

F. J. García Peñalvo, V. Zangrado, A. M. Seoane Pardo, A. García Holgado, J. Szczecinska, J. M. Baldner, A. Consonni, C. Crivellari

Multicultural Interdisciplinary Handbook

Tools for Learning History and Geography in a
Multicultural Perspective



Comenius Multilateral Project

502461-2009-LLP-ES-COMENIUS-CM

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Multicultural Interdisciplinary Handbook

**Tools for Learning History and Geography in a
Multicultural Perspective**

Multicultural Interdisciplinary Handbook

**Tools for Learning History and Geography in a
Multicultural Perspective**

AUTHORS:

Francisco José García Peñalvo

Valentina Zangrando

Antonio Miguel Seoane Pardo

Alicia García Holgado

Joanna Szczecinska

Jean Marie Baldner

Anna Consonni

Cinzia Crivellari

Comenius Multilateral Project

502461-2009-LLP-ES-COMENIUS-CM

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Published in Spain by

Research GRoup in InterAction and eLearning (GRIAL)

Instituto de Ciencias de la Educación (IUCE)

Paseo de Canalejas, 169

37008 Salamanca

Tel: +34 923250000 ext. 3433

E-mail: grial@usal.es

Website: <http://grial.usal.es>

ISBN: 978-84-695-4978-0

Depósito legal: S. 584-2012

Editor: GRIAL

Printed: KADMOS

Salamanca (Spain), 2012



This work is licensed under a Creative Commons Attribution-NonCommercial-NoDerivs 3.0 Unported License.

Preamble

MIH project (Multicultural Interdisciplinary Handbook: tools for learning History and Geography in a multicultural perspective) is a Comenius Multilateral Project funded with support from the European Commission that has been developed from 2009 to 2011.

Conceived from the idea of educating lower and upper Secondary School pupils in a process of construction of a European identity by involving them in the culture of other countries, MIH project meets this need by providing new methodological and ICT tools that could help teachers and pupils to plunge deeper into both cultures and languages of another nations via their History and Geography, and opens the way to introduce a European perspective in History and Geography school *curricula* and classroom activities.

This Handbook is one of MIH most significant results. It should be considered a guide for teachers, intended for both in service and future teachers at the secondary level (lower and upper Secondary School in Europe). Its purpose is to contribute to the development of multicultural and interdisciplinary discussions related to epistemological and didactical issues in education, regarding how History and Geography are effectively taught among different countries of the European Union (Austria, France, Germany, Italy, Poland and Spain).

The Multicultural Interdisciplinary Handbook accompanies the teacher through:

- the epistemological and methodological approach to the teaching of History and Geography in a multicultural and interdisciplinary perspective, according to the results of the research carried out during the MIH project (Chapter 1.);
- the design and deployment of learning objects (Digital Modules), that allow, by using historical and geographical documents and contents, the construction of materials for individual learning and classroom activities (Chapter 2.);
- the comparative description, in terms of contents and didactical proposals, of a digital modules selection produced during the project (Chapter 3.);

In addition, the Multicultural Interdisciplinary Handbook provides to the teacher with suggestions, based on several criteria and strategies for the use of digital modules as learning materials, in order to integrate them into the curricular programmes (Chapter 4.) or used in a CLIL class (Chapter 5.).

Furthermore, Multicultural Interdisciplinary Handbook will be useful for teachers in order to let them analyse their contexts (Chapter 6.), to set an appropriate framework for the use in the classroom of the model proposed and by providing a wide range of tools to create their own learning objects and evaluate them with colleagues and with students in classroom (Annexes).

Partner Institutions

Universidad de Salamanca (Spain)

Pädagogische Hochschule Tirol (Austria)

Hafelekar Unternehmensberatung Schober GmbH (Austria)

Institut Universitaire de Formation des Maîtres – Créteil (France)

Universität Augsburg (Germany)

Universität Siegen (Germany)

Università Ca' Foscari di Venezia (Italy)

Spółeczna Wyższa Szkoła Przedsiębiorczości i Zarządzania (Poland)

Project Summary

Financial institution: European Union. Lifelong Learning Programme. Sub-Programme COMENIUS Multilateral Projects

Beneficiary: Universidad de Salamanca (Spain)

Main researcher: Dr. Francisco José García Peñalvo

Reference: 502461-2009-LLP-ES-COMENIUS-CM

Start date: 01/10/2009

End date: 30/09/2011

Total amount: 427.670€

Website: <http://mihproject.eu>

Acknowledgment

The handbook was made possible with the support of the Lifelong Learning Programme of the European Union, Project Reference: 502461-2009-LLP-ES-COMENIUS-CM. This project has been funded with support from European Commission. This publication only reflects the views of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained herein.

