

~ RESOURCE PACKET FOR EDUCATORS ~

Migration and Multiculturalism in Europe

**A Teacher Workshop on the European Union and its Eastern Neighbors
For Middle School, High School, and Community College Educators**

*Held August 12, 2015 in Thomson Hall 317, Jackson School of International Studies
University of Washington, Seattle*



"Right to Stay" – Migrant Protest in France

Purpose Statement for Materials: This packet is designed to be supplemental to the workshop. The resources were compiled by staff at the Ellison Center for Russian, East European and Central Asian Studies and the Center for West European Studies, with input by several of the workshop presenters. The materials are complementary to, but not based on, the presentations given at the workshop on Aug. 12. The packet was written by Tina Gourd, Curriculum and Instruction Consultant, UW Seattle and Bothell.

Packet Organization Disclaimer: The resources in this packet are sorted based on hypothetical learning objectives for organizational purposes only. Users should feel free to create new learning

objectives and select the most relevant resources for their own purposes. However, hopefully this organization scheme provides an idea of (a) what is available and (b) how the resources could be used.

Notes on Standards: Two sets of standards have been linked to each of the six learning objectives. The WA Social Studies Essential Academic Learning Requirements and the accompanying Grade Level Requirements are the social studies standards for WA State. The College, Career, & Civic Life C3 Framework for Social Studies State Standards are the standards published by the National Council for the Social Studies.

The standards provided have been selected for relevance, but are not exclusive: many other standards would be fulfilled through work with these resources and learning objectives.

Cross-objective standards are listed at the beginning of the packet, and content-specific standards can be found after each learning objective.

WA Social Studies Essential Academic Learning Requirements

SOCIAL STUDIES SKILLS EALR 5.1. Uses critical reasoning skills to analyze and evaluate positions.

GLE 5.1.1 for Grades 9/10: Analyzes consequences of positions on an issue or event.

GLE 5.1.2 for Grades 9/10: Analyzes the precision of a position on an issue or event.

SOCIAL STUDIES SKILLS EALR 5.2: Uses inquiry-based research.

GLE 5.2.1 for Grades 9/10: Creates and uses research questions that are tied to an essential question to focus inquiry on an idea, issue, or event.

GLE 5.2.2 for Grades 9/10: Evaluates the validity, reliability, and credibility of sources when researching an issue or event.

SOCIAL STUDIES SKILLS EALR 5.3: Deliberates public issues.

GLE 5.3.1 for Grades 9/10: Evaluates one's own viewpoint and the viewpoints of others in the context of a discussion.

College, Career, & Civic Life C3 Framework for Social Studies State Standards

D1.1.6-8. Explain how a question represents key ideas in the field.

D1.2.6-8. Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.

D1.5.6-8. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources.

D3.1.6-8. Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

D3.2.6-8. Evaluate the credibility of a source by determining its relevance and intended use.

D3.3.6-8. Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.

D3.4.6-8. Develop claims and counterclaims while pointing out the strengths and limitations of both.

D4.1.6-8. Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.

D4.2.6-8. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.

D4.4.6-8. Critique arguments for credibility.

D4.5.6-8. Critique the structure of explanations.

D4.8.6-8. Apply a range of deliberative and democratic procedures to make decisions and take action in their classrooms and schools, and in out-of-school civic contexts.

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UNIVERSITY of WASHINGTON

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1. Learning Objective: Students will be able to explain the difference between an *immigrant* and a *refugee*.



Simulation game "Syrian Journey: Choose Your Own Escape" allows players a up-close view of migration
Photo from <http://www.bbc.com/news/world-middle-east-32057601>

WA Social Studies Essential Academic Learning Requirements

GEORGAPHY EALR 3.2: Understands human interactions with the environment.

GLE 3.2.3 for Grades 9/10: Understands the causes and effects of voluntary and involuntary migration in the world in the past and present.

HISTORY EALR 4.2 Understands and analyzes causal factors that have shaped major events in history

GLE 4.2.2 for Grades 9/10: Analyzes how cultures and cultural groups have shaped world history (1450-present).

College, Career, & Civic Life C3 Framework for Social Studies State Standards

D2.Geo.4.6-8. Explain how cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distant places.

D2.Geo.8.6-8. Analyze how relationships between humans and environments extend or contract spatial patterns of settlement and movement.

