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## MIGRATION AND THE MAKING OF BRITAIN

# Secondary School Guide

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# Introduction

All Our Stories: Migration And the Making of Britain explores the reasons why people migrate, experiences of arriving and settling and questions of identity and belonging.

The exhibition moves through the themed areas of: 'Why are we here?', 'Departures/Arrivals', 'Settling', 'Unsettling', 'Who do we think we are?', and 'Where will we go?'.

This guide has been designed by our Learning Team to help your school explore this exhibition. This guide includes activities to do in the exhibition and explainers to provide extra context for some of the more challenging topics you might come across.

Classes should be broken into small groups with an adult and each group should start at a different activity. All activities are designed to be done as a group and to promote discussion; adults are expected to support these activities. We recommend spending about 10 minutes on each activity.

If you have any questions, please ask a member of our learning team or front of house staff who will be happy to help.

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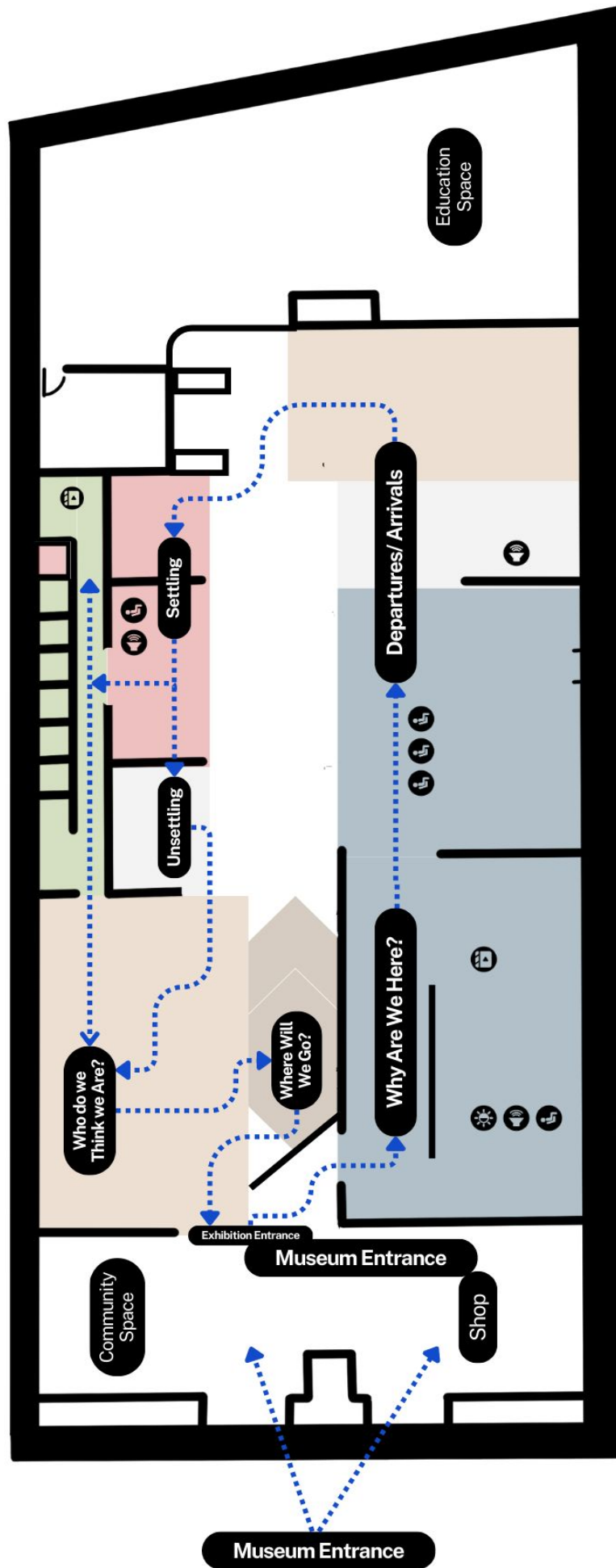
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# MIGRATION AND THE MAKING OF BRITAIN

## KEY

	Dimmer Light		Staircase		Video
	Less Crowded		Crowded		Toilets
	Noise		Quieter		Seating



# ‘Why are we here?’ activity

## Sharing our stories of migration

**To start this activity find the colourful story disc wall near the front desk**

In this museum we collect stories of museums instead of objects. We have over 7000 migration stories!



## Activity

1. Get each student to find a story disc that gives a reason why someone migrated to the UK.
2. Read out these story discs to each other - how many different reasons for migrating did you come up with?
3. Add to our collection of stories and write your own story discs

# 'Departures / Arrivals' activity

## Chart of Shame

To start this activity find the wall covered in newspapers at the back of the museum



The creator of this piece, Liz Gerard, is a journalist who had a long career working for newspapers. She started collecting images of front pages in 2012, looking at the common themes and language used by different papers. Liz noticed that immigration was commonly reported on.

