldier. Everyone is a soldier in Eritrea. We don't know why he was imprisoned.</p> <p>READ STORY</p> </div> </div>
<p>Youth Paintings: The Migration Series, Jacob Lawrence</p>	<p>JACOB LAWRENCE THE MIGRATION SERIES</p> <p>YOUR #PANEL61 CURATED RESPONSES SOCIAL FEED POETRY SCRAMBLE VIDEOS FOR EDUCATORS</p> 
<p>Stories: i am a migrant, International Organization for Migration</p>	<p>i am a migrant about · stories · blog · videos</p> <p>DEL · EN · ES · FR · IT · PT · RU · UK · US</p> <p>Country of Origin: <input type="text" value="- Any -"/> Current Country: <input type="text" value="- Any -"/> Hashtag: <input type="text" value="- Any -"/> Keywords: <input type="text"/></p> <p>Reset Apply</p> <div>    </div>

Poetry Scramble: *The Migration Series Poetry Scramble*, Jacob Lawrence

Interactive Map: *“Track human migration since the beginning of our existence”*



Project: *Mapping Memories: Experiences of Refugee Youth*

Photo Essay: *Crossing Borders*, Global Oneness Project

Project: Familias Separadas

FAMILIAS SEPARADAS

ARTIST

Michelle Angela Ortiz

Part of Open Source



Project: Migrantes



Home | Deutsch | Español

Concept
Workshops
Forums
Pictograms
Revista
Urban actions

Projects **new**
Cooperation **new**

Public collections
Travelling exhibition
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migrantes | a visual language of migration

Working with public urban spaces as a platform, migrantes uses pictograms to provide visibility to the thoughts and feelings of people who have left their own country and now live in a new one. Mobility, migration and transnationality are not the exception in our world, but are instead becoming the rule. Nevertheless, migrant and their experiences remain often invisible to the majority of our society. Migrantes works with issues of migration, identity and intercultural dialogue. Their work incorporates tools from the visual arts, graphic design and social sciences. The founders of the collective, who have immigrated to Germany, develop their projects with other migrants in workshops. The resulting drawings are then condensed into pictograms and distributed in public spaces.



Non-profit organization: Voice of Witness

VOICE OF WITNESS

ILLUMINATING HUMAN RIGHTS CRISES THROUGH ORAL HISTORY

HOME ABOUT BOOKS EDUCATION GET INVOLVED DONATE

VOICE OF WITNESS:
"LENDING A MEGAPHONE TO STORIES THAT MATTER"
[Watch the Video](#)

BLOG

The Sharing History Initiative is Underway!

Gallery Walk: On the Theme of Migration, Tate Museum

TATE

Search Shop

ART & ARTISTS EXHIBITIONS & EVENTS PLAN YOUR VISIT

A WALK THROUGH TATE MODERN
ON THE THEME OF MIGRATION

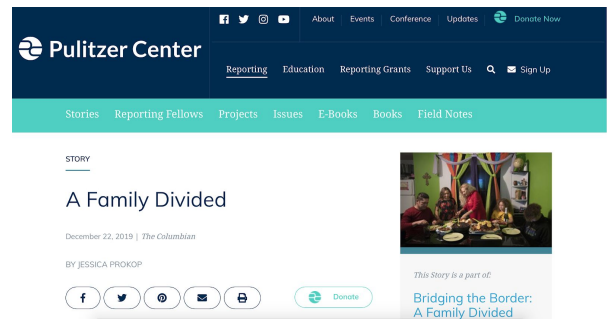
Tate staff and community voices share their reflections on what it means to cross borders

At a time when the borders between lands are continually being disputed, what does it mean to move across countries, to change nationalities and to settle in a new place? Some of us migrate by choice, others are forced to flee for our own safety.

