

Migration in Europe

Erasmus+ Project



M I G R A T I O N

OUR COMMON CULTURE
IN EUROPE

Migration in Europe

Foreword and Introduction

Migration is a very important and interesting topic because of the fact that it always has been a part of human's lives on earth. There can be a lot of different reasons why one chooses to migrate and sometimes it isn't even much of a choice. People can be forced to migrate because of war, violence, poverty etc. and that changes the conditions of migration. Suddenly extreme amounts of people are migrating at the same time and to the same places. A scenario like this happened because of the civil wars in Iraq and Syria and partly because of the Arab Spring in 2011-12, and all of these events culminate in the migrant crisis. Thousands of refugees started to arrive in Austria, Sweden and Germany, and the governments were not prepared for such a situation. The growing number of refugees created chaos and conflicts in all of Europe. No one could seem to find a solution to the issue then and even today a proper solution is yet to be found.

The opinion towards migration in the European countries has changed a lot over the last years. Parts of the citizens are worried, even scared by the big number of refugees that arrive each day. These worries are also enhanced by all of the racist posts that flow all over the Internet. These posts spread false rumors about refugees and it creates hostility towards all migrants. Some people are worried that the refugees will take all of the jobs and that it's going to be expensive for the state. A lot of nationalistic political parties have been gaining ground and the politics they put forward only adds to the hostility towards the migrants. Nevertheless it is important to remember that there is another aspect of the issue because there are actually a lot of people who want to help the refugees. There are different organizations with volunteers who

bring the refugees food and clothes in order to help them get a better start in the new country.

It is very important that the crisis is solved due to the fact that a lot of people suffer because of the crisis. In order to do this there are some things that needs more attention. First of all, every country has a responsibility to help people who try to escape war and violence. If every country accommodates some refugees, it's a lot easier to organize and the costs can be divided. Another thing that's important is to focus on the language. The refugees need more help to learn the language of the country they have fled to. When the language barrier has been broken, it's easier to become a part of the new society. All in all it should be considered everyone's responsibility to help the refugees become integrated.

Overall, this book gives an insight into different issues concerning migration. Among other things, the book will explain how migration has spread in all of Europe and also how art, food and sports have been influenced by migration. The book is written for European students by European students in order to expand the students' knowledge of migration.

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History

1. The Roman Period

1.1 The Romans

The city of Rome founded in year 753 BC. When Rome was founded, it was ruled by seven kings. After the last king, Tarquinius (509 BC), the city became a republic, and it was ruled by senators. Afterwards, Augustus became the Emperor of Rome (27 BC-14 AD), the senators were still at the Parliament but they did not have any political power.

Rome had a huge population with somewhere between 500,000-1,000,000 people. Many people lived in jerry-built apartment houses, even though they could live in noble buildings, beautiful residential or stately areas. The streets were narrow and small, due to all the apartments for the citizens. The huge population affected the countryside, which surrounded the city, which meant that the countryside was not able to provide food for the citizens. The emperor gave the citizens free grain for bread and later oil and wine, because there was a risk of starvation.

In Rome they had gladiators, and they were a form of slaves, who battled in arenas, like the famous Colosseum. The gladiators were either slaves or war prisoners, that had to serve their sentence. Some of the gladiators had trainers and some did not. Gladiatorial contests were famous in Rome, many of the famous gladiators were known in all of Italy. The Roman Empire has had a big influence on today's society. It has for example affected the infrastructure system. The roman art also influences today's society, especially the sculptures and pictures of Emperors' coins.



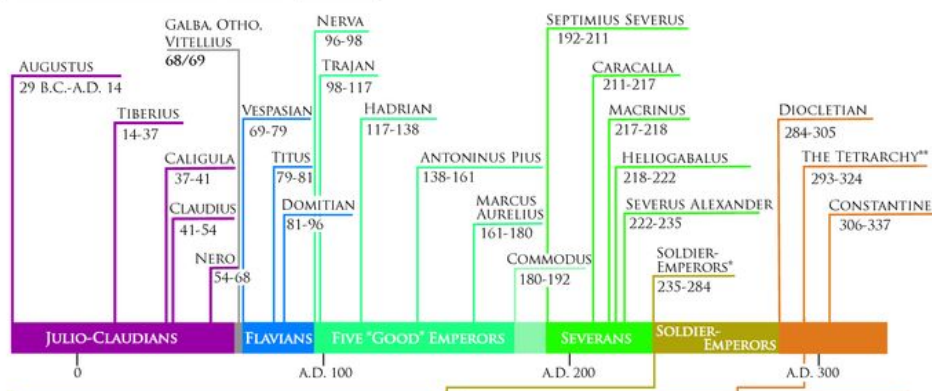
Picture of the Colosseum.

The history of migration began with the roman and germanic people searching for a happy life. The migration period is better known as the Barbarian invasions, and is also called Völkerwanderung in German. It was an intensified barbarian invasion in Europe, and it is often defined from 376 to 800 AD, in the transition from the Late Antiquity to The Early Middle Ages. The Roman Empire had a great impact on the world we know today. The first barbarians who came to The Roman Empire where germans.

Many emperors succeeded after Augustus, beginning the Julian-Claudian dynasty, and conquered new lands, which became provinces of Rome. The predecessor of Augustus, Julius Caesar, conquered the province of Gaul, nowadays France and Germany; Tiberius (14-37 AD) defeated the population of Illirico, nowadays mainly ex-Yugoslavia; under Claudius, the empire invaded Britannia. This is considered a period of peace, called “Pax Romana”, even if under Nero the empire suffered a period of civil wars because of the rebellion of Judea. Jews and Christians started to be persecuted by emperors such as Vespasian and Titus. During this first period of the Roman Empire, the provinces’ population had to pay lots of taxes and was not considered as part of the Empire.