The *Chart of Shame* is a bar chart made from newspaper front pages that mention immigration in their headline. 2016 saw a huge increase in the number of headlines talking about immigration, especially in the lead up to the EU Referendum (23rd June), as concern around immigration was one of the main reasons people voted to leave the EU.

Newspapers and the media have the power to influence how we think about different topics. Newspaper headlines in particular are made to grab your attention, but may not always tell the full story.



# 'Departures / Arrivals' activity

## Chart of Shame activity

1. As a group pick a headline - what do you think the headline is trying to make you feel / think?
2. What words in the headline tell you this?
3. Look at how one of your words appears in a headline. How might the message of the headline change if you swapped this word for another word.

*Repeat this activity a couple of times.*

Group discussion question:

1. Where do you get information from?
2. How might these sources influence how trustworthy you think the information is?

*Teacher prompt: Social media, school, family etc.*

# 'Departures / Arrivals' activity

## Refugees

To start this activity find the painting of Ahmad

### Activity



1. Look at the portrait of Ahmed. Ask each student to give one word to describe the portrait?
2. What do they think the artist is trying to say?
3. Read Ahmed's story located underneath the **photo taken out of a plane window**. Discuss the following questions:
  - a. Why did Ahmed leave his home?
  - b. How do you think he might have felt leaving his home?
  - c. Why did Ahmed buy fake documents?
  - d. Does seeing a portrait of Ahmed change how you feel about his story?
4. Finally, ask your group if they know the definition of a refugee and of an asylum seeker

### Definitions

**Refugee:** Refugees are people who have fled their countries to escape conflict, violence, or persecution and have sought safety in another country.

**Asylum Seeker:** Asylum seekers are people who have fled their countries to escape conflict, violence, or persecution, but have not yet been legally recognized as a refugee.



# 'Settling' activity

## Home

To start this activity go to the kitchen



This **immersive** kitchen shows how food and migration are connected. Many of the foods we love to eat have been brought to this country by migration, and sharing food can be a powerful way of bringing people together and sharing different cultures.

In the kitchen we recommend exploring the different sections of the kitchen in smaller groups and then coming back together for the discussion questions:

1. Sit at the kitchen table and watch the animations
2. Discover the stories behind ingredients on the shelves
3. Find the stories behind everyday cooking objects on the wall

Group discussion questions:

- Did anything surprise you in the stories you read?
- If you were to migrate, what cooking object would you take with you?
- If you were to migrate what food would you miss the most?
- What English foods do you think would be hardest to eat for someone new here?

# 'Unsettling' activity

## Pieced

**To start this activity find the table made up of lots of wooden blocks.**



*Pieced* talks about emigration. Not everyone who emigrates does so by choice. This piece is a depiction of the Rajah Quilt (image on the next page), a quilt that was made by 180 female prisoners who were sent to Australia in 1841.

### Definition:

Emigration is when a person leaves their home country and moves to another country to live.

### Activity

Get each student to pick up a wooden block and read who the woman was, their age and their crime. Then discuss these questions:

- Does the punishment of being sent to Australia for these crimes seem fair?
- Why do you think the women made this quilt?
- Why do you think young women were sent to the colony of Australia?

*Teacher prompt: Britain wanted colonies to be populated by British people of working age*



# Rajah Quilt



Copyright: Wikimedia Commons

# ‘Who do we think we are?’ activity

## Do labels matter?

To start this activity go to the colourful wall with words on it



Labels are hard to avoid and are sometimes given to us against our will, especially if you are from the global majority. Different labels also come with different associations; some positive, some negative.

### Activity

1. As a group, divide the words into positive words and negative words.
2. Ask your students they would use any of these words to label themselves?
3. If not, what word would they chose?

### Bonus activity

Can you find any of these words in the headlines in the Chart of Shame (newspaper wall)? Were they used positively or negatively?

*Teacher prompt: definitions of words which might not be familiar are on the next page, as well as an image of the words for use in the bonus activity*





## Definitions

**Emigre:** A person who migrates for political reasons.

**Expat:** A person who lives outside their country of birth. It is typically used to describe people, especially British people, who live in english speaking communities abroad.

**Global Citizen:** This term refers to someone who believes their identity goes beyond geographical or political borders.