Resources

- Website: International Organization of Migration – Key Migration terms:
<http://www.iom.int/key-migration-terms>
 - **Description**: “IOM is the leading inter-governmental organization in the field of migration and works closely with governmental, intergovernmental and non-governmental partners. IOM works to help ensure the orderly and humane management of migration, to promote international cooperation on migration issues, to assist in the search for practical solutions to migration problems and to provide humanitarian assistance to migrants in need, including refugees and internally displaced people.”
 - **What’s Available**: Great list of terms with definitions.
- Interactive: Against All Odds, UNHCR: <http://www.playagainstallodds.ca/>
 - **Description**: “The game which lets you experience what it is like to be a refugee.”
 - **What’s Available**: A strong learning tool that covers a wide spectrum of the refugee experience, from why leaving is necessary, the migration itself, and the adjustment to the asylum state. Not specific to any region. Also engrossing (as in, exciting to play)!
 - **What’s Available**: Three sets of activities, with four activities within each (total of 12 tasks): War & Conflict, Border Country, and A New Life. (Activity #3 of “Border Country” is called “Refugee or Immigrant”)
 - **What’s Available**: “Teacher information page” with links to educational resources and learning activities, including specific stories of individuals from a diversity of regions (some links are broken, as websites have been redesigned since 2005):
http://www.playagainstallodds.ca/teachersupervision/us/index_us.html
- Interactive: Doctors Without Borders “Refugee Camp in Your World” online experience:
<http://refugeecamp.msf.org.au/interactive-game.html>
 - **What’s Available**: Players can select to role play a variety of medical roles in a refugee camp, and thus learn about the roles and responsibilities of each role. Conditions of the camp and medical needs are highlighted.
 - **What’s Available**: The learning offered by this site is more limited due to the medical focus. As a “game” it involves walking around and completing tasks by finding people and answering questions correctly or incorrectly.
- Interactive: Syrian Journey: Choose your own escape route:
<http://www.bbc.com/news/world-middle-east-32057601>
 - **What’s Available**: A game based on a series of questions with multiple choice answers, simulating the path Syrian refugees take when they flee their country.
 - **What’s Available**: Based on research and stories of real refugees, this game attempts to provide a starkly realistic perspective on the experience of fleeing the conflict in Syria with the hope of asylum Europe.
 - **What’s Available**: Additional content from BBC on the Syrian refugee crisis is available on the same website – featuring videos of stories from Syrian refugees, prompts to participate in discussion on Twitter (with respective hashtags), relevant news articles, etc.

2. Learning Objective: Students will be able to deliberate regarding Europe's immigration and refugee crisis: Is it a humanitarian crisis or a security crisis?



Serbian Route to Europe

WA Social Studies Essential Academic Learning Requirements

HISTORY EALR 4.3 Understands that there are multiple perspectives and interpretations of historical events.

GLE 4.3.2 for Grades 9/10: Analyzes the multiple causal factors of conflicts in world history (1450-present).

CIVICS EALR 1.3: Understands the purposes and organization of international relationships and U.S. foreign policy.

GLE 1.3.1 for Grades 9/10: Analyzes the relationships and tensions between national interests and international issues in the world in the past or present.

College, Career, & Civic Life C3 Framework for Social Studies State Standards

D2.Geo.4.6-8. Explain how cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distant places.

D2.Geo.8.6-8. Analyze how relationships between humans and environments extend or contract spatial patterns of settlement and movement.

D2.Geo.12.6-8. Explain how global changes in population distribution patterns affect changes in land use in particular places.

D2.Eco.1.6-8. Explain how economic decisions affect the well-being of individuals, businesses, and society.

D2.Eco.2.6-8. Evaluate alternative approaches or solutions to current economic issues in terms of benefits and costs for different groups and society as a whole.

