

Topics: Migration during the First World War; migration nowadays

Level: B2

Time: approximately 70 minutes

Aims

- To develop students' ability to listen for gist and specific information
- To provide practice at listening to a lecture extract and taking notes

Introduction

This lesson is about migration around the time of the First World War. It provides students with information about where, why and when people migrated. It allows students the opportunity to compare migration trends around World War I with today.

Preparation and materials

- Make one copy of the worksheets for each student.
- This lesson plan refers to the slides in the PowerPoint file '**Migration and the First World War slides**'. It is assumed that you will be able to project these slides to show the students. If this is not the case, you may wish to print the slides instead.
- Task 4 uses a recording from a lecture, '**Migration and the First World War lecture extract for Task 4**'. Check that you are able to download and play this before the lesson.
- The audioscript is reproduced at the end of this lesson plan; you could photocopy this if you wish.

Procedure




Warmer: geography quiz (10 mins)

- Explain that the lesson is about some of the countries and people that were affected by the First World War.
- If you have a computer and data projector in your classroom, **show slide 2** of the PowerPoint file '**Migration and the First World War slides**'. Ask students what they know about the countries. Ask students if they know where each country is. Point out Ukraine, Serbia and Belgium. Hand out the worksheet. Ask students to work in pairs or small groups and match the country to the location on the map.
- Check students' answers. Ask students to come out and point to the location on the map.
- **Show slide 3**, and the answers will appear one by one (this takes about 10 seconds).

Task 1 – reading and discussion (10 mins)

- **Show slide 4** and/or ask students to look at **Task 1** on their worksheet.
- Elicit comments as to who the people are and anything the students know about them.
- Ask students what the three men have in common. Ask them if they can think of anyone else that left their country due to war.

Answers to Task 1 – a.)

		
<i>Lenin</i>	<i>Poirot</i>	<i>King Constantine I of Greece</i>

b.)
1 c; 2 a; 3 b

c.)
They were all refugees from their home countries during the First World War.

Notes on Poirot, Lenin and King Constantine

Hercule Poirot is one of Agatha Christie's most famous characters in her crime stories. He is a Belgian refugee detective. He speaks English very well, walks with a limp and has a reputation for being nosy, arrogant and a bit annoying. He will do anything to solve a crime. He moved from Belgium to Britain during the First World War to escape the German troops. Agatha Christie is a famous British crime writer. If students would like to know more, show them an online clip of Poirot.

Vladimir Lenin was founder of the Russian Communist Party. He moved from Russia to Switzerland in 1914 because of his political beliefs. He believed in communism, and felt that it was wrong that most Russian people lived in poverty while those in power had a very high standard of living. He believed that everyone should be equal and wanted the Tsar dead. In 1917 the Tsar of Russia was killed and Lenin returned to Russia as leader of the Communist Party.

King Constantine I of Greece was the King of Greece from 1913–17 and 1920–22. He came to power when his father, George I, died. When the war started in 1914 Constantine was on the side of Austria, Germany and Hungary. The British side threatened to invade Greece if Constantine did not abdicate. Constantine handed over powers to his son in 1917 and went to Switzerland. He returned in 1920 when his son died and the war was over.

Task 2 – vocabulary: people, movement and war (10 mins)

- Ask students to match the words to the meaning. Students can work in pairs or use a dictionary if necessary. Check the answers and drill pronunciation.
- **Show slides 7 and 8** to demonstrate the meanings of *invade* and *refugee*.
- Ask concept questions to check the meaning, e.g.
 - *If I go on holiday to another country, does that make me a **refugee**?... Why not?*
 - *Does **conscription** exist in this country? ... Is that a good thing, do you think?*
 - *Can you tell me the name of a famous **spy** from films?*
 - *What's the difference between **immigration** and **emigration**?*
 - etc

Answers to Task 2

1.b, 2.c, 3.a, 4.f, 5.e, 6.d

Task 3 – thinking about migration (5 mins)

- If you think students will have plenty of ideas of their own, get them to discuss the questions in small groups. Otherwise, you could do this activity in open class.
- Ask students to look at the list of countries from the maps in the Warmer and discuss the questions. (The majority of fighting was on the Western Front – Belgium, France and Germany. No actual battles took place in Britain, New Zealand, Canada, Australia or South Africa. There was fighting in Russia, Poland and Serbia but not on the same scale as the Western Front. Switzerland was neutral and neither attacked any other country nor got attacked itself.) Explain that they are going to listen and find out.