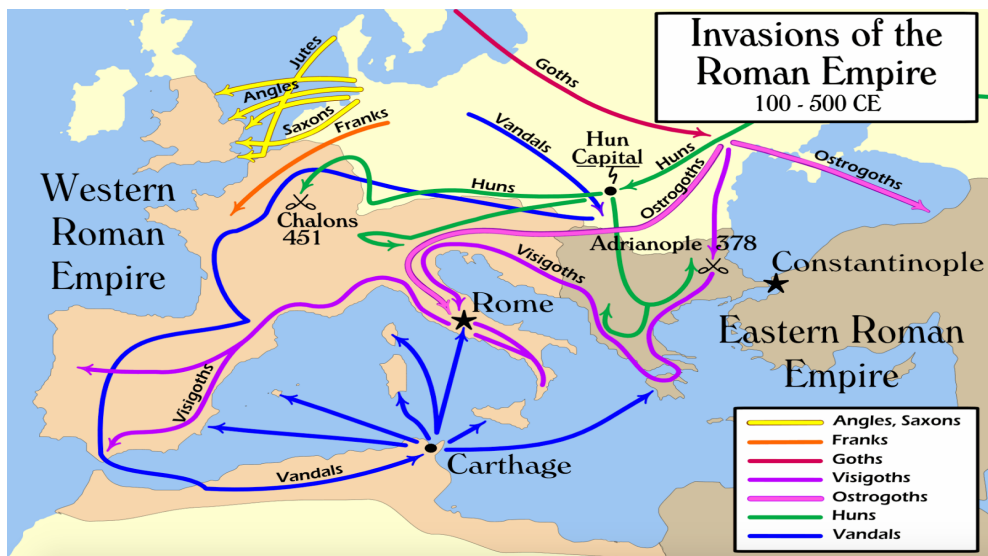
The suicide of Commodus ended the Flavian dynasty, and it began the Antonine dynasty. Nerva, Trajan, Hadrian, Antoninus Pius and Marcus Aurelius were great emperors and under Trajan the Empire reached its greatest extent. They also accepted german people living in their territories and joining the army.

Timeline of Roman Emperors



After the Severan dynasty, the Empire suffered from a strong crisis causing weaknesses all over the reign. It was not until the reign of Diocletian was fully stabilized with the introduction of the Tetrarchy. This division caused the separation of the Roman Empire into West and East in 395 AD. Under Constantine the capital became Byzantium which was renamed Constantinople in his honour. He also adopted Christianity, which became the official religion of the Roman Empire under Theodosius. Following his death, the Empire started its decline because of abuses of power, civil wars, barbarians migrations and invasions and economic depression.

The roman army had beaten the barbarians and exposed them to the civilizing effects of Roman traders. That resulted in the opening of peace and security in countries like Britain, Gaul, Germany and Danube to immigration. Especially Germans were entering the empire and they were entering in big numbers. There were probably around twenty thousand men, women and children in total.

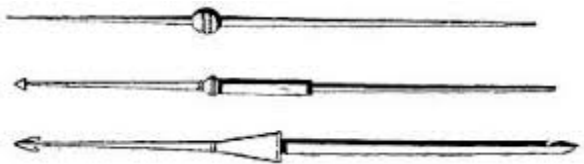


A huge number of barbarian people moved into the roman empire which was not strong enough to fight against them. This movement was caused by asian tribes' migration, and it stopped Rome's economy causing crisis.

The downfall of the West Roman Empire is definitely in 476 AD. The western part witnessed the fall of the Roman Empire and the rise of the Byzantine Empire. Overall this whole migration situation, brought consequences for The Roman Empire. An example could be, that the food had to be moved from the place where it was made, to the place where it was needed. Because the amount of people, was growing very fast.

1.2 The Roman Army

Rome has had a very huge army, which was one of the main reasons why the empire could spread so wide. They recruited men all over the empire for their many conquests. Many people in the provinces go voluntarily to the legions, because if you served as a soldier you got the Roman citizenship. It has a very orderly structure, it was divided in legions with 3000-6000. You had to pass a training in which you have learned to fight with a spear, a small sword and a shield. The Roman legionaries were very disciplined and have had a good tactical understanding. The legions were one of the main reasons why the Roman Empire could spread so wide.



The small sword they had was called “gladius” and they used it primarily for infighting, which was the primary type of fighting, caused by the strategy of the battles. Because of the small length they could fight without losing their cover, so they have got an advantage about fighting with a normal blade. The spear, called pilum, was used to throw it on the enemy lines right before the two armies met. According to its structure it bends when it hits enemy shields so it could not be pulled out again, so the enemy troops have to throw away their shields and go unprotected to the actual fight. The shield was primarily used for protection, but it was also used for hurting the enemy. Due to its form, the legionaries could put it down to have complete cover. It was used for many formations, too, the most famous example is the turtle formation.



Questions for the text:

1. What was a gladiator?
2. Which were the main dynasties during the Roman Empire?
3. Which were the three main weapons of the Roman Legionaries and for what were they used?
4. Why did germanic people migrate?
5. Which consequences did the movement have?

2. The Vikings

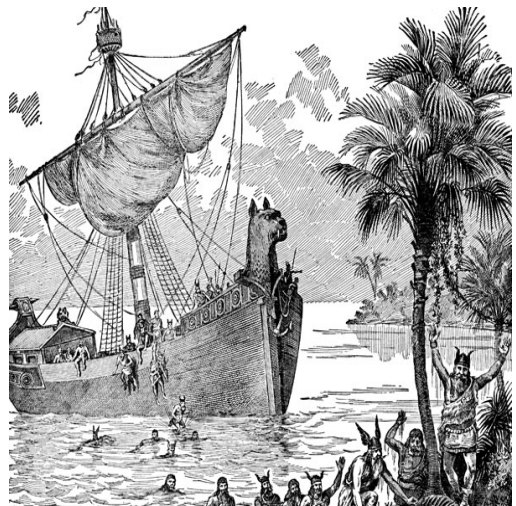
The Viking-period was from year 800 to 1050. We call Vikings pagan Germanic people who came from Scandinavian countries like Norway, Sweden and Denmark. The first information that we have about them is dated around 787, with their first assaults in Europe. They were not influenced by the Carolingian Empire, so their culture was really different from the European culture. Their society was divided into three socio-economic classes. The “thralls”

were slaves, they had no rights and they were often European people captured during the assaults. The “karls” were free people who owned lands and farms and often employed slaves. The “jarls” were the aristocrats who could be recognized from their expensive clothes and jewellery.