Resources

- **Video:** Thousands Stream Through Serbia En Route To EU:
<http://www.rferl.org/media/video/serbia-migrants-refugees-syria/27134639.html>
 - **What's Available:** An overview of the migrant stream of thousands from Syria, Iraq, Congo and elsewhere, entering Hungary on their way into other countries in the EU. A good introduction to both sides of the deliberation question (as posed in this Learning Objective 2).
- **Website:** Council on Foreign Relations – Europe's Migration Crisis:
<http://www.cfr.org/migration/europes-migration-crisis/p32874>
 - **Description:** "CFR is an independent, nonpartisan membership organization, think tank, and publisher." This is a specific publication, titled, "Europe's Migration Crisis."
 - **What's Available:** Potentially useful maps and charts. While clearly not a government publication and covering a wide-range of components of the crisis (a useful overview), the perspective is definitely Eurocentric, with subtitles such as, "Where do these migrants and refugees come from?"
- **Website:** European Commission – Priority Migration:
http://ec.europa.eu/priorities/migration/index_en.htm
 - **Description:** A website that promotes and records the policy goals of the European Commission.
 - **What's Available:** Concise statements of policy priorities (good sound bite-sized statements), in a form that may be ready for use with students.
 - **What's Available:** Materials to support the perspective of "security crisis."
- **Website:** European Commission – European Migration Network (EMN):
http://ec.europa.eu/dgs/home-affairs/what-we-do/networks/european_migration_network/index_en.htm
 - **Description:** Part of the website for the European Commission Department (Directorates-General) called *Migration and Home Affairs*. "We manage policies that aim at ensuring that all activities necessary and beneficial to the economic, cultural and social growth of the EU may develop in a stable, lawful and secure environment. More specifically, we work to build an open and safer Europe."
 - **What's Available:** Government perspective. An EMN glossary of terms, including the key words in different EU languages.
- **Website:** Migration Policy Institute – Europe:
<http://www.migrationpolicy.org/programs/mpi-europe>
 - **Description:** "The Migration Policy Institute is an independent, nonpartisan, nonprofit think tank in Washington, DC dedicated to analysis of the movement of people worldwide."
 - **What's Available:** Policy briefs, more from the perspective of "security crisis."
- **Website:** Human Rights Watch – The Mediterranean Migration Crisis:
<https://www.hrw.org/report/2015/06/19/mediterranean-migration-crisis/why-people-flee-what-eu-should-do>
 - **Description:** HRW is "a nonprofit, nongovernmental human rights organization."
 - **What's Available:** Series of articles on different aspects of the crisis, from the perspective of "humanitarian crisis." In fact, the authors specifically call out the

- European Commission for being focused on security and keeping people away, rather than focusing on the push factors and human rights violations.
 - **What's Available:** Maybe more than you think! Scroll down, as the website is organized a little strangely (a bit like a blog).
- Website: Amnesty International – S.O.S. Europe: <http://www.sos-europe-amnesty.eu/about/>
 - **Description:** “S.O.S. Europe is Amnesty International’s campaign for the human rights of migrants, refugees and asylum-seekers in Europe and at its borders.”
 - **What's Available:** Stronger anti-Europe sentiment: Europe’s behavior is called “shameful,” for example.
 - **What's Available:** An 88-page report written in a high reading level, advocating for European strategy of improving security.
 - **What's Available:** Faces and Voices (images): <http://www.sos-europe-amnesty.eu/faces-and-voices/>
- Podcast: Ukraine Refugee Crisis – podcast <http://seansrussiablog.org/2015/06/05/ukraines-refugee-crisis/>
 - **What's Available:** This podcast is about internal displacement issues in the Ukraine, but many of the same concerns arise (Should the response prioritize humanitarian issues or security issues?).
- Videos: Europe’s Migration Crossing Points Captured in Six Films – Open Society Foundations: <http://www.opensocietyfoundations.org/voices/europe-s-migration-crossing-points-captured-six-films#span>
 - **What's Available:** Six videos on six different “entry points” into Europe, providing mostly the humanitarian perspective, but containing some perspectives on security as well.
- Website: Aljazeera poster on Syria’s refugee children: <http://www.aljazeera.com/indepth/interactive/2013/12/interactive-syria-refugee-children-2013121772211467284.html>
 - **What's Available:** Brief snapshots (images, statistics, statements) of the sufferings of Syrian refugee children.
- Video: Storming Spain’s Razor-Wire Fence: Europe or Die (2015) – Vice News (shows violence): <https://www.youtube.com/watch?v=OmqOlxNQABI>
 - **What's Available:** 4 episodes, focused on the extreme situations of migrants and the increasing security measures. Destination countries highlighted in the different episodes include: Spain, Greece, Italy, and Bulgaria.
- Multimedia: The Learning Network – Teaching & Learning with *The New York Times*: Tragedy in the Mediterranean: Learning About Europe’s Immigration Crisis: <http://learning.blogs.nytimes.com/2015/05/06/tragedy-in-the-mediterranean-learning-about-europes-immigration-crisis/comment-page-1/?r=0>
 - **What's Available:** Video, article, and learning activities suggestions, including discussion prompts.
- Multimedia: European Commission – Migration and Home Affairs eLibrary: http://ec.europa.eu/dgs/home-affairs/e-library/multimedia/videos/index_en.htm#080126248fae2ad9/c