Table of Contents

1 Introduction.....	1
MIH project overview.....	2
MIH Project outcomes at glance	4
MIH: plans for the future.....	7
Conclusion.....	7
2 Learning Object model and framework design for the Digital Modules production	9
Learning Object model.....	9
Digital Modules framework	11
Digital Modules production	12
Tutorials	14
Multicultural perspective of Digital Modules	15
3 Digital Modules' Presentation: A comparison of the treatment of some topics	17
The springtime of the peoples: revolutionary movements and national aspirations	18
1848 in different didactic approaches	19
European migratory fluxes between nineteenth and twentieth centuries.....	25
4 Methodology: didactic criteria and suggestions for in-class use.....	35
Use of text documents	37
Use of iconographic documents.....	40
Maps and graphics.....	40
Press drawings and engravings.....	42
Paintings	42
Photographs	45
Bibliography.....	47
5 About the use of the DMs in CLIL classes	51
State of the art of the CLIL in Europe (2005-2010)	53
CLIL pros and cons	57
CLIL and MIH Digital Modules	57
6 Case studies focused on the intercultural education in the field of History.....	73
Example 1: Intercultural classes without the use of ICT	73
Example 2: “Ślady Przeszłości” (“Traces of the Past”) programme – A programme using on-line materials for teachers.....	74
Example 3: Online materials about other cultures addressed to children.....	74

Example 4: Comprehensive online materials concerning one topic ...	76
Example 5: Bilateral creation of intercultural history textbooks	77
References	79
Annexes	83
Baseline study.....	83
Digital Modules production	83
Tutorials	84
Publications.....	84
Computer Based Tools for Learning in a Multicultural Perspective ...	84

3

Digital Modules' Presentation: A comparison of the treatment of some topics

The selection of the four macro-themes (topics), as we discussed in the introduction of the Handbook, arises as a consequence of the requirements to find the topics that were present in all the school *curricula* of the partner countries and, simultaneously, cover the issues that have implemented the irreversible transformations whose impact is still present throughout the European continent. The aim was that the research team knew the way in which the historical-geographical disciplines, collective memory and public discourse in each country interpret these fundamental issues.

The national ministerial programs, and with them the textbooks, reflect the educational policies of the governments in office, but are also inevitably influenced by the cultural trends of the moment, and by the mass media influences that contribute to disseminate certain themes and issues rather than others. The linguistic transformation in this sense represents one of the most important signals of trends, but, unfortunately, very often at school, the study of foreign languages is limited to the use of the pure knowledge of phonetics and vocabulary.

The design of the Digital Modules - and their use in CLIL methodology - involving students in their country and shared by the other partner countries represents an important opportunity for exchange of scientific knowledge, practical teaching and methodological applications to share, to try to overcome language barriers and advancing the widespread mentality of the other country. The results revealed the different perspectives of treatment of selected topics, but also unexpected similarities, evident for example in the choice of some common sources, representing the size of the project truly intercultural experience. There remains no doubt the permanence of some simplifications and stereotypes concerning European phenomena as a whole and how to deal with the events of the history of other countries.

The common aspects, which have emerged, are mostly aimed at the promotion of active citizenship, in a national and European level, and aim to the discovery of an historical and geographical past enjoyed with this present, particularly through the acquisition of conceptual tools to use of sources and documents, and strengthening of spatial-temporal skills by students.

The sharing of methodologies and teaching practices seem to respond increasingly to the needs of an international community of students with very similar characteristics: young people who are united by the access to the Internet and social networking expresses behaviors, customs and mentality increasingly "global" that require that the education systems of the different countries adopt teaching methods, and communication languages increasingly homogeneous.

This is particularly evident in the design of the researching activities on the sources, the organization of the assessment tests and the definition of evaluation criteria. However, it remains a basic misunderstanding of the meaning given to the term "Module" and its extension: some overlap it with the entire topic, others are thinking in parts of the macro-theme. The differences between the different interpretations are based on the orientation of didactical and pedagogical literature of each country and the practice of classroom teaching, but, once this lexical obstacle is overcome,

it is possible to understand from a content point of view, the overall organization of the knowledge transmitted and historical-geographical models underlie them.

It was decided to choose two topics-sample: one purely historical in nature and one that would lend itself to a historical-geographical. A key moment in European history, which was the *great political upheaval of 1848/49*, the first stage of the long process of constructing national identities, and the different and multiple *waves of migration between the nineteenth and twentieth centuries*, can meet the above criteria. Another motivation is made up of the irreversible consequences that these two phenomena have in building our present: the present crisis of the nation-state, on the one hand, and the enormous impact of migration flows from other countries on Europe's population, other. These are two phenomena that have given rise, especially in the twentieth century, an inseparable intertwining between national and supranational issues and political, economic and social factors, not only European, but worldwide. The transformation of national states in the sense of nationalism, since the late nineteenth century, brought with them a new aggressive colonial expansion, especially in the African continent, which resulted in a geo-political world, decided "at the table" by diplomacy of the great European powers. The imperialism of the late nineteenth century already represents the failure of the principles of self-determination proclaimed by the popular movements of the century and dramatically opens the great question of the world's division between the industrial powers and subordinate countries, from which migrations have their origin in the twentieth century.

THE SPRINGTIME OF THE PEOPLES: REVOLUTIONARY MOVEMENTS AND NATIONAL ASPIRATIONS

Within the topic "the building of Europe" were developed eight modules covering the 1848/49, without any prior agreement between the partner countries' research teams: a clear sign that this historic moment has been considered by all a node conceptual and historiographical essential for the establishment of a European *koine*. All treatments agree in considering the European events of this period a very complex and heterogeneous phenomenon: time of nationalities' construction, civil and political liberal aspirations and revolutionary "spirit". Another analogy is that the movement has invested almost by contagion throughout Europe, taking different forms and manifestations, but with a fundamental common denominator: the demand for constitutional guarantees and greater political participation. It was therefore considered a crucial step of the long road towards the full realization of modern democratic systems. For this reason the argument is proposed and discussed in all educational programs, in conjunction with the civics or social studies.