Vikings are famous as good sailors and skilled boatbuilders. There were different types of ships, depending on their use, but they were usually long (about sixty-five feet, 20 meters) and thin; sometimes they also had a dragon’s head or other decorations on their bow and stern. In general, Viking ships were more seaworthy and lighter than other ships in this period.

The name Viking could derive from the Old Norse word vik, which means “creek or bay”, but there are also other theories about the etymology of the name. It could mean “a person from Viken”, which is a district in Norway, or it could be linked to the vika, the sea mile.

There are a lot of hypothesis concerning the reasons why they migrated and attacked, and the most accepted hypothesis is that they lived in small territories and had to look for new places because of the overpopulation and scarcity of goods. The Vikings could read and write a non-standardized alphabet, called “runor”, the rune alphabet.



Thousands of stones with runic inscriptions have been found in places where the Vikings lived. The stones are usually in memory of the dead. Most of the stones with runic inscriptions from the Viking period have been found in Sweden. The runestones are very important sources when studying the the Viking societies.

2.1 Migration in Europe

The Vikings were traditional inhabitants of Scandinavia and so they had their origin in Europe. But gradually they started to emigrate to different countries like Spain, Portugal, France and England. They also claimed a lot of northern islands. They travelled with their ships to the other European countries and plundered a lot but sometimes they also traded with other cultures. Many other people were scared of them because they started a lot of wars and other trouble. At first they plundered many Scottish cloisters and cities. Later on it evolved into invasions because the Vikings became more and more brutal when they entered a city or a village. In conclusion the plunders happened because they wanted the commodities for free.

There were many different tribes, and they had also different rituals. Mainly there were three different groups of Vikings: the Norwegian, the Danish and the Swedish.

1. Danish Vikings: This group preferred to plunder some regions in France and in the South of Europe.
2. Norwegian Vikings: They mostly claimed islands in the North of Europe, such as Iceland and the British Isles.
3. Swedish Vikings: They often plundered regions of East Europe, for example Russia.

But later the Vikings specialized more and more in trading with the rest of Europe.

If you travel to Yorkshire nowadays, you will see names of places that end with “kirk” and “by”, and a lot of streets that end with “gate”. That comes from the old Norse that the Vikings talked. They also gave some words to the English language, like egg, sister, window and law.

Knut Svensson was the most successful viking who conquered the most and biggest colonies in Europe. He was from Denmark and was the son of Sven Tveskægg of Denmark. Knut Svensson became Denmark's king in 1014 and he got praised as a king by Norway. He spread Christianity over the colonies he had conquered.

2.2 The migration to America

The Vinland Saga says that Bjarni Herjólfsson was the first person from Europe to see America but he never set a foot on it. The first Viking who entered America was Leif Eriksson in the year 1000 or 1001. He and his crew built up a little village with some houses. They stayed there during the winter and left in the spring. A bit later his brother Thorvald travelled to America, too. He found the houses, which had been built by Leif Eriksson. Thorvald was killed later in a fight against the American Indians. One of their other brothers, Thorstein, also tried to go to that village but he couldn't find it and therefore he returned. Later the Vikings also made other voyages to America but the last one is dated 1347.

The problem of the Vikings was that they did not develop with the time. When the rest of Europe became more advanced and had new technologies the Vikings still used their old methods. That is also a reason why they lost most of their lands. The problem was that they did not change their way of life according to the rest of the world. We could say that they destroyed themselves because they lumbered a lot of their forests and therefore they had not enough wood to produce as many ships as before. They did not integrate themselves into the developing world and integration is a very important process of migration. Today it is the same like 1000 years ago.

2.3 Vinland Sagas

Sagas are stories about the Nordic history. The most sagas are about Viking voyages, the battles that took place, and the migration to Iceland. The two most important texts are "The Saga of the Greenlanders" and "The Saga of Eric the Red", written between 1220-1280.

The name Vinland, with the meaning of “Wineland”, refers to the discovery of grapevines in North America. These sagas are the most important sources about Norse explorations of America, even if they are not completely historically correct and they are sometimes contradictory. However in these stories a lot of relevant and useful descriptions of topography and native culture can be found. Their veracity has been supported by the discovery of an ancient Viking settlement in Canada, which was also mentioned in one of the Sagas.

Quiz

1. Where does the name Viking derive from?
2. Explain in a few lines the social division of the Vikings.
3. Explain in a chronologic order how the Vikings spread gradually in Europe.
4. Why did the Vikings want to plunder countries?
5. What are the main differences between the Swedish, Danish and Norwegian vikings?
6. How can we see that Vikings lived in Europe and in which way they influenced our daily life?
7. Find out how the relationship between the American Indians and the Vikings was.
8. In which way can the Vinland Sagas be useful?