**Alien:** A historic term used to refer to people born in another country.

**Returnee:** Someone who returns to a place after living somewhere else for a prolonged period of time.

# Explainer: Global Passport Power Rank

*You will find this piece on a column in the Departures/Arrivals section near the matchbox boat*

Your **passport** is one of the most important documents you own. Your passport, and its power, affects your ability to travel around the world, opportunities for work and living in other countries and even the quality of your life.

The *Global Passport Power Rank* is a global ranking of countries according to the freedom to travel their passport allows their citizens. The *Global Passport Power Rank* determines this freedom by the number of countries you can visit with your passport without a **visa**, or with a visa on arrival. The more countries you can visit visa free or with a visa on arrival, the more powerful your passport is and the more opportunities you have for travelling, working and living internationally.

## **Definitions:**

***Passport:*** *an official document issued by a country's government, which confirms the holder's identity and nationality for the purpose of international travel*

***Visa:*** *an official document which allows the bearer to legally enter a foreign country. It is usually attached to your passport. There are different kinds of visas which give you different rights in a host country, including the amount of time you can stay in that country.*

*A country's visa policy is a rule that states who may or may not enter a country. This policy may allow passport holders of one country to enter visa-free but not the passport holders of another country. Typically visa requirements are decided by taking into account diplomatic relations with the other country, tourism, cost and potential illegal immigration from that country.*



# Global Passport Power Rank Activity

If you want to further explore the impact of different passports on our lives do the following short activity with your students.

## Activity

**Step 1: Without looking at the Global Passport Power Rank** split into small groups. Each person in the group needs to pick a country (try and pick countries in different parts of the world).

**Step 2:** As a group decide what order you think your countries would be on the Global Passport Power Rank.

**Step 3:** Check the Global Passport Power Rank - were you right?

**Step 4:** Answer these questions:

- How did you decide the order of your countries?
- Were you surprised by the Passport Power Rank of any countries you picked?
- How do you think the Passport Power Rank score of the country you picked affects its citizens lives?

Visit <https://www.passportindex.org/> for more information and activities.

# Explainer: Windrush Scandal

*This explainer relates to the 'Unsettling' section of the exhibition. There you will find a textile piece called 'The Disowned Briton' about the Windrush Scandal written by Rachelle Romeo.*

The Windrush Generation describes people who moved from **Commonwealth** countries, including many from the Caribbean, to the UK, between 1948 and 1973. They are called the Windrush Generation because of the arrival of HMT Windrush in 1948. People who made this journey arrived in Britain as **citizens** because they were from Commonwealth nations. This meant they were free to live and work in the UK and given the same legal rights as British-born people. Windrush Generation migrants chose to move to the UK for a variety of reasons and went on to make a significant impact on their new home nation.

In 2018, it was uncovered that the Windrush Generation were having their rights taken away and some were faced with **deportation**. This was carried out by the Home Office as part of the government's immigration policies, which were designed to create a hostile environment in Britain. Despite the fact that people from the Windrush Generation had their rights to live as British citizens confirmed again in 1971, under the Hostile Environment Policy they were required to give documents relating to their arrival in the UK. The government had also destroyed many of these documents meaning it was impossible for some of the Windrush Generation to provide the evidence they needed.

# Explainer: Windrush Scandal

Although investigations found that the deportations and removals of rights had been done wrongly, most of those affected have not received financial support and the policies creating a hostile environment are still in place.

## Definitions:

**Citizen** - a citizen is someone who is given permanent rights by a government of the country. These rights could include education, the ability to own property, healthcare and social security.

**Commonwealth** - the Commonwealth is a collection of nations which used to make up the British Empire.

**Deportation** - deportation is when a government removes a resident of their country and sends them either to a country they have previously lived in or to a different host country

# Explainer: Humanae

*This is the big wall of portraits of different people in the 'Who do we think are we?' section*

Humanæ is an ongoing project by artist Angélica Dass documenting every human skin tone through portrait photographs, so far she has taken almost 4000 photos, in 20 different countries across 36 cities!

The background of each person's portrait is coloured with the exact colour tone of their nose. This is matched with a specific colour called a pantone colour, which you see listed below their portrait.

The project illustrates that skin colour and race are far more complex than the labels and categories that we are so often forced to fit ourselves into. This piece invites us to reflect on and rethink our identities and what we have in common.

Discussion questions:

- Can you find two people with the same Pantone colour? Would you describe them in the same way?
- Do you think skin colour can tell us anything about who someone is?
- We often use the colours 'red', 'yellow', 'white' and 'black' to describe skin colours, but these aren't the actual colour of people's skin. How would you describe the unique colour of your skin?

Scan the QR code to listen to the Humanae Ted Talk or visit [www.angelicadass.com](http://www.angelicadass.com) to learn more about Humanae