If the perspectives from which the events have been observed are similar in all modules devoted to this theme, in the overall analysis of the phenomenon at European level, however, they differ in the weight given to the prevalence of either component "revolutionary", depending on the political situation in different areas. In countries where national aspirations had not yet been realized in the construction of a unitary state such as

Poland, the emphasis is placed on the narrative aspirations for independence, while in the French case the emphasis is obviously on civilian claims, the requests for extension of the suffrage and the new issue of social equality. German seems to prevail in the struggle against the absolutist policy of the sovereign and against the privileges of nobility, as well as the emergence of the issue very much essential of the creation of a unitary state. Special case is the Italian situation, where all these factors are mixed together, resulting in very different political movements and trends that the presence in the peninsula of foreign rule and the rule of the Church, makes as antithetical in the understanding of the new unit was to be realized. All treatments show still the weight of the economic changes produced by industrialization on the movements and actions of the '48. The "social question" interacts with the battles for civil and political rights, forcing the poorest of the population to claim, even violently, more job security and better living conditions.

Another element common to all modules is regarding to the criteria for the selection of sources: documents, images, songs, literary or autobiographical writings are selected so as to bring the various points of view of the subjects in the field and raising issues that may have relevance with the present. The objectives are to encourage students to problematize what happened and to inspire in them a critical reflection devoid of many stereotypes grown in the past historiographical "nationalistic" guidelines. One of these regards, for example, the concepts of homeland and nation, for decades synonymous with historiographical traditions and conservative political positions, if not reactionary. Freeing these values from the political uses of history that has been made in the twentieth century, is to return to these ideals, often considered obsolete, the original meaning of the struggle for the conquest and defense of constitutional rights and participatory aspirations. In two 'revolutionary' years 1848 / '49, the love for their nation is mixed with libertarian, civil instances, genuine political commitment from citizens and ordinary people now claiming its own decision-making role through the courage of difficult individual choices and dramatic sacrifices. Of these "heroic" choices, is proved by the many works of literature, art and music that are promoters of civil and political ideals telling stories, drawing symbols and myths that are common to the action and push millions of people. The readings of the proposals in the '48 modules go in the direction of a dutiful contextualization of the phenomena observed in their complexity, but also offer a "current" vision of the factors that fueled the "springtime of nations" emphasizing the aspects of this season more authentically "democratic".

1848 IN DIFFERENT DIDACTIC APPROACHES

In order to better highlight the different angles from which the theme "1848" was treated, the repertoire of sources and the key concepts that have been selected to be presented to students with the proposed guiding questions, we recommend to the teacher the analysis of the following modules.

FRANCE		
<i>The Revolution of 1848</i>		
Contents	Curriculum level	Abstract
1. An extract from Sentimental Education	10th grade	"Two different events mark the framework of the short story of the

<p>written by Gustave Flaubert, 1869. [Text and PNG Image]</p> <p>2. The Ballot Box or the Rifle, an engraving by M.L. Bosredon, April 1848, BNF. [PNG Image]</p> <p>3. The Emancipation to the Reunion Island and the decree of the abolition of slavery in the French colonial empire. [PNG Image and Text]</p> <p>4. Universal, Democratic and Social Republic: the Pact. [PNG Image]</p>	<p>(History):</p> <p>Rights and nations in France and in Europe during the first half of the 19th century:</p> <ul style="list-style-type: none"> • 1848: political and social revolutions in France and in Europe. • Slave trade and slavery abolitions and their enforcement. 	<p>Revolution of 1848: the joy of February and the unbelievable carnage of June. The winter fights that lasted three days gave rise to the July Monarchy. An unprecedented hope seized the working class, particularly in Paris. The hope did last despite provocations, crises and various difficulties until May. Then, the unavoidable bloody revolt of June took place: a fourday fight during which dreams fell apart...” (Maurizio Gribaudi, Michèle Riot-Sarcey, 1848 - the Forgotten Revolution, ed. La Découverte, Oct. 2008)</p>
--	---	--

Figure 10. Digital Modules University of East Paris Créteil – IUFM (France)

POLAND		
<i>The Spring of Nations and Europe of Nations</i>		
Contents	Curriculum level	Abstract
<p>1. Poles – an enslaved nation. Manifesto of National Government of the Polish Republic of 22 February 1846. [Text]</p> <p>2. Italians – a divided nation. Letter of Giuseppe Mazzini to Charles Albert – king of Sardinia. [Text]</p> <p>3. The Austrian Empire – a country of many nations. Map of nationalities included in the Habsburg state. [PNG Image]</p> <p>4. Summary of the Spring of Nations. “Tidying Europe” caricature from 1849. [JPG Image]</p>	<p>Third class of Compulsory Secondary Education, (History):</p> <p>“Origins of conspiracy and revolutionary movements in Europe, 1830-1848”, “National uprisings in the territories of the former Republic of Poland”, “The unification of Italy and Germany in the nineteenth century”, 15-16 years, Poland.</p>	<p>The Spring of Nations is a sequence of events in European history. Within a few months of 1848 and 1849, almost in all countries of the continent there was violent and armed rising of people against the existing political and social order. Citizens of France demanded civil rights and equal access to power for representatives of all social classes. Italians and Germans, who lived in the politically divided countries, manifested the desire to unite and create a common, state. Hungarians, Czechs, Poles, and the Slavic nations of the Balkans, which lived under domination of the foreign dynasties, raised the weapon in the struggle for independence. The Spring of Nations, as no movement before it, claimed the right of peoples to self-determination, i.e. the possibility for each nation to have their own,</p>