Key for the Quiz

1. The name Viking derives from the Old Norse word vik, which means "creek, bay".
2. The Vikings were divided into three social classes: the thralls, who were the slaves captured in Europe; the karls, who were free people owning lands; the jarls, who were the aristocrats.
3. They began to spread over the continent from Norway, Denmark and Sweden. Later they claimed islands in the North of Europe. In a very short time they expanded their empire a lot. In their best years they had a massive empire, from North America to Russia and from Greenland to Spain.
4. Because they wanted to get the commodities from the countries they plundered for free.
5. Danish Vikings: This group preferred to plunder some regions in France and in the south of Europe / Norwegian Vikings: They mostly claimed islands in the North of Europe / Swedish Vikings: They often plundered regions of East Europe, for example Russia.
6. The Vikings have influenced our lives in Europe a lot. We can say that because a lot of names of places end with -kirk and -by and some names of streets with - gate. This was typical of their language. Also a lot of English words derive from them, like egg, sister, window and law.
7. The relationship between the two cultures was really bad and many people got killed because of this.
8. You can find a lot of descriptions about topography and native culture from the vikings time. You get to know a lot about who the Vikings were and what they did and you can use it when you want to explore the Norse of America.

3. The Eastern Crusades

3.1 What is a crusade?

A crusade was a kind of war, especially during the 12th and 13th century. It was like an army of Christian soldiers, who acted in the name of the church. They were ordered by their king to take over other countries and gain new land, steal food and valuables or any things they might not have in their own country.

3.2 Important events in history of the crusades

The official starting point for the Northern Crusades was Pope Celestine III's call in 1193, but the Christian kingdoms of Scandinavia, Poland and the Holy Empire had begun moving to subjugate their pagan neighbours even earlier.

In 1095 Urban II. appealed christian soldiers to "release" Jerusalem from pagans.

Finally in 1095 Jerusalem could be captured but tens of thousands died in the process.

3.3 Why did these crusades start?

The eastern crusades were back in the 12th century one of the most normal of going to war. A crusade is when a bigger group of soldiers is invading another country. They attack other castles and cities, in order to get food, fields and farmers. A crusade can be very big with over 500 soldiers.

They needed more food, because the cities were growing and the farmers couldn't keep up. Therefore all large kingdoms in Northern Europe went on crusades towards the east. The eastern kingdoms were bigger and had better farming. So when they were attacked by the crusaders, the city might have stood their ground and won the first few battles. However, after a couple tries the crusaders would have destroyed enough of the castle or city that they

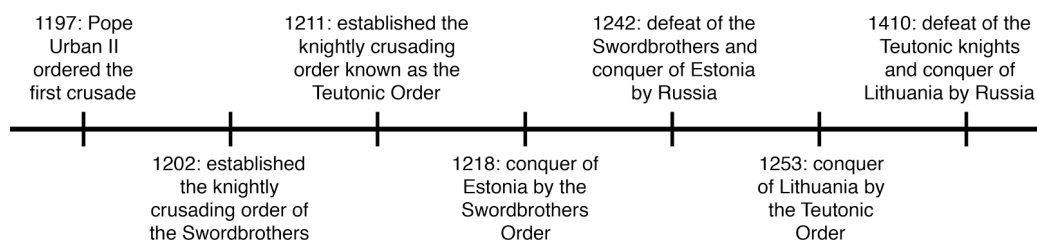
could invade it.

All these wars made the different ethnic groups mix, and that's why we today can see many different cultures gathered in one place. During the middle age and especially during the 14th century in the Northeastern countries (Estonia and Lithuania), there were a lot of conflicts and wars in order to take control of these territories

3.4 Reasons for going on the crusades

1. The desire to have a mass struggle for the cause of God and then have the ability to be purified before God so you could go directly to heaven instead of having a "pit-stop" in Purgatory where God would decide whether you'd go to heaven or hell.
2. Pilgrim trips to the Holy Land.
3. A social class whose craft was going to war.
4. The Italian towns trade was paralyzed by the Turks.
5. Emperor Alexios' call and Pope Urban II's speech. Emperor Alexios in Constantinople is an accomplished man who had fought against the Normans and though experiencing difficulties, he managed to win the battle. Then he was attacked by the Turks, and this meant that he needed to ask the west for help.

Northern Crusades



3.5 Reasons to participate in the crusades

Christians had different reasons to join crusades. Apart from religious reasons there were also economic or personal ones that convinced soldiers to leave their home country.

If people had financial problems they were keen on participating, looking forward to new land, money they get as a reward or valuables they might take from pagans. Alluring was also the promised decrease of one's debts. With "cleaning countries of pagans" the mistakes, the Christians had made in their life, would not count any more if they commit these "good deeds". Having a boring life, some people were keen on going on adventures and getting to see new parts of the world.

3.6 Important people

Some of the most important people during the crusades were:

Eastern Crusades

- Pope Urban II (1035 - 1099)
- Saladin (1137/38 - 1193)
- Richard Lionheart (1157 - 1199)

Northern Crusades

- Frederick Barbarossa (1122-1190)
- Pope Gregory VII (1020 - 1085)



Pope Urban II was a very important person because he was the one who started the first crusade. He ordered it on november 27th 1095. He called the Christians in Europe with a very influential speech and started war against the Muslims to get the Holy Land (Jerusalem) back. He died in 1099 when Jerusalem was taken back but the news about it hadn't made it back to Europe.



Saladin was a sultan over Egypt and Syria and the leader of the Muslims during the third crusade. He was also the founder of ayyubid dynasty.

The ayyubid dynasty was a Muslim dynasty that ruled over Egypt 1171 - 1250.

They had an empire that included Egypt, Syria and Yemen. When Saladin died he divided the empire between his sons.



Richard Lionheart was born in Oxford the 8th of september and died 6th of april 1199. He was the king of England. He was mostly out doing crusades during his lifetime. By this time the Christian kingdoms in Palestine suffered after their loss against Saladin. Richard prepared to follow the next crusade. They were successfully taking over both Sicily and Cyprus.

When he saw Jerusalem, he realized that he would never be able to keep the city and turned around.

