



**Title: Human needs and the peopling of the earth. Migrations and encounters**

**2. Knowledge and didactic objectives**

*Objectives and knowledge that would be developed with this activity.*

The aim of the course is to learn about the dynamics of human mobility over time and the effects they have determined in the places of arrival/departure of immigrants in order to become aware of the possibility of educating one's own identity to be a migrant in correspondence with the encounter with the diversity of others. Therefore, it is essential to become aware of the migration emergency. Starting from the reality of boys and girls, the motivations that lead them to travel will be considered, we will trace them in the protagonists of narrative genres, and then investigate the causes of populating the planet. From the sources, the causes that led to the transition from the nomadic to the sedentary world will be understood, tracing advantages and disadvantages of migration. From the analysis of ancient civilizations, and from today's motivations, the causes of population movements in human history will be understood. At the end of the learning unit is to retrace the entire course of teaching and education in order to detect any changes in personal thinking.

**3. Timing**

*Duration of activity. Approximate sessions. Estimated time.*

*I phase: 1 h  
II phase: 2-3 h  
III phase: 2-3 h  
IV phase: 2-3 h  
V phase: 1-2 h*

*Total: 8-12 h.*

**4. Grouping of students**

*Individual, couples, small groups, large group.*

**5. Historical thinking skills**

*Point out the historical thinking skills that would be developed with the activity.*



Chronological Reasoning, Comparison and Contextualization, Crafting Historical Arguments from Historical Evidence, Historical Interpretation and Synthesis.

The students should be able to compare causes and/or effects; analyze and evaluate the interaction of multiple causes and/or effect; connect patterns of continuity and change over time to larger historical processes or themes; analyze and evaluate competing models of periodization of the global history; explain and evaluate multiple and differing perspectives on a given historical phenomenon.

In particular:

- Cultural competencies (for the development of fundamental knowledge) by providing the student and the student with the cultural and methodological tools for a thorough understanding of reality, so that he or she may pose, with a rational, critical, planning attitude in the face of migratory situations and phenomena.

- Social skills (for citizenship). Knowing how to act autonomously and responsibly: knowing how to actively and consciously participate in social life and assert within it one's own rights and needs while recognizing those of others, common opportunities, limits, rules, responsibilities.

- Problem solving: deal with problem situations by constructing and testing hypotheses, identifying appropriate sources and resources, collecting and evaluating data, proposing solutions using, according to the type of problem, contents and methods of the different disciplines.

- Identifying connections and relationships: identifying and representing, by elaborating coherent arguments, connections and relationships between different phenomena, events and concepts, even belonging to different disciplinary fields, and distant in space and time, grasping their systemic nature, identifying similarities and differences, coherences and inconsistencies, causes and effects and their probabilistic nature.

- Acquiring and interpreting information: acquiring and critically interpreting information received in different fields and through different communication tools, evaluating its reliability and usefulness, distinguishing facts and opinions.

## 6. Development or sequence of the activity

*To explain how the activity is developed, the phases of the teaching-learning process, the steps that students must follow and the role of the teacher in each of the sessions.*

Phase I: traveling in search of one's origins.

The video curated by Momondo "journey into DNA" (<https://www.youtube.com/watch?v=2tWrVJPmBpl>) will be shown and a discussion will be opened on the emotional impact of watching the film, the theme of migration, the history of mankind, and in particular the journey in search of our origins.

Phase II: why travel?

The discussion will focus on comparing the motivations that cause us to travel.



Beginning with written sources, and after defining in detail the terminology inherent in the phenomenon of "migration," an attempt will be made to understand the causes that led human beings to move and move away from their territory.

Particular attention will be paid to understanding the choices that prompted humans to move and populate the world. Educational stimuli will be geared toward understanding the transition from nomadism to sedentariness (but also the enigmas of history such as that of Gobleki Teepe). Pathways will be implemented to compare current and past migrations (ancient, medieval, modern and contemporary civilizations).

Phase III: the encounter with the other.

Introduction of the concept of stereotype. Starting with a series of images of stereotypical migrations (the history textbook in adoption will also be compared), the representations that human beings have left, through their sources, about the "other," between reality and imagination will be analyzed. Particular attention will be paid to the theme of travel and travelers from antiquity to the present day. It will also reflect on the anguish of travelers, by sea and land, faced with the unknown world so much dreamed of, but which once reached could arouse fear (Nuovo mondo" (2006) by Emanuele Crialessi <https://www.youtube.com/watch?v=K5O8IXDaxgQ>).