		<p>separate and free country. Although this idea was impracticable in the nineteenth century, the Spring of Nations highlighted the emerging problem of nationalism. It showed also the need to organize a new policy of coexistence of communities with different languages, cultures and religions within the framework of the European continent. The thoughts and ideas that emerged at that time are particularly important for us, because they also lie at the root of the European Union.</p>
<p><i>The Spring of Nations (1848)</i></p>		
Contents	Curriculum level	Abstract
<ol style="list-style-type: none"> 1. Horace Vernet’s painting depicting the fighting near the Pantheon during the “June Days” in Paris in 1848. [JPG Image] 2. Extract from the memoirs of Juliusz Falkowski titled Wspomnienia z roku 1848 i 1849 published in Poznan in 1879. [Text] 3. Film dedicated to Józef Bem. [Video] 	<p>Class 2 of junior high school, history: Modern times, the nineteenth century. The Spring of Nations. The development of parliamentarism and the formation of nation states in Europe (15 years).</p>	<p>The Spring of Nations is a term used to describe a series of revolutionary and national uprisings, which occurred in Europe from 1848 to 1849. The concept of "nations" refers to societies seeking to participate in the ruling, to social classes looking to improve their living conditions and to nationalities struggling for autonomy, independence or unification within one state. During the Spring of Nations three revolutionary trends were thus revealed: related to political, social or national system. Revolutionary explosions of 1848 - 1849 covered almost the whole of Europe. There were no instances of it in the United Kingdom of Great Britain and Ireland and in the Russian Empire. On the Iberian Peninsula only peasant revolts took place. Revolutionary movements in one country affected other nations. Information about events spread rapidly, leading to more uprisings. Many participants of the Spring of Nations were active in several countries.</p>

Figure 11. Digital Modules Społeczna Wyższa Szkoła Przedsiębiorczości i Zarządzania (Poland)

GERMANY		
<i>Struggle for Freedom and Nation Building</i>		
Contents	Curriculum level	Abstract
<p>1. A lithograph: “Die universelle demokratische und soziale Republik. Der Vertrag“; Frédéric Sorrieu. [PNG Image]</p> <p>2. Johann Gottlieb Fichte (1808): “An die deutsche Nation“; Guisepe Mazzini (1831): “Das Junge Italien“. [Text]</p> <p>3. Maps: Europe, Italy and Germany about 1815. [JPG Images]</p>	<p>Grade 8 Gymnasium/ Realschule: the Concept of Nation and Wars of Liberation, the Congress of Vienna: the Realignment of Europe and the German Confederation, Restoration, the Liberal and National Movement, the Revolution of 1848/49 in the Context the Occurrences in Bavaria.</p> <p>Grade 8 Hauptschule: The National Unity.</p> <ul style="list-style-type: none"> • 1848: “Bottom-Up” Attempt at Unity. • 1871: “Top-Down” Attempt at Unity – The German Empire. 	<p>Among the European states of the 19th century, Italy and Germany were among those who had not yet found to national unity in a modern sense. Even after the defeat of Napoleon and the joint military struggle against the French emperor, Germany was a territory composed of many smaller and bigger dominions, which was neither politically nor administratively or linguistically unified. Yet, after the Wars of Liberation of 1813, the creation of a unified Germany was the aim of the liberal bourgeoisie and of the students, who, however, failed in 1848 and 1849. This aim was finally fulfilled “bottom-up” in 1871 by the Prussian Ministerpräsident (Prime Minister), Otto von Bismarck.</p> <p>After the Congress of Vienna, Italy remained sport of foreign powers, although Reichsitalien (Imperial Italy) had ultimately become history due to the fall of the Holy Roman Empire of the German Nation in 1806. The more foreign rulers and powers strove to control the fate of the Italian states, the more people were seized by the wish to free Italy from foreign rule, fragmentation and absolutism. The major role in this field was played by the publicist Giuseppe Mazzini and the movement Giovine Italia (Young Italy) he founded.</p>
<i>The Revolutions of 1848 in Europe</i>		
Contents	Curriculum level	Abstract
<p>1. A painting: Street Battle in the Rue Soufflot, painting by</p>	<p>Grade 8 Gymnasium/ Realschule: the</p>	<p>In the year 1848, upheavals against the prevailing political system or against the established social</p>

<p>Horace Vernet, 1848 Lithograph: Street Battle by the Alexanderplatz in Berlin, 1848. [PNG and JPG Images]</p> <p>2. A leaflet: Demands of the People of Baden, 1847 Alexis de Tocqueville, Recollections, 1850. [Text]</p> <p>3. A map: “Geographical and Chronological Course of the Revolutions”. Excerpt from: H.-G. Haupt/ D. Langewiesche, Die Revolution in Europe. [Text and JPG Image]</p>	<p>Concept of Nation and Wars of Liberation, the Congress of Vienna: the Realignment of Europe and the German Confederation, Restoration, the Liberal and National Movement, the Revolution of 1848/49 in the Context the Occurrences in Bavaria.</p> <p>Grade 8 Hauptschule: The National Unity.</p> <ul style="list-style-type: none"> • 1848: “Bottom-Up” Attempt at Unity. • 1871: “Top-Down” Attempt at Unity – The German Empire. 	<p>conditions were not a national, but a European phenomenon, which affected numerous countries and dynasties of Europe. Beginning with the February revolution in France, upheavals also took place in the states of the German Confederation, in the Habsburg Empire and in Poland. Nonetheless, there were different causes for each revolution, so that one cannot speak of one European revolution of 1848.</p> <p>In France, it was the civic-democratic February revolution that ended the rule of the “Citizen King”, Louis Philippe. It was caused, first and foremost, by the restriction of civic rights by means of the census suffrage and the social plight of workers, which led to an uprising and, finally, to the proclamation of the French Second Republic.</p> <p>In the German states, the restoration and the surveillance system of Metternich could not, in the long run, suppress the wishes for freedom of opinion, more rights to political participation and the abolition of Kleinstaaterei, which had become overwhelming. Economic crises, unemployment and famine caused by crop failures in the years 1845-1847 contributed to the growing discontent.</p>
---	---	--