On his way back he was captured by Leopold V because he had offended Leopold in public. He was then handed to emperor Henrik VI and was being held in Austria for 2 years. He was released for 150.000 marks, which is 76.694 euros today. England would have been in a lot of financial problems if they had to pay. During the time while Richard were captured, his brother had almost taken over his throne but Richard forgave him. Richard went back to France 1193 to regain what he lost during his absence. During the takeover of the castle Chalus, he was being hit with an arrow. The wound got infected and he died. Richard told that he wanted the shooter to be released but they ignored his order and he was skinned alive and then hanged.



Frederick Barbarossa was chosen to be the German king 1152 and then he became German-Roman emperor 1155. He was also king of Italy 1154 - 1186. When Frederick was 25 years old he followed his uncle, Konrad III, on the second crusade. Konrad chose Frederick to be his successor before his own son.

After Frederick was elected to be the German-Roman emperor a violent uprising broke out among the Lombard States. Frederick took over Milano but after Alexander III was chosen as the Pope, he burned and destroyed the whole town.

When Frederick took over the Italian city Cremona and some people say that he captured the children and forced the parents to kill them in the armed forces. In 1163 Cremona gave up and Frederick took over the town. In 1167 a league of Italian cities left the town and the year later Frederick followed. He later came back but was beaten in the battle of Legnano. He was then forced to be friends with the Pope and promised truce for six years with the Lombard States and 15 years of truce with the Kingdom of Sicily. Frederick also participated in the third crusade, then led the biggest of three armies (The English and the French in addition to German). Frederick drowned when the army was crossing the river Salef in present Turkey.



Gregory VII was a pope during the 11th century. He wanted the church to be more independent and create a papal world empire. He then came up with a reform called the Gregorian reform.

The Gregorian reform meant that the church would be different from the worldly leadership. The reform movement created conflicts between the papacy and the royal powers. The German king Henrik IV wanted

Gregory allocating. Gregory then declared Henrik deposed. He was sainted in 1606. We celebrate him the 25th of may.

3.7 Differences/ similarities between crusades and migration

Similarities:

- There is a huge movement of people that travel from their own country to another.
- The culture of the countries changes a lot because of the mix of the different habits, religions and languages.

Differences:

- In the crusades people from catholic countries wanted to convert the pagans and they didn't travel because of economic problem or wars that are the reason why people migrate nowadays.

Quiz

1. What is a crusade?
 - a. A Christian soldier
 - b. A group of popes
 - c. A big group of Christian soldiers
 - d. A small group of Christian assassins
2. Who started the first crusade?
 - a. Richard I Lionheart
 - b. Saladin
 - c. Frederick Barbarossa
 - d. Pope Urban II
3. Which year was the official starting point for the Northern Crusades?
 - a. 1093
 - b. 1137

- c. 1193
 - d. 1293
4. Who could order a crusade?
- a. A pope
 - b. A king or a powerful person
 - c. Any person in the world
 - d. A soldier
5. Did the crusades always win?
- a. Yes, every time
 - b. No, not at all – it didn't work
 - c. No, several attempts
 - d. Nearly every time
6. What was the reason for the breakouts of the crusades?
- a. If the kingdom needed a financial change
 - b. The kingdoms just wanted to go to war
 - c. A pope wanted to kill a kingdom
 - d. Two kingdoms weren't good friends
7. What is the right similarity between the crusades and migration?
- a. A disease made everyone move to somewhere else
 - b. The culture in the countries changed because of the mix in the different habits, religions and languages
 - c. Everyone liked to travel
 - d. Because everyone wanted to go on vacation at the same time

Answers: 1c, 2d, 3c, 4b, 5c, 6a, 7b

Link to online quiz:

<https://www.onlinequizcreator.com/the-eastern-crusades-group-c/quiz-132>

4. Religious migration

4.1 The Huguenots

The Huguenots were the French part of the Calvinists in the 17th and 18th century. Calvinism was a major branch of the Protestants, and their beliefs are based on the writings of the French theologian John Calvin. In his opinion everyone is predestined for either heaven or hell. The number of Huguenots grew rapidly between 1555 and 1561. In fact there were about two million Huguenots in 1562, concentrated mainly in the southern and central parts of France.

There was a lot of tension between the Catholics, the Huguenots and the other Protestants, which led to the Massacre of Vassy on 1 March 1562. This massacre led to the assassination of dozens of Huguenots, and the wound of more than 200 people. After that, the Huguenots became organized as a definitive political movement and they got an army under the command of Henry of Navarre.

After an attack on Calvinists in Paris on 24 August 1572 - later called St. Bartholomew's Day Massacre - where about 2000 Huguenots were killed, this was how 'The War of the Three Henrys' started, which was a conflict between three different factions, led by the protestant Henry of Navarre, King Henry III and the catholic Henry of Guise. At the end of the war, Henry of Navarre was the last one standing, thus he became the next king of France. In 1598, he published the Edict of Nantes, which gave the Huguenots plenty of rights, including the liberty of conscience and the liberty of public worship in two hundred fortified towns. In 1685, however, the edict was revoked by the Edict of Fontainebleau, which made Protestantism illegal and forced the Huguenots to either convert or flee.

About 200,000 Huguenots fled in the following months to surrounding protestant countries, although the French King prohibited the departure. Unlike the refugees today, the Huguenots received sympathy and support in the protestant countries, because they were considered desirable as migrants.

Because of their good education and technical skills, the government had hoped that their skills would help the economy, which turned out to be right.

The Netherlands, the home for 50,000-60,000 Huguenots, were especially attractive for the emigrants because of the French-speaking churches in the wealthy Calvinist's country. They were also the first to offer the Huguenots full citizen rights in 1705.

Thanks to the English Foreign Protestants Naturalisation Act, which came to effect in 1708, 50,000-60,000 refugees fled to England and Ireland. In relative terms, this was one of the largest waves of immigration of a single ethnic community, Britain has ever experienced. Historians estimate around half of these moved to London - many settled in Spitalfields, a district in the south of London. By 1700, there were built nine Huguenot churches in Spitalfields, whereas in 1685, there were no churches at all. The Huguenots had a huge impact on Spitalfields economy, especially on the silk production.

