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The Italian Emigration told by students to students



PEER EDUCATION

- FOCUS

Italian Emigration between 1800 and 1900.

Three Lines of Investigation:

- ◇ **Context** (*Italian Emigration how and why*);
- ◇ **Tales, Novels, Migrants' letters** (*Italian Emigration: the words to tell it*);
- ◇ **Cinema, Songs, Photography, Paintings** (*Italian Emigration: sound and images*).

- ORGANIZATION

Three research groups:

- ◇ *each group develops two-hour History lessons;*
- ◇ *three modules of "History lessons" with words, sounds and images.*

What you are going to read is not an academic survey on the Italian Emigration between 1800 and 1900, but it is a synthetic report on a research planned and carried out by students for students, and specifically by eleven "pioneers" in their second last year for same age students from our school, or a little older or a little younger ones. It was a year's work, individual as well as in group, on exploring texts, documents, testimonies, novels, letters, films, songs, photographs and paintings, which followed three main lines of investigation:

- ◇ Italian Emigration: about how and why;
- ◇ Italian Emigration: the words to tell it;
- ◇ Italian Emigration: sounds and images.

The finalised research is now available in the project web site www.comenius-promise.ue.

Such History laboratory gave the students enough material for three modules including History lessons, which they taught in six teaching periods, distributed in three mornings, to a considerable number

of students from our school, between January and February 2006. The lessons focus was one hundred years' emigration (1870-1970), until the late 20th century's turning point, which witnessed Italy's transformation from a migration country to a privileged destination of the new migrants. Students followed "the peer-education" method based on two sets of action:

- one for the student-teachers who had to learn and practise on how to present, report, catch the audi-

ence's attention, raise curiosity, pose problems, elicit answers in a creative way, through words, sounds and images;

- one for the student-audience who were supposed to listen, to explore the history of their country under the guidance of their school mates, to discover that they can study in a way which is different from the traditional lessons in class. The discovery might even make them wish to be directly involved in a future investigation.



Two examples of 'peer education'