- **What's Available:** Videos, images, publications, and facts/figures from the European Commission's Department of Migration and Home Affairs.
- **Book:** *86 Days in Greece: A Time of Crisis* (2014): <http://www.amazon.com/86-Days-Greece-Time-Crisis/dp/0984654321>
 - **What's Available:** A book written by presenter Taso Lagos, on the (economic) crisis in Greece.



Graffiti in Athens, Greece

3. Learning Objective: Students will be able to articulate what it means to be part of a *state*, and express a position on the question: Should the needs of the *stateless* be a priority for the United Nations?



WA Social Studies Essential Academic Learning Requirements

CIVICS EALR 1.3: Understands the purposes and organization of international relationships and U.S. foreign policy.

GLE 1.3.1 for Grades 9/10: Analyzes the relationships and tensions between national interests and international issues in the world in the past or present.

GEORGAPHY EALR 3.2: Understands human interactions with the environment.

GLE 3.2.2 for Grades 9/10: Understands and analyzes examples of ethnocentrism.

GLE 3.2.3 for Grades 9/10: Understands the causes and effects of voluntary and involuntary migration in the world in the past and present.

College, Career, & Civic Life C3 Framework for Social Studies State Standards

D2.Civ.1.6-8. Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.

D2.Civ.6.6-8. Describe the roles of political, civil, and economic organizations in shaping people's lives.

D2.Civ.12.6-8. Assess specific rules and laws (both actual and proposed) as means of addressing public problems.

Resources

- **Website:** The UN Refugee Agency – Europe: <http://www.unhcr.org/pages/4a02d9346.html>
 - **Description:** “The agency is mandated to lead and co-ordinate international action to protect refugees and resolve refugee problems worldwide. Its primary purpose is to safeguard the rights and well-being of refugees. It strives to ensure that everyone can exercise the right to seek asylum and find safe refuge in another State, with the option to return home voluntarily, integrate locally or to resettle in a third country. It also has a mandate to help stateless people.”
 - **What’s Available:** Statistics about and strategies on addressing the European migration crisis. A unique focus on the concept of “statelessness.”
 - **What’s Available:** Personal stories of refugees.
- **Article:** The Great Exodus: Ukraine's Refugees Flee to Russia: <http://www.wilsoncenter.org/article/the-great-exodus-ukraines-refugees-flee-to-russia>
 - **What’s Available:** Detailed article regarding what Ukrainian migrants are experiencing in Perm, Russia.
- **Images:** Fleeing by the Millions: Migration Crises Around the World: <http://www.theatlantic.com/photo/2015/06/fleeing-by-the-millions-migration-crises-around-the-world/394805/>
 - **What’s Available:** Images of migrants from around the world – mostly taken by news agency photographers.
- **Article:** More than 60 million people displaced by war in 2015: <http://www.wtsp.com/story/news/2015/07/11/world-population-day/30007713/>
 - **What’s Available:** Brief news article on displacement due to war.
- **Report:** Before the Boat: Understanding the Migrant Journey: <http://www.migrationpolicy.org/research/boat-understanding-migrant-journey>
 - **What’s Available:** The introduction to this report describes the problem of *destination bias* in much of the research and reporting on migration issues. *Destination bias* is the privileging of the issues and concerns of the countries of destination.

4. Learning Objective: Students will be able to define the concept *migration* and connect their own family history to migration in 2015. They will be able to elaborate on the differences between push and pull factors for migration.



Asylum seekers crammed in a boat attempting to reach Europe. Photo by Massimo Sestini.

WA Social Studies Essential Academic Learning Requirements

GEORGAPHY EALR 3.2: Understands human interactions with the environment.

GLE 3.2.3 for Grades 9/10: Understands the causes and effects of voluntary and involuntary migration in the world in the past and present.