Nearly 30,000 Huguenots established themselves in Germany, above all in Brandenburg-Prussia, where 10,000 of them were welcomed. They got special privileges and churches. In Berlin, the Huguenots created two new neighbourhoods: Dorotheenstadt and [Friedrichstadt](#). By 1700, one-fifth of the city's population spoke French.

About 22.000 went to Switzerland as it was next to southern France, where most of the Huguenots lived. In addition to that 10.000 emigrated to North America.

In 1787, the persecution of the protestants in France finally ended with the Edict of Versailles, signed by Louis XVI. Two years later, with the Declaration of the Rights of Man and Citizen in 1789, protestants gained equal rights as citizens.

Today, most Huguenots have been integrated into various societies and cultures, but remnant communities in [Alsace](#) and the [Cévennes](#) in France. Some Huguenots in England and the [French part of Australia](#), where they are also called "the French Australians" still retain their Huguenot religious tradition.

4.2 The Moravian Church

The religious heritage began in 1457 in Bohemia, and with it the dating back to the Bohemian Reformation in the fifteenth century. The Moravian Church is one of the oldest protestant denominations. The name “Moravian” started out as a nickname in eastern Germany since refugees belonging to the church fled from Moravia to escape persecution.

Jan Hus started the Hussite movement that was to become the Moravian Church in the early 15th century. He was born in Husines, Kingdom of Bohemia, which is situated in the Czech republic now. The Czech priest is considered as the first church reformer as he was active before Luther, Calvin and Zwingli. Hus was summoned to attend the Council of Constance, who decided that he was a heretic. Therefore they had him burned at the stake in the now german city Konstanz on July 6th in 1415.

The church places a high value on ecumenism, personal piety, missions and music. The spirit of the Moravian Church was described as having five characteristics: Simplicity, Happiness, unobtrusiveness, fellowship and the ideal of service. The religion is today common in the Czech Republic. The modern Moravian Church has about 750.000 to 1.000.000 members worldwide, and half of the members live in Africa.



“Our lamb has conquered. Let us follow him.”

The church’s emblem is the Lamb of God with the flag of victory.

Answer: We can see Luther in the middle and Calvin to his right. We can see a cardinal, a demon, the pope and a monk, who are trying to blow out the candle. The candle represents the protestant reformation, which these Catholics want to obliterate.

Question 3:

Why were the Huguenots persecuted?

Answer: Ludwig XIV was a Catholic King and for him, the enemies of the faith were the Protestants. His goal was to bring the Huguenots back into the Catholic Church.

Most of the Protestants left France and went to Netherlands, England, but also to Switzerland, Russia or America. 40000 Huguenots ended up in Germany, a large part of them stayed Brandenburg-Preußen. Friedrich Wilhelm issued the edict of Potsdam which granted safety to the huguenot immigrants.

5. The American Emigration

5.1 Migration Waves

The first migration waves came from Sub-Saharan Africa to the United States as a result of the slave trades. Between 1519 and 1867 approximately 360.000 Africans were forced to migrate to the US. In total, more than 10 million people were enslaved and brought to America to work. The voluntary migration from Sub-Saharan Africa to the USA did not begin until the 1980s and from 1980 to 2013, the sub-Saharan African immigrant population in the United States increased from 130.000 to 1.5 million. The number of people who have gone to America is roughly doubling each decade between 1980 and 2010. Between 2010 and 2013 the Sub-Saharan African-born population increased further with 13 percent, from 1.3 million to 1.5 million. Almost two-thirds of African immigrants were from Eastern and Western Africa. The top countries of origin for the African immigrants are Nigeria, Ethiopia, Egypt, Ghana, and Kenya.

In the 19th century the Europeans left their own countries to go to the United States to find a better life for themselves. They left everything in their hometown and never looked back. From 1870-1920, there was the largest wave of immigration in the history. Approximately 20 million people immigrated to the US from countries like Britain, Italy, Ireland, Scandinavia, Germany, and Russia. They came into the United States all over the country, but mainly New York. Almost 70% of all the immigrants came through New York. It was the city of dreams, and it still is. Even though they left everything behind and wanted to start a new life, they still looked for a community that was established by someone from their roots. The population of immigrants switched between 13-15% from the time period 1860 to 1920.

Especially the Chinese, Scandinavians and the Irish people came to the US to find a better job. However, it wasn't as easy as they thought it would be. The originals from the US had a hard time accepting the new people. It made it extremely hard for them to find a job. The originals took their advantage of their desperateness, and gave them a job nobody wanted, and paid them way

less than they actually should, and some experienced mental and physical abuse. Though the immigrants weren't accepted yet, they worked hard to integrate themselves. In the years between 1867 and 1880 they laid a railroad with a total of 103.000 miles, which was really needed in the US in that time. The Scandinavians, and many other immigrants from Europe, were also the ones who started the big meatpacking industry in Chicago.

As the years past by the immigrants settled in, and became a big part of forming the America we see today. In 1965 the quota system that favored the Europeans fell to the ground and the big concentration of the Europeans stopped. Now the biggest concentration of immigrants are from Asia and Latin America. We can also see the numbers for the immigrants have almost doubled with 5. In 1970 9.1 million immigrants lived in the US, and in 2013 already 41.3 million immigrants. You can see in the table that the percentage of the population of immigrants also has increased a lot.

Table 1: Numerical Size and Share of the Foreign-Born Population in the United States, 1970-2013

	Size of Immigrant Population (millions)	Immigrant Share of Total U.S. Population (%)
1970	9.6	4.7
1980	14.1	6.2
1990	19.8	7.9
2000	31.1	11.1
2010	40	12.9
2013	41.3	13.1

Source: Migration Policy Institute tabulation of data from the U.S. Census Bureau's 2010 and 2013 American Community Surveys, and 1970-2000 decennial Census data.