Phase IV: the map and film of the encounters

From the sources analyzed, a map of the encounters of the travelers considered will be constructed, and through an overlay the students' stories of "migration" will also be included. From the map and the viewing of the film: <https://www.arte.tv/it/videos/104699-000-A/la-terra-degli-schiavi/> by Chinedum Iregbu (2021).

It will reflect on what (and if) has changed in migration. Indeed, the film draws a parallel - between similarities and differences - between the two eras, asking the following questions: why, after all, has nothing changed? Today, migrants ignore the dangers of travel, the warning of those who have already attempted the crossing, the political and administrative realities in the country of arrival. By continuing to spend a fortune to risk your life in the waters of the Atlantic or the Mediterranean. So what has changed from the past? A poster of the reflections will be constructed: the phenomenon of migration as constitutive of our species identity.

Phase V: sharing the outcomes of the research

Presentation of the map and poster to the school and citizenship through participation in public events on the theme of "travel, travelers, migration" (e.g. Student Parliaments).

## 7. Assessment techniques and instruments

*How? When? and what to evaluate?*

*At the end, the evaluation will take into account the skills of each student.*

The level of knowledge, skills, abilities and skills acquired; commitment and perseverance in work; interest in the discipline; active participation in



educational dialogue; ability to personal re-elaboration of contents will be evaluated.

**8. Complementary resources** (web links, bibliography for students, visits to heritage elements, press news, videos, documentaries, etc..).

Web links: cfr. annexes

Bibliography for students:

- Ambrosini M. (2005). *Sociologia delle migrazioni*. Il Mulino.
- Baumann G. (2003). *L'enigma multiculturale. Stati, etnie, religioni*. Il Mulino.
- Ceccatelli G., Tirini S., Tusini S. (2020). *Atlante delle migrazioni. Dalle origini dell'uomo alle nuove pandemie*. Edizioni Clichy.
- De Vecchis G. (2014). *Geografia delle mobilità. Muoversi e viaggiare in un mondo Globale*. Carocci.
- Gettin G., Cela E. (2014). *L'evoluzione storica dei flussi migratori in Europa e in Italia*. Università IUV di Venezia.
- [http://www.unescochair-iuav.it/wp-content/uploads/2015/01/UR-AN Bettin-Cela\\_def.pdf](http://www.unescochair-iuav.it/wp-content/uploads/2015/01/UR-AN_Bettin-Cela_def.pdf)
- Guarracino S. (2007). *Mediterraneo. Immagini, storie e teorie da Omero a Braudel*. Bruno Mondadori Editore.
- Hatton T., Williamson J. (2005). *Global Migration and the World Economy*. MIT Press, Cambridge USA.
- Hoerder D. (2002). *Cultures in Contact*, Duke University Press.
- Livi Bacci M. (2010). *In cammino. Breve storia delle migrazioni*. Il Mulino.
- Mezzadra S. (2004). *I confini della libertà. Per un'analisi politica delle migrazioni contemporanee*, DeriveApprodi.
- Mezzadra S., Neilson B. (2014). *Confini e Frontiere. La moltiplicazione del lavoro nel mondo globale*. Il Mulino.
- Palidda S. (2008). *Mobilità umane. Introduzione alla sociologia delle migrazioni*. Raffaello Cortina Editore.
- Sayad A. (2002). *La doppia assenza. Dalle illusioni dell'emigrato alle sofferenze dell'immigrato*. Raffaello Cortina.
- Sossi F. (2006). *Migrare. Spazi di confinamento e strategie di esistenza*, Il Saggiatore.
- Tognetti Bordogna M. (2012). *Donne e percorsi migratori. Per una sociologia delle Migrazioni*. Franco Angeli.

Visita alle collezioni delle navi, museo di Palazzo Poggi (Sistema Museale d'Ateneo, Università di Bologna).

## 9. Annexes





*Annexes with complementary information: links to the HistoryLab resources, templates that would be used for the development of the sessions, etc.*

Viaggio nel DNA, Momondo:  
<https://www.youtube.com/watch?v=2tWrVJPmBpl>

Homo sapiens alla conquista del mondo:  
<https://www.focus.it/scienza/scienze/uscita-delluomo-dallafrica-inizio-60-mila-anni-prima>

Nuovo mondo” (2006) di Emanuele Crialessi:  
<https://www.youtube.com/watch?v=K5O8IXDaxgQ>

Generation Africa: “La terra degli schiavi” (2021) di Chinedum Iregbu:  
<https://www.arte.tv/it/videos/104699-000-A/la-terra-degli-schiavi/> di (2021).

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