ECONOMICS EALR 2.1 Understands that people have to make choices between wants and needs and evaluate the outcomes of those choices.

GLE 2.1.1 for Grades 9/10: Analyzes how the costs and benefits of economic choices have shaped events in the world in the past or present.

College, Career, & Civic Life C3 Framework for Social Studies State Standards

D2.Geo.4.6-8. Explain how cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distant places.

D2.Geo.8.6-8. Analyze how relationships between humans and environments extend or contract spatial patterns of settlement and movement.

D2.Geo.12.6-8. Explain how global changes in population distribution patterns affect changes in land use in particular places.

D2.Eco.1.6-8. Explain how economic decisions affect the well-being of individuals, businesses, and society.

D2.Eco.2.6-8. Evaluate alternative approaches or solutions to current economic issues in terms of benefits and costs for different groups and society as a whole.

Resources

- **Interactive:** Map of global migration (select European countries; last updated in 2007 but still a good visual): <http://migrationsmap.net/#/USA/arrivals>
 - **What's Available:** Arrows pop up for every country of the world (as of 2007) to indicate arrivals and departures (you must select “arrivals” or “departures” to toggle between these views). Great visual to spark interest in personal migration/family history.
- **Interactive:** Origins and Destinations of the World's Migrants, from 1990-2013: <http://www.pewglobal.org/2014/09/02/global-migrant-stocks/>
 - **What's Available:** Pew Research Center map graphically revealing of, and a great resource about, the flow between and among countries over the last three decades.
 - **What's Available:** Information for every country of the world (1999-2013), tracking migration in and out of each country.
- **Website:** International Organization of Migration – Key Migration terms: <http://www.iom.int/key-migration-terms>
 - **Description:** “IOM is the leading inter-governmental organization in the field of migration and works closely with governmental, intergovernmental and non-governmental partners. IOM works to help ensure the orderly and humane management of migration, to promote international cooperation on migration issues, to assist in the search for practical solutions to migration problems and to provide humanitarian assistance to migrants in need, including refugees and internally displaced people.”
 - **What's Available:** Great list of terms with definitions.
- **Article:** Brain drain: 32,000 People Leave Serbia Each Year: <http://inserbia.info/today/2014/12/brain-drain-32000-people-leave-serbia-each-year/>
 - **What's Available:** An examination of why people are leaving Serbia, with a focus on those with education. *Education* as a push and/or pull factor.
- **Article:** Central Asian Migrants Feel The Pain Of Russia's Economic Downturn: <http://www.businessinsider.com/r-central-asian-migrants-feel-the-pain-of-russias-economic-downturn-2014-12>
 - **What's Available:** *Economic opportunity/lack of economic opportunity* as push and/or pull factors.
- **Article:** Ukraine's refugees find solace in Poland, Europe's most homogenous society: <http://www.theguardian.com/world/2015/may/13/ukraines-refugees-find-solace-in-poland-europes-most-homogenous-society>
 - **What's Available:** *Political instability* or *war* or *cultural similarity* as push and/or pull factors.
- **Article:** How Unrest in Ukraine Is Sending a Wave of Refugees to Russia: www.thenation.com/article/180613/how-unrest-ukraine-sending-wave-refugees-russia
 - **What's Available:** *Political instability* or *war* as push and/or pull factors.
- **Article:** Educated Ukrainians Flee East Ukraine for New Lives in Kiev: <http://www.nytimes.com/aponline/2015/06/11/world/europe/ap-eu-ukraine-brain-drain.html?smid=tw-share&r=1>
 - **What's Available:** *Political repercussions* or *violence* as push and/or pull factors.

- Article: How Russia's labor migration policy is fueling the Islamic State:
https://www.washingtonpost.com/world/asia_pacific/how-russias-labor-migration-policy-is-fueling-the-islamic-state/2015/07/08/15b9300e-1141-11e5-a0fe-dccfea4653ee_story.html
 - **What's Available:** *Poverty* as push and/or pull factor.
- Article: Greek business exodus to 'safe haven' Bulgaria:
<http://www.businessinsider.com/afp-greek-business-exodus-to-safe-haven-bulgaria-2015-7>
 - **What's Available:** *Economic opportunity* as push and/or pull factor.
- Report: Understanding Transnational Dynamics in European Immigrant Integration Policy:
<http://www.migrationpolicy.org/research/understanding-transnational-dynamics-european-immigrant-integration-policy>
 - **What's Available:** Report on how migrants are integrating into destination countries, and how government policies facilitate (or do not facilitate) integration.
- Report: Migration Policy Centre – Migration Profile – Russia:
http://www.migrationpolicycentre.eu/docs/migration_profiles/Russia.pdf
 - **What's Available:** Russia-specific migration report.