<http://www.migrationpolicy.org/article/frequently-requested-statistics-immigrants-and-immigration-united-states>

The population of the female immigrants in the US has been high the last 30 years. In 1980 it was 53% of all the immigrants in the US that were female.

The working terms for the immigrants have approved over the years – in the statistics we can see that 29.1% works with management, professional and related – but 37.7% of the native-born works with management, professional and related. Generally, the immigrants work more with service, production, transportation and material moving and with construction work.

Table 2. Share of Immigrant and U.S.-Born Workers by Select Occupation, 2013

Occupation	Share of Foreign-Born Workers in Occupation (%)	Share of Native-Born Workers in Occupation (%)
Management, professional, and related	29.8	37.7
Service	25.1	17
Sales and office	17.1	25.6
Production, transportation, and material moving	15.2	11.6
Natural resources, construction, and maintenance	12.9	8.1

Note: The percentages may not add up to 100 due to rounding.

Source: Migration Policy Institute (MPI) tabulation of data from U.S. Census Bureau 2013 ACS.

<http://www.migrationpolicy.org/article/frequently-requested-statistics-immigrants-and-immigration-united-states#>

Current and Historical

Between 1880 and 1920, Americans experienced the largest wave of immigration in it's history. Planters found it hard to adjust to the end of the slavery. As under the slavery most black people worked on land owned by the whites, but now, when they got power over their own lives, they could come and go as they wanted. Members of families all worked on fields to earn money. However, with time women started to spend more time in their home, taking care of the children, cleaning and making food. Black children started to attend school, and now there were less people left to work at the farms.

In the late 19th century due to the economic pressures, and a big amount of overpopulation, immigration to the US from Scandinavian countries developed. It were countries like Sweden, Norway, Denmark and Finland that were involved. In the late 1860s Sweden was struck by famine that stimulated massive emigration. High unemployment and the lack of open lands for the farmers in Denmark and Norway made them migrate to the US. Of all immigrants from Scandinavia, Sweden had the largest number of immigrants to the US. Some places where the Swedish immigrants went were farms and villages in New Jersey and Pennsylvania also called New Sweden.

The immigration gave the United states an economic edge in world economy. Immigration brought innovative ideas and spirit to the US.

Immigrants did not push Americans out of jobs. They tended to fill the jobs that Americans could not or would not take. The new immigration helped making America into the America that we know today. Farmers from Sweden began to make their long way to the US in search for land and religious freedom. The US had land and capital but lacked a big amount of people to work with farming. The big number of immigrants offered labour.

Between 1900 and 1915, 3 million Italians migrated to America, which was the main nationality of “new immigrants” and these immigrants mainly came from the Mezzogiorno, Southern Italy. Out of the 5 million immigrants who came to the United States, 4/5 were from Southern of Italy. The majority of the immigrants (2/3 of the immigrant population) were farm laborers. The laborers were mostly agriculture laborers and did not have much experience in industry such as mining and textiles. The Italian immigrants who went to the United States between 1901 and 1920 are the immigrants that mainly returned to Italy after they had earned money. The work system, into which Italians entered, demonstrates clearly that for the newly arrived immigrants, a boss and middleman between the immigrants and American employers were necessary.



- European workers in the American farms-

Exercises

Task 1 - Quiz

The first task is a little quiz about what you just read.

Answer the questions without using your notes.

- 1) Why did the Europeans come to US?
- 2) What Scandinavian countries were involved?
- 3) What did they call the immigration?
- 4) How many people immigrated to US?
- 5) Why didn't the originals accept the immigrants from Europe?

Task 2 - Make a timeline

You have to make a timeline on paper, where you put in the important years and dates, from the text about the American immigrants. Write a little note about what happened on this date, just using keywords.

Task 3 - Keywords

You have read your notes and afterwards you have to put them away. You get split into two groups. You now have to stand in a line and when it's your turn you go up to the blackboard and write a keyword from the text. When you run out of keywords, the teacher looks them through and counts them. The team with the most approved keywords win.

6. Modern migration

6.1 World War I

Emigration to USA:

In the middle of the 1800s, until early 1920s, around 13 mio people emigrated from Europe into the USA. The Europeans emigrated into the USA, because they wanted to start a new life in the land of economic opportunity, wanted relief from political and religious persecution and flee from crop failure, land and job shortage, rising taxes and famine. Others came seeking personal freedom and when the First World War started in Europe, they fled from that, because in the USA, they were more distanced from the war, than in Europe. So this country was the perfect target for them, although they brought Anti-Semitism and racial fanaticism with them to America and the people, who already lived there started being somewhat nativistic in order to protect themselves from the Europeans and their catholicism. Nativism is a policy protecting native interests against those of immigrants.

Forced migration (interwar period):

During the First World War, forced migration throughout Europe took place. Ethnic, social, religious and political groups were forced to leave their settlement area by the state.

In 1915 about 350,000 Armenians had to leave Turkey or were killed, because the Turkish government accused them of being disloyal to the Ottoman Empire. At the same time the population exchange between Turkey and Greece started. It was the first one in the history of the world and there were scores of massacres. This exchange was based on religion, so that all orthodox people living in Turkey had to move to Greece and all greek muslims to Turkey (apart from those living in Istanbul and Westthrakien). At least 1.6 Mio people were affected by that. This population exchange set in 1914 in form of eviction. The relocation began only in 1923, when the Turkish and Greek government concluded an agreement.

With the end of the first World War in 1918 and the national rearrangement in some European states, the migration of people over the national-political or the ethnical-cultural borders started, but not always based on voluntariness. People who did not belong to the same ethnic group as the majority in state, or people who had migrated in a country, had to leave their settlement and had to go somewhere else.