Explore Tate Exchange's programme

WATCH

Video: *A Family Divided*, Pulitzer Center



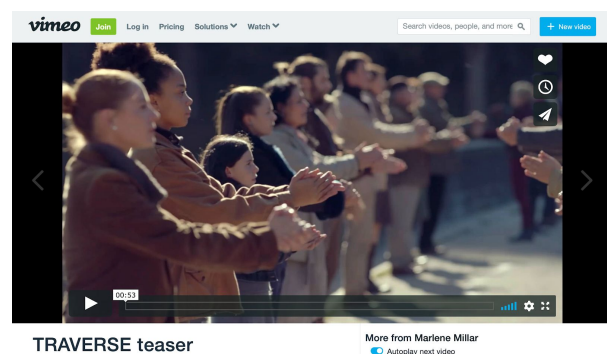
Video: A day in the life of Palestinian refugee *Jamila Jad*, Global Lives Project



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



Video Trailer: *Traverse*, Migration Dance Film Project



READ

Glossary: *Glossary on Migration*, International Organization for Migration



Study: *How The Media Reports on Migrants and Refugees*, Ethical Journalism Network

How does the media on both sides of the Mediterranean report on Migration?

A study by journalists, for journalists and policymakers

This is a Chapter of the Study "How does the media on both sides of the Mediterranean report on migration?" carried out and prepared by the Ethical Journalism Network and commissioned in the framework of EUROMED Migration IV – a project, financed by the European Union and implemented by ICMED, © European Union, 2017.

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CONCLUSIONS

1. Media coverage is vital to shaping people's opinions on migration and the plight of refugees and asylum seekers;
2. Undue political influence, self-censorship inside newsrooms and a prevailing lack of resources hampers the preparation of in-depth, well-researched editorial needed for reporting in context;
3. As a result much of the media coverage of migration reflects political bias and is superficial, simplistic and often ill-informed;
4. The migration story follows two media narratives: Emotional and highly-charged reporting on the plight of migrants as victims with almost daily human interest focus on tragic events

BROWSE THE REPORT

[How do Media on bot +](#)

[Go to Foreword](#)
[Go to Executive Summary](#)

Download the Executive Summary here

Related Content

Abstract: *Moving Stories*, Ethical Journalism Network

Migration: Global Report on Journalism's Biggest Test in 2015

12/17/15

Moving Stories

International Review of How Media Cover Migration



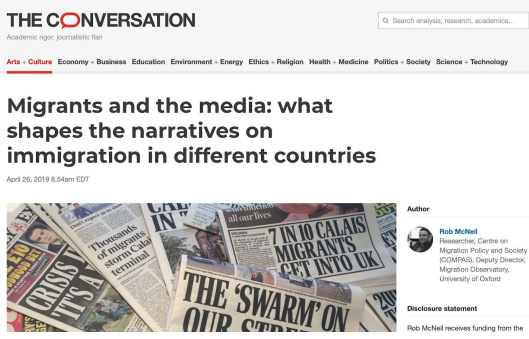
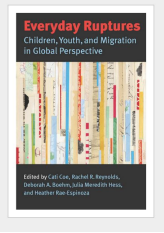
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- Gender Issues (41)
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- IOM (39)
- Migrant Rights (27)
- Counter-Trafficking (23)

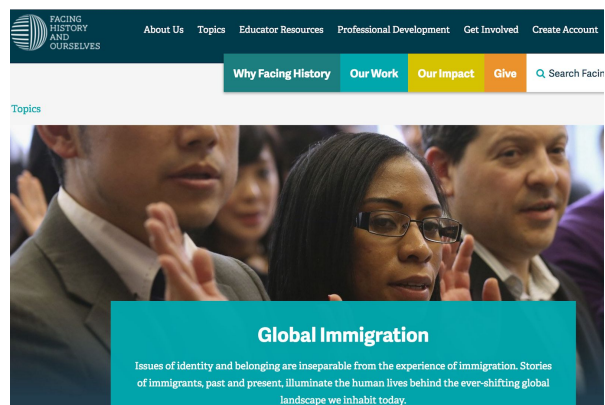
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<p>Report: <i><u>Moving Stories</u></i>, Ethical Journalism Network.</p> <p>Suggested reading: p.36-37 in which reporters discuss specific challenges they face covering migration.</p>	
<p>Article: <i><u>Where media fails on the reporting of migrants and refugees</u></i>, Ethical Journalism Network</p>	
<p>Article: <i><u>Migrants and the media: what shapes the narratives on immigration in different countries</u></i>, The Conversation</p>	
<p>Book: <i><u>Everyday Ruptures</u></i></p>	 <p>Everyday Ruptures Children, Youth, and Migration in Global Perspective</p> <p>Editor(s): Cati Coe, Rachel R. Reynolds, Deborah A. Boehm, Julia Meredith Hess, Heather Rae-Espinoza</p> <p><i>Ethnographies of children and youth who migrate and are affected by the migration of others</i></p> <p>When people – whether children, youth, and adults – migrate, that migration is often perceived as a rupture, with people separated by great distances and for extended periods of time. But for migrants and those affected by migration, the everyday persists, and migration itself may be critical to the continuation of social life. <i>Everyday Ruptures</i> illuminates the wide-ranging continuities and disruptions in the experiences of children around the world, those who participate in and those who are affected by migration.</p> <p>The book is organized around four themes:</p>