5. Learning Objective: Students will be able to state and defend a position on the question: “Is migration a crime?”



“Rights Equality: Workers without Papers = Regularized Workers!” – Migrant Protest in France

WA Social Studies Essential Academic Learning Requirements

GEORGAPHY EALR 3.2: Understands human interactions with the environment.

GLE 3.2.2 for Grades 9/10: Understands and analyzes examples of ethnocentrism.

GLE 3.2.3 for Grades 9/10: Understands the causes and effects of voluntary and involuntary migration in the world in the past and present.

CIVICS EALR 1.2: Understands the purposes, organization, and function of governments, laws, and political systems

GLE 1.1.3 for Grades 9/10: Evaluates the impact of various forms of government on people in the past or present.

College, Career, & Civic Life C3 Framework for Social Studies State Standards

D2.Civ.1.6-8. Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.

D2.Civ.12.6-8. Assess specific rules and laws (both actual and proposed) as means of addressing public problems.

D2.Eco.1.6-8. Explain how economic decisions affect the well-being of individuals, businesses, and society.

D2.Eco.2.6-8. Evaluate alternative approaches or solutions to current economic issues in terms of benefits and costs for different groups and society as a whole.

D2.Geo.4.6-8. Explain how cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distant places.

D2.Geo.8.6-8. Analyze how relationships between humans and environments extend or contract spatial patterns of settlement and movement.

Resources

- **Article:** Hungary's response to the migrant crisis? A 109-mile-long, 13-foot-tall fence: <http://www.washingtonpost.com/blogs/worldviews/wp/2015/06/18/hungarys-response-to-the-migrant-crisis-a-109-mile-long-13-foot-tall-fence/?postshare=251434647478296>
 - **What's Available:** Appropriate for a variety of deliberation activities on migration.
- **Article:** Bulgaria Puts Up a New Wall, but This One Keeps People Out: <http://www.nytimes.com/2015/04/06/world/europe/bulgaria-puts-up-a-new-wall-but-this-one-keeps-people-out.html>
 - **What's Available:** Appropriate for a variety of deliberation activities on migration.
- **Article:** Lack of Opportunity in Serbia Causes Brain Drain: <http://www.balkaninsight.com/en/article/lack-of-opportunity-causes-brain-drain>
 - **What's Available:** When is migration assumed to be a crime, and when is it assumed to be acceptable? This article is an interesting companion to the two previous articles.
- **Article:** Central Asia: Labor Migrants Caught in Russian Politicians' Crosshairs: <http://www.eurasianet.org/node/67135>
 - **What's Available:** Anti-immigrant sentiment rising in Russia.
- **Article:** Migrants in the Balkans: Funnelling them forward: <http://www.economist.com/news/europe/21657844-old-yugoslav-war-zones-new-waves-travellers-stream-north-funnelling-them-forward?fsrc=scn/tw/te/pe/ed/funellingthemforward>
 - **What's Available:** Brief descriptions of migrant experiences in the Balkans.
- **Videos:** Europe's Migration Crossing Points Captured in Six Films – Open Society Foundations: <http://www.opensocietyfoundations.org/voices/europe-s-migration-crossing-points-captured-six-films#spain>
 - **What's Available:** Six videos on six different “entry points” into Europe.



6. Learning Objective: Students will be able to explain how and why states develop international borders, answering the question with supporting evidence: “What is the purpose of international borders?”



A Ukrainian army officer stands by the Ukrainian-Russian border near Novoazovsk. The sign reads “Attention! State border of Ukraine. Passage is prohibited.” Picture: Fedja Grulovic/Reuters.

WA Social Studies Essential Academic Learning Requirements

CIVICS EALR 1.3: Understands the purposes and organization of international relationships and U.S. foreign policy.