The Revolutions of 1848 in Europe – The Social Question

Contents	Curriculum level	Abstract
<p>1. Alexander Schnerer (1844): “Über die Not der Leinenarbeiter in Schlesien und die Mittel ihr abzuhelpfen“; Jérôme-Adolphe Blanqui (1848): “Des classes ouvrières en France, pendant l’année 1848“, Transl. W. Hausenstein. [Text]</p>	<p>Grade 8 Gymnasium/ Realschule: the Concept of Nation and Wars of Liberation, the Congress of Vienna: the Realignment of Europe and the German</p>	<p>The social problems and grievances accompanying the Industrial Revolution, that is, the transition from agricultural to urbanized industrial society, are referred to as the Social Question. In Germany, the beginning of this transition was registered in the early 19th century. Long before this moment in history, acute penury among huge sections of the population had already emerged.</p>

<p>2. A text and a caricature: “Weaver’s Riot and Redres“. [Text and PNG Image]</p> <p>3. A contemporary woodcut: “Das Ende der Revolution“, A. Rethel. [PNG Images]</p>	<p>Confederation, Restoration, the Liberal and National Movement, the Revolution of 1848/49 in the Context the Occurrences in Bavaria.</p> <p>Grade 8 Hauptschule: The National Unity.</p> <ul style="list-style-type: none"> • 1848: “Bottom-Up” Attempt at Unity. • 1871: “Top-Down” Attempt at Unity – The German Empire. 	<p>This was caused by the growing population, the decline of the old crafts and the gradual emergence of factory industry. The importance of the riot of the Silesian weavers in 1844 consisted in the public attention it attracted. It can also be regarded as a crucial event during the preliminary stages of the revolution beginning in 1848.</p> <p>The living and working conditions were also a main reason for the French workers to go again (after 1830) to the barricades in 1848. On June 24,1848, there was a riot of workers in a response to closing French National Workshops, which had provided work opportunities for the unemployed.</p>
--	--	--

Figure 12. Digital Modules University of Augsburg (Germany)

ITALY		
<i>1848/'49 in Italy: people's war, war of armies</i>		
Contents	Curriculum level	Abstract
<p>1. A Divided Italy. [JPG Image]</p> <p>2. The revolt breaks out in Palermo January 12th 1848. [JPG Image]</p> <p>3. The Statute of the Kingdom of Sardinia, March 4th 1848. [Text]</p> <p>4. Carlo Alberto's Proclamation to the Venetians (25 May 1848). [JPG Image]</p> <p>5. Daniele Manin proclaiming the Venetian Republic. [JPG Image]</p>	<p>Upper secondary school diploma (upper secondary school specializing in a technical education).</p> <p>4th and 5th year (17/18 years of age).</p> <p>Ministry of Education curricula have the</p>	<p>Of the three revolutionary cycles, echoing through the U.S.A. and Europe following the Congress of Vienna, the last one definitely revealed the typical features of the Italian movement. These were a democratic demand for a Constitution, a yearning for national independence in order to free Italian territories from the “foreign” presence and build a new independent State, in which way was yet to be defined.</p> <p>These two feelings have often blurred and blended: in some episodes the demands for equality are</p>

<p>6. 18th March 1848: “The Five Days of Milan” begin. [JPG Image]</p> <p>7. The Constitution of the Roman Republic, 3rd July 1849. [Text and JPG Image]</p> <p>8. The defeat of Piedmont and the end of the war. [JPG Image]</p>	<p>Risorgimento as a topic to be covered at the end of fourth year, but in practice it is usually dealt with as part of the broader topic of the Italian Unification Process topic at the beginning of the fifth year. This way it can easily be linked to “post-unification” issues, such as the annexation of the Veneto (1866) and the occupation of Rome in 1870.</p>	<p>overwhelming, while in other cases the will and need to establish as soon as possible a State based on “freedom and independence” appears to prevail.</p> <p>A number of thinkers, artists scholars, poets and musicians encouraged this wide movement in different ways: on one side, by fighting as volunteers in irregular armies. Others, in parallel, were indirectly helping the struggle by secretly canvassing and supporting the organisation from abroad.</p> <p>The most important and active was with no doubt Giuseppe Mazzini. Victim of persecution in his own country, while living in different cities like Geneva, Marseille and London, he had restlessly plotted and attempted coups on absolute monarchies' kings. Ultimately, the goal he was to pursue so hard was the ideal of Italy as a Republic, united from north to south free from any kind of foreign domination. During the 1848/49 biennium, some temporary governments were instituted in many Italian cities, as a consequence of revolutionary uprising. They didn't just limit their action to a military defence, but they even passed real constitution, in order to ensure public order and enforce laws.</p>
---	---	--

Figure 13. Digital Modules Università Ca' Foscari – Venezia (Italy)

Of particular interest is the choice of the title of the modules, because the title is already meaningful and orients in the identification of selected events and the historical perspective that guides the choices of the teacher.