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



Stories: Global Immigration page, Facing History



Article: *The Semantics of Migration*, The Guardian



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

What I'm Learning From Walking 21,000 Miles Around the World

On National Walking Day, Paul Salopek reveals unexpected rewards of taking to your feet.



Stories: Migration and Immigration stories, Global Voices

The screenshot shows the Global Voices website. The main header includes navigation links for Africa, Americas, Asia, Europe, Middle East, Politics, Culture, Human Rights, Digital Activism, and All topics. The main article is titled "Migration & Immigration" with a sub-header "Monthly archive". The featured image shows a group of people behind a chain-link fence. Below the image, the text reads: "Afghan Refugees: 'Nobody 'Wants' to Leave. It Is About Survival.'" and "Written by Samer Shorouf - Central Asia & Caucasus". To the right, there are sections for "Top World Stories" and "Contributors".

Article: *The Long-Lasting Legacy of the Great Migration*, Smithsonian Magazine

The Long-Lasting Legacy of the Great Migration

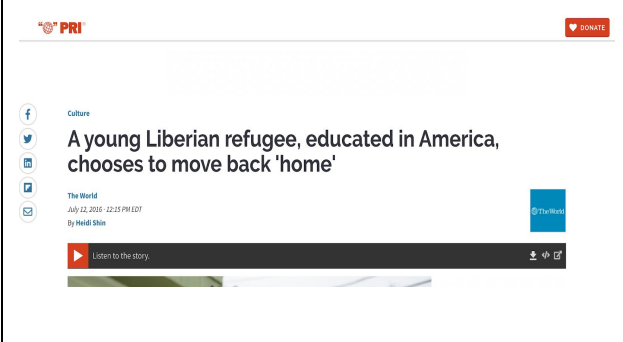
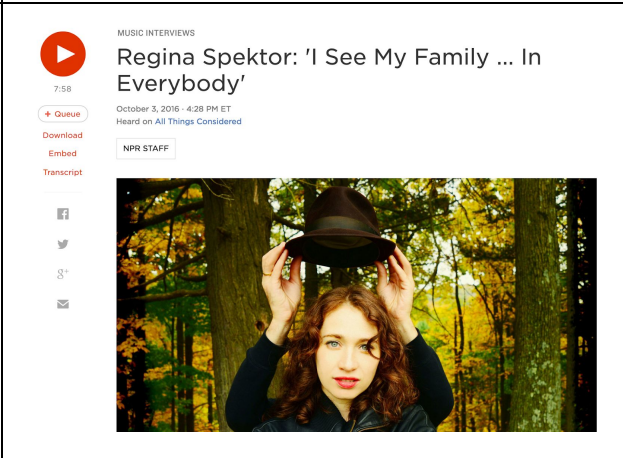
When millions of African-Americans fled the South in search of a better life, they remade the nation in ways that are still being felt



Article: *Why Language Choice Matters*, The New York Times

The screenshot shows the New York Times website. The main header includes navigation links for SECTIONS, HOME, and SEARCH. The main article is titled "The Public Editor's Journal" by ELIZABETH SPAYD. The sub-header is "Targeted Killing, 'Detainee' and 'Torture': Why Language Choice Matters". The text reads: "If it's torture, why call it a 'harsh interrogation technique'? If it's premeditated assassination, why call it a 'targeted killing'? And if a suspected terrorist has been locked up at Guantanamo Bay for more than a decade, why call him a 'detainee'?"

LISTEN

<p>Story: <u><i>A young Liberian refugee, educated in America, chooses to move back 'home.'</i></u> Public Radio International</p>	
<p>Interview: <u>Regina Spektor: 'I See My Family...In Everybody.'</u> National Public Radio</p>	

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