Task 4 – listening to a history lecture (15 mins)

- Ask students to look at the maps.
- Ask them to listen to the lecture and decide which map shows the movement of people during the First World War and after the war.
- Play the lecture extract (**'Migration and the First World War lecture extract for Task 4'**).
- Feedback on their answers.
- Ask students to read the table and fill in any information they remember from the first listening. Elicit what the answers for Britons might be to ensure understanding of the task. Ask students to listen again and complete the table. Ask students to check their answers in pairs before providing feedback. Let students listen again (or read the audioscript if you wish).

Answers to Task 4

a (i) during the war: first map (ii) after the war: second map

b

Nationality	Moved to	Why?	When?
<i>Britons</i>	<i>Canada and Australia</i>	<i>Better quality of life</i>	<i>before WWI</i>
<i>Belgians</i>	<i>Britain</i>	<i>Escape fighting/German invasion</i>	<i>1914</i>
<i>Germans (living in Britain)</i>	<i>Germany</i>	<i>Alien Registration Act meant they had to leave Britain/Britain afraid of spies</i>	
<i>Serbian</i> s	<i>Greece</i>	<i>Escape fighting</i>	
<i>Poles, Ukrainians and Russians</i>	<i>Russia (interior) Lenin → Switzerland</i>	<i>Escape fighting/move somewhere safer</i>	
<i>British soldiers</i>	<i>Canada, Australia, New Zealand, South Africa</i>	<i>Free boat tickets and farms, better quality of life, war over</i>	<i>1919</i>

Task 5 – discussion (20 mins)

- **Show slide 7** (the discussion questions). Ask students to discuss each question in pairs or small groups. Facilitate whole class discussion on the topics.

Extension activities

- **Class debate:** Split the class into two groups, one pro- and the other anti-immigration into their country. Give them time to prepare, then facilitate debate between both groups.
- **Discursive essay.** Ask students to write a discursive essay on the positives and negatives of immigration/emigration.

Audio transcript for lecture extract (Task 4)

Hello everyone. The subject of today's lecture is the First World War and migration. As with any war, the First World War had many refugees moving to other countries to escape the war. We will take a closer look at where people moved to during the war and why.

Migration is of course not a new trend. People have been moving all over the world for thousands of years. People move for many different reasons: work, love, family, friends, adventure – or to escape war. In the late 19th and early 20th century, more and more Britons were moving to Canada and Australia. They were looking for a better quality of life. This increase in emigration stopped during the First World War because people were less able to travel.

In 1914, German troops invaded Belgium so many Belgians left their homes, their families and their possessions for the safety of Britain. Many British towns welcomed the Belgian refugees and set up homeless hostels to look after them. Agatha Christie, a famous British crime writer, was inspired to create her most famous character – Hercule Poirot, a Belgian detective who left Belgium for the safety of the UK during the war.

The rise in immigration to the UK made the British Government worried about spies, so they passed a new law – the Alien Registration Act. All foreigners had to register at their local police station. Just over 20,000 Germans were made to return to Germany.

And of course, many other countries besides Britain experienced these movements of peoples around the time of the First World War. When Germany invaded Serbia, many Serbians moved to Greece, believing that the land ruled by King Constantine the First would be a safer place. Elsewhere in Europe, Poles, Ukrainians and Russians made their way towards the interior of Russia and away from the frontiers and the fighting. The interior of Russia wasn't safe for everyone though – the founder of the Russian Communist Party, Vladimir Lenin, had moved to Switzerland too for his political safety. In fact, because Switzerland was neutral and did not send its armies to other countries during the First World War, and wasn't itself invaded, many powerful people went there for safety.

When the war ended British people started to emigrate again. They went to Australia, Canada and South Africa, as well as other places. In 1919, the British Government set up the Overseas Settlement Scheme. It helped British soldiers and their families to emigrate. They were given free boat tickets and even farms!

So, as you've just heard, the First World War had a huge impact on the world today. Without migration many countries would be very different culturally to how they are today. Tomorrow we will look at the cultural impact of migration during the First World War.