For a description of each module, target groups, contents and skills that helps, please refer to the presentation page of each module: <http://mihproject.eu/dissemination/digital-modules/>

EUROPEAN MIGRATORY FLUXES BETWEEN NINETEENTH AND TWENTIETH CENTURIES

Il The theme is particularly vivid and heard by all people in Europe, because migration is currently investing our continent have radically changed the demographic composition and

ethnicity of almost all countries, with important issues of integration, interaction, dialogue between cultures. The phenomenon is not new: in all periods of history, human communities have moved from their territories in search of more favorable conditions of life, but between the nineteenth and twentieth centuries these movements have taken on particularly intense quantitative dimensions and very very complex and sometimes contradictory qualitative forms. Certain areas of Europe, in fact, after having been countries of emigration during the first half of the nineteenth century, will soon become a destination for waves of immigration from other states where the process of industrialization had not yet started and therefore less job opportunities offered. It is the case, for example, in Germany of the rural populations, particularly those over the Elbe, which particularly affected the agricultural cycles of famine of the '30s / '40s, leave in great numbers their villages and make the long journey to the American mirage. The same change from birthplace to the host country was also recorded in France, where the industrialization process is slower to take off than Britain or Belgium, where an economy still persists so strongly linked to primary resources. From the second half of the nineteenth century, these countries will draw, however, a large amount of labor more or less specialized, first by the countries of southern Europe and later also from other continents.

The reasons that led to abandon their land and their homes were not, however, only economic or social in the nineteenth century, especially, but also in the first half of the twentieth century, the movement also had political reasons. The phenomenon is beginning to have some consistency at the outbreak of the first uprisings and "liberal" revolts in the aftermath of the European construction buoyancy established in Vienna. In the thirties, but especially after '48, there are many patriots and revolutionaries who abandon their land and moved elsewhere, in a more hospitable country, where they can continue to organize propaganda and political activity against the despotic power of illiberal rulers. It is the case of many Polish exiles who are forced to flee after the revolutions of 1830 and 1846 and many Italian patriots from France or Switzerland, and continue weaving the ranks of the anti-Habsburg conspiracy.

Here the two themes, the '48 and emigrations, meet and intersect, giving rise to the first conditions of political refugee: a status that, in the twentieth century, will take much more extensive and dramatic proportions. During this century also another important phenomenon of migration policy appears: the exodus of thousands of people from their countries of origin to neighboring territories, due to the geopolitical changes that have occurred since the world wars.

The discussion of the issue carried out in the modules take into account all the facets of the phenomenon of large, medium and small-scale, composing a multi-faceted fresco of the subjects and the condition of those who leave their homeland to face a reality "other": from the intellectual, who lives his exile almost heroically, to the illiterate peasant, who often know the country of arrival in a condition even more humiliating than at home. In many of the interesting presentations developed in modules, you are, rightly, the clarification on several lexical meanings of the terms that indicate the status of migrant, immigrant, immigrant, illegal immigrant, refugee, refugees, focusing on the different reasons why people leave and the amount of abandonment's quantitative phenomena.

About the topic *Migrations* we recommend to the teacher the analysis of the following modules.

FRANCE		
<i>European migration to United States</i>		
Contents	Curriculum level	Abstract
<ol style="list-style-type: none"> 1. An extract from Mary Antin’s From Plotzk to Boston, an autobiographical story written in 1894 and published in 1899. [Text] 2. A colour engraving depicting a ship of immigrants arriving at New York, 1887. [JPG Images] 3. Where do immigrants to the US come from? [JPG Graphics] 	<p>8th grade (history): “Europe and its expansion in the 19th century”</p>	<p>Between 1850 and 1930, the US greeted millions of migrants and its population increased from 23 to 130 million inhabitants. Most of those migrants were European. Thanks to these men and women who dreamt of a “promised land”, the “new country” grew.</p>

Figure 14. Digital Modules University of East Paris Créteil – IUFM (France)

POLAND		
<i>Immigration of the European population to the United States in the nineteenth century</i>		
Contents	Curriculum level	Abstract
<ol style="list-style-type: none"> 1. Extract from the report presents the position and existence of settlers. [Text] 2. Map showing the different immigrants living in United States. [PNG Image] 3. Pictures showing the functioning of the Polish community in the U.S. [JPG Images] 	<p>Class 2 junior high school history: Modern times, the nineteenth century (15 years).</p>	<p>Migration - permanent or temporary change of residence. Movement of population is a natural phenomenon and occurred in all historical periods. Increasing migration occurred in the nineteenth and early twentieth century and was primarily due to poor material situation at home (economic migration), or the political situation at home (political migration). The forms of migration can be divided into emigration - departure, immigration - arrival, refugee/exile - escape, evacuation - organized by the state in order to avoid the expected risk, repatriation - the return of citizens from a foreign territory, organized by their country, resettlement-resettlement of nationals within its borders, deportation - the forced resettlement of a person or a</p>