GLE 1.3.1 for Grades 9/10: Analyzes the relationships and tensions between national interests and international issues in the world in the past or present.

GEOGRAPHY EALR 3.3: Understands the geographic context of global issues.

GLE 3.3.1 for Grades 9/10: Understands how the geography of expansion and encounter has shaped global politics and economics in the past or present.

College, Career, & Civic Life C3 Framework for Social Studies State Standards

D2.Civ.12.6-8. Assess specific rules and laws (both actual and proposed) as means of addressing public problems.

D2.Civ.13.6-8. Analyze the purposes, implementation, and consequences of public policies in multiple settings.

D2.Eco.15.6-8. Explain the benefits and the costs of trade policies to individuals, businesses, and society.

D2.Geo.2.6-8. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics.

Resources

- **Article:** Hungary's response to the migrant crisis? A 109-mile-long, 13-foot-tall fence: <http://www.washingtonpost.com/blogs/worldviews/wp/2015/06/18/hungarys-response-to-the-migrant-crisis-a-109-mile-long-13-foot-tall-fence/?postshare=251434647478296>
 - **What's Available:** Appropriate for a variety of deliberation questions on migration.
- **Website:** European Commission – Priority Migration: http://ec.europa.eu/priorities/migration/index_en.htm
 - **Description:** A website that promotes and records the policy goals of the European Commission.
 - **What's Available:** A gathering of the European Commission's press packets regarding migration policy and the importance of borders from Europe's perspective.
- **Report:** Not Adding Up: The Fading Promise of Europe's Dublin System: <http://www.migrationpolicy.org/research/not-adding-fading-promise-europes-dublin-system>
 - **What's Available:** Information, including summary boxes, on the evolution of the "Dublin system," or the system that (a) removed internal borders and created the Schengen Zone, (b) regulates migration and refugee policies within the EU.
- **Article:** Ukrainian Migrants Fleeing Conflict Get a Cool Reception in Europe: <http://www.nytimes.com/2015/05/31/world/europe/ukrainian-migrants-fleeing-conflict-get-a-cool-reception-in-europe.html>
 - **What's Available:** An article that presumes the legitimacy of international borders, yet discusses the challenges inherent in a system of international borders.
- **Article:** Bulgaria Puts Up a New Wall, but This One Keeps People Out: <http://www.nytimes.com/2015/04/06/world/europe/bulgaria-puts-up-a-new-wall-but-this-one-keeps-people-out.html>
 - **What's Available:** Appropriate for a variety of deliberation activities on migration.
- **Article:** Times Are Getting Tougher for Central Asian Migrant Workers in Russia: <http://thediplomat.com/2015/04/times-are-getting-tougher-for-central-asian-migrant-workers-in-russia/>
 - **What's Available:** Discussion of migration restriction policies in Russia.
- **Map:** Ukraine: Overview of population displacement (as of 29 May 2015) <http://reliefweb.int/map/ukraine/ukraine-overview-population-displacement-29-may-2015>
 - **What's Available:** Map of Ukraine and region, noting population movement as well as asylum applications in neighboring countries.
- **Videos:** Europe's Migration Crossing Points Captured in Six Films – Open Society Foundations: <http://www.opensocietyfoundations.org/voices/europe-s-migration-crossing-points-captured-six-films#spain>
 - **What's Available:** Six videos on six different "entry points" into Europe, providing interesting data for a deliberation on international borders.
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- Video: Storming Spain's Razor-Wire Fence: Europe or Die (2015) – Vice News (shows violence): <https://www.youtube.com/watch?v=OmQOlXNQABI>
 - **What's Available**: 4 episodes, focused on the extreme situations of migrants and the increasing security measures. Destination countries highlighted in the different episodes include: Spain, Greece, Italy, and Bulgaria.
- Multimedia: European Commission – Migration and Home Affairs eLibrary: http://ec.europa.eu/dgs/home-affairs/e-library/multimedia/videos/index_en.htm#080126248fae2ad9/c
 - **What's Available**: Videos, images, publications, and facts/figures from the European Commission's Department of Migration and Home Affairs.
- Article: The New Awkward Squad: <http://www.economist.com/news/europe/21654638-east-europeans-get-tough-greeceand-several-others-new-awkward-squad>
 - **What's Available**: Suggested by presenter Arista Cirtautas, discussing Europe's internal tensions.