		group of people on the periphery of the country or outside its borders.
<i>Polish political emigration in the nineteenth century</i>		
Contents	Curriculum level	Abstract
<ol style="list-style-type: none"> 1. Excerpt from the article "Political emigrants in Post-Vienna Europe". [Text] 2. Directions of Polish emigration in the nineteenth century. [JPG Image] 3. Polish emigrants 1830. [JPG Image] 4. Emigrants' artistic activities in the political service. [MP3 Audio] 	<p>3th class of junior high school, (History):</p> <p>"Uprisings in the territories of the former Republic of Poland" (original title „Powstania narodowe na ziemiach dawnej Rzeczypospolitej”)/</p> <p>"Europe and the world in the nineteenth century" (original title „Europa i świat w XIX w.”) (15-16 years), Poland.</p>	<p>The materials "Polish political emigration in the nineteenth century" may be used during investigation of subjects related to Polish history as well as political and social changes in Europe after the Congress of Vienna. It seems desirable to point out universal and everlasting character of the phenomenon of political exile and harassment of people, also today, because of their opinions and beliefs. The materials were arranged in such a way that the history of Polish immigrants (not only after uprisings) are presented against similar movements in Europe that resulted from anachronistic (comparing to the changes launched in Europe by the French Revolution) social and political order established by the Congress of Vienna. Special attention is paid to presentation of the political diversity of the environment of refugees, the perception of this movement among the societies of the continent, and the convergence of the goals of political exiles of various nationalities. In addition to the political objectives of their activities, the author tried to draw attention to some aspects of daily life in exile. Presenting the importance of artistic creations of emigrants, to propagate the objectives of the environment struggle among the international public opinion, was also considered an important issue.</p>

Figure 15. Digital Modules Społeczna Wyższa Szkoła Przedsiębiorczości i Zarządzania (Poland)

ITALY		
<i>Italian immigration to the United States from the Unification to the end of the First World War</i>		
Contents	Curriculum level	Abstract
<ol style="list-style-type: none"> 1. Prejudice against immigrants in Italy nowadays. [Text] 2. Factors determining the late nineteenth century deportation process from Italy: memoirs and legal actions of the Jacini inquiry. [Text] 3. Attraction factors and deceits: shipping companies advertising posters. [JPG Images] 4. Italians on Ellis Island photographed by Lewis Hine. [JPG Image] 5. Prejudices and stereotypes against Italians who emigrated to the USA: satiric sketches of "Judge" in 1903. [JPG Image] 6. From bias to legal charge: death sentence against Sacco and Vanzetti. [Text] 	<p>Secondary school degree (Senior high school specializing in classical studies or technical education).</p> <p>Fifth form (18 years).</p> <p>History.</p>	<p>In all periods of history groups of men have moved from their territories in search of better living conditions, but of the century this phenomenon has assumed quantitative and spatial particularly dilated. The Italians were then between the protagonists of a real escape and, in countries of immigration, have become the subject of prejudice and false accusations, often the same day that reproduce themselves against foreigners who arrive in the peninsula in search of work.</p>
<i>Man on the move in 19th Century: Emigration Italy and globalisation</i>		
Contents	Curriculum level	Abstract
<ol style="list-style-type: none"> 1. Man on the move today. [Thematic world map displaying waves of population] 2. Classification of migrations: waves of population characteristics. [Graph] 3. Migrations toward Italy. [Thematic 	<p>Secondary school.</p> <p>First two years of high school (15-16 year-old scholars).</p> <p>Geography: "National directives on specific educational aims - concerning activities and subjects included in the educational</p>	<p>Space mobility is a constant in world and people history. Migration phenomena have become an important feature and took on a global character while they have extended their destinations over and over. In Italy we have experienced a sort of turnaround, comparing to a distant past and, after decades of intense emigration, this country has turned into a centre of attraction and</p>

<p>European map displaying directions and quantity]</p> <p>4. Where do immigrants live and how many do they are? Regional analysis maps. [Mosaic maps and sequences of charts]</p> <p>5. Let us just think over the following words: to immigrate doesn't it mean to migrate? [An argumentative essay by Umberto Eco]</p> <p>6. International Migrant's Day. [Content of the Italian President's message]</p>	<p>curricula” - scheduled a study of demographic problems and of present and past big population waves.</p>	<p>call-up.</p> <p>Although it is difficult to get exact information about it and to lock up such a complex phenomenon as migration into a straight plan, nowadays it is necessary to know its trends and enclose them in a global analysis circuit. It is therefore possible to determine and picture its main features (paying attention to the words, of course) with charts and maps e carte that help us to highlight those main features.</p> <p>In this module, we will use tools like texts, charts, graphs and maps. These tools are helpful, indeed, to analyse and understand our territory and its economical and social phenomena linked to the territory itself.</p>
---	---	--

Figure 16. Digital Modules Università Ca' Foscari – Venezia (Italy)

GERMANY		
<i>Migration from Germany to the United States in the 19th century</i>		
Contents	Curriculum level	Abstract
<p>1. Germany as a “country of emigrants“. [PNG Image and Graphic]</p> <p>2. Motives of the emigrants. [Text]</p> <p>3. Arrival in the USA. [Text and PNG Image]</p>	<p>History classes (NRW): Gymnasium / Realschule / Gesamtschule.</p> <p>Gymnasium: Topic: Europe is changing, especially: “industrial revolution” = 7th or 8th grade. Realschule: Topic: Europe is changing, especially: “industrial revolution” = 8th or 9th grade. Gesamtschule: Topic: Europe is changing, especially: “industrial revolution” = 9th grade.</p>	<p>At the end of the 19th century Germany became an immigration destination country. Until that time people rather emigrated from it – mainly because of socio-economic reasons. In times of crisis, more and more people emigrated. During the 19th century there were three waves of emigration: a) the years after the 1848 revolution, b) 1865-1874/75 and c) in the 1880s: 1880-1894. The United States was the country most of the migrants wanted to go to.</p>

<i>Migration from Germany to the USA in the 19th century – the situation in the USA</i>		
Contents	Curriculum level	Abstract
<ol style="list-style-type: none"> 1. Settlement areas of German immigrants in the USA. [PNG Image] 2. How others see us: How were German immigrants perceived? [Text] 3. Self-images: How did the migrants perceive the situation – letters from America. [Text] 	<p>History classes (NRW): Gymnasium / Realschule / Gesamtschule.</p> <p>Gymnasium: Topic: Europe is changing, especially: “industrial revolution” = 7th or 8th grade. Realschule: Topic: Europe is changing, especially: “industrial revolution” = 8th or 9th grade. Gesamtschule: Topic: Europe is changing, especially: “industrial revolution” = 9th grade.</p> <p>Another possibility to teach the DM is to teach it in the context of: ‘What did people formerly know of each other and what do they know nowadays?’ Then the focus should be on ‘self-images’ and on ‘how others see us’. This is especially fruitful in order to compare it with contemporary migrations (e.g. DM ‘Migrant labour in the 1960s and 1970s’). Gymnasium: 9th grade. Gesamtschule: 10th grade. Realschule: N/A.</p>	<p>The pupils learn something about the conditions in the USA with which migrants were confronted. They learn where German migrants settled, how they were perceived by Americans and how they experienced their own situation.</p>

Figure 17. Digital Modules University of Siegen (Germany)

AUSTRIA		
<i>The Overpopulation and Intermittent of Tyrolean Children</i>		
Contents	Curriculum level	Abstract
1. Who left the country and why this happened. [Text] 2. Where these young “emigrants” came from. [JPG Image] 3. Where they had to go to (Part 1). [JPG Image and Text] 4. Where they had to go to (Part 2). [JPG Images, Text and Video]	History/Social Studies and Geography and Economics: Secondary 1/ 3rd Year (7th Grade)	<p>In the 19th century, industrialisation was established in many European regions. Factories were built, new railway lines were constructed and a number of new posts were created. To a small degree in the western districts of Tyrol, a large part of the Tyrolean population lived from the proceeds of agriculture. In the agriculturally less productive areas of the Upper Inn Valley and the Upper Vintschgau (area on the upper reaches of the River Etsch), the inhabitants were in a terrible predicament. Many families were no longer able to feed their children. As a result, every spring thousands of boys and girls went on foot into Swabia, an agriculturally rich area around Lake Constance, where they sought work as farming assistants for the summer. They offered their labour on the child labour markets in Friedrichshafen and Ravensburg. Now an old man, a witness at the time, Adolf Thurnes, remembers his time as a Swabian child thus: “At the child labour market in Friedrichshafen, the children stood positioned between ropes; the farmer picked up whichever child he liked the look of, lifted him over the ropes and took him home with him”.</p> <p>In late autumn, the children returned home with the little money they had earned in their pockets. The migrations of the Swabian children ended around 1920 when the Austrian school authorities insisted on the observance of compulsory education.</p>
<i>The separation of South Tyrol from Austria and the Option agreement as an example of Forced Migration in 20th century</i>		

Contents	Curriculum level	Abstract
<p>1. The Background: The Separation of South Tyrol from Austria and the Inter-War Years. [JPG Image]</p> <p>2. The South Tyrol Option Agreement as an example of Forced Migration in the 20th Century. Propaganda for leaving and staying – A comparison of two leaflets from 1939. [Text]</p> <p>3. The South Tyrol Option Agreement as an example of Forced Migration in the 20th Century. A photograph tells of leaving. [PNG Image]</p> <p>4. South Tyrol after 1945. [PNG Images]</p>	<p>General educational objectives of People and Society:</p> <p>Development of tolerance towards others (e.g minorities).</p> <p>4th year (8th grade) – particularly in the subjects of history, social studies and political education:</p> <ul style="list-style-type: none"> • “Students will be able to understand political and historical courses of action in the context of a particular period in time.” • “Students should be encouraged to deal with historical sources independently.” • “The learning of history should lead to a better understanding of contemporary phenomena.” • “Political education should enable students to decipher political manifestations.” <p>From the subject Geography and Economics: 4th year (8th grade)</p> <ul style="list-style-type: none"> • The Diversity of Europe – Understanding landscape, culture, population and economy 	<p>These sections of this module are to show South Tyrol as an example of how internal borders have shifted in Europe as a result of the First World War, and which impacts the annexation of South Tyrol to Italy had.</p> <p>Following the collapse of the Austro-Hungarian Monarchy at the end of the First World War, South Tyrol was separated from Austria and incorporated into Italy. In the following years the Italianisation of South Tyrol was begun by the fascist-dominated Italian government.</p> <p>Under Hitler’s Nazi regime, both Hitler and Mussolini decided to give the German-speaking population in South Tyrol a choice of resettlement to the Third Reich (South Tyrol Option Agreement). In total, 75,000 people resettled and most settled in North Tyrol (present-day Austria).</p> <p>After 1945 the majority of people who had emigrated by choice returned to South Tyrol. The South Tyroleans were granted autonomy, although the implementation of this agreement took a very long time. In 1992 the level of self-government as envisaged in the agreement was implemented into Italian legislation in the form of an autonomy agreement.</p>

Figure 18. Digital Modules Pedagogical University Tyrol (Austria)

For a description of each module, target groups, contents and skills that helps, please refer to the presentation page of each module: <http://mihproject.eu/dissemination/digital-modules/>