In Memelland, Alsace-Lorraine and South Jutland for example 160,000 Germans were exposed. In Alsace-Lorraine, they were exposed because the French regime introduced a classification-system, which said that all German migrants who relocated to France after 1871 had to go back to Germany without exception. 37,000 more Germans fled unsolicited from Saarland and 1.5 mio from the Second Polish Republic. Also in nations like Hungary, Romania, Bulgaria, etc. the end of the war affected the way of migration. It took place according to the rules in France or Germany, people had to go and other people came instead.

In general you can say that at this time the big refugee crisis was caused by only two main points. The first was enemy occupation that persuaded civilians to flee along with retreating troops. (Of course, not all civilians did so.) The second cause was the state's use of force against its own people – in other words, organised deportation.

6.2 World war II

The crisis in the 30's that brought us the Second World War, did not only bring war but also migration.

Economy and pre war:

In the years following the First World War, Germany suffered from economical crisis. The country had lost the war and therefore owed a lot of money to the countries they attacked during the war. This made Germany a poor country and people had a hard time getting the food they needed. With all of this happening, the german people were easy to persuade, which is exactly what happened. Hitler rose up and with him followed Nazism and the targeting of Jewish people.

Most of the emigrants went to the neighbouring countries. Many thought that

the Nazi would not remain in power for long and that they soon could return to their home countries. It was often only individual family members who left while others remained to protect their family.

The pogroms of the Jews:

Hitler's and the Nazis' greatest "enemy" were the Jewish people. The pogroms of the Jews and the Nuremberg Laws were a great threat to the Jews. The Nuremberg Laws defined the difference between being a Jew and an Aryan German. The laws made it possible to segregate the Jews from the rest of the German population. In the following there is an extract from the Nuremberg Laws:

Law for the Protection of German Blood and German Honor of September 15, 1935

(Translated from *Reichsgesetzblatt I*, 1935, pp. 1146-7.)

Moved by the understanding that purity of German blood is the essential condition for the continued existence of the German people, and inspired by the inflexible determination to ensure the existence of the German nation for all time, the Reichstag has unanimously adopted the following law, which is promulgated herewith:

Article 1

1. Marriages between Jews and subjects of the state of German or related blood are forbidden. Marriages nevertheless concluded are invalid, even if concluded abroad to circumvent this law.
2. Annulment proceedings can be initiated only by the state prosecutor.

Article 2

Extramarital relations between Jews and subjects of the state of German or related blood are forbidden.

Article 3

Jews may not employ in their households female subjects of the state of German or related blood who are under 45 years old.

<https://www.ushmm.org/wlc/en/article.php?ModuleId=10007903>

The pogroms were encouraged by the Nazis' early in the war. As the war began lots of massacres of Jews took place. A lot of the Jews' homes were ransacked in numerous of German cities. There was one night called "The night of broken glass", where the Jews were beaten to death, about 30.000 jewish men were taken to concentration camps and about 1.688 synagogues were ransacked. Afterwards the night took the name of "The night of broken glass" because of all of the windows that were broken during the night by the Nazist.

In 1938 thousands of German Jews escaped from their country, including entire families. Between 1933 and 1939, 90.000 German and Austrian Jews fled to neighbouring countries. They left because of these laws and because they now were hated and not wanted in their own country. The outbreak of the war in 1939 created new impediments for the Jews who wanted to leave. Only a few Jews got the opportunity to leave.

Postwar:

At the end of the war, huge amounts of people tried to go back to their native countries, but the only thing left of their homes were ruins. Massive amounts of people had died throughout the war. Research has estimated that about 15 million people died during the 2nd World War.

6.3 The Cold War and guest workers

The Cold War

The Cold War was a fight for power between the US and the Soviet Union, which had a big impact on the economy in a lot of countries. Some of these countries used guest workers to take up jobs where it was needed.

Guest workers

The guest worker program allows foreign workers to reside and work in a host country until a new group of guest workers are ready to take their places. Guest workers often worked with low skilled professions like agricultural, industrial or domestic labour in countries with workforce shortage.

"Gastarbeiter" was a word used by Germans to describe migrant workers. West Germany signed bilateral recruitment agreements with Italy (1955), Spain (1960), Greece (1960), Turkey (1961), Morocco (1963), Portugal (1964), Tunisia (1965) and Yugoslavia (1968).

In the 1950s Germany experienced a so called economic miracle (Wirtschaftswunder). After the creation of the Berlin wall, the flow of East German immigration wasn't possible anymore, which led them to a need of migrant workers. After 1961 Turkish citizens were the largest amount of guest workers.

Following the fall of the Berlin wall in 1989, the population of guest workers were now facing deportation, premature discontinuation of residence and work permits as well as discrimination at workplaces.



The Bracero Program (1942-1964)

After World War 2nd America also received a huge amount of guest workers because of The Bracero Program. The program was a temporary importation agreement between America and Mexico. it started off as a way to manage the problem with wartime labor shortage. The program started in 1942 and lasted until 1964 and brought about 4.5 million Mexican workers into America.

Under the program America's farming employment skyrocketed, but the workers did not have it easy. They had 10% of their wages withheld for planned pensions but often didn't get them back.

Exercises

Exercise 1: Questions

6 questions about modern migration.

1. Why did the jews migrate from Germany during World War II ?
2. What was the big problem for Germany after First World War?
3. What happened on the night called "The night of broken glass" ?
4. What made people in Europe immigrate into America during First World War?
5. What is a guest worker?
6. What was 'The Bracero Program'?

Exercise 2: Oral exercise

Let the students sit in pairs and let them discuss what they think about these topics:

- Guest workers
- Forced migration during the First World War
- The pogroms of the jews

Afterwards, have the students write down what they discussed about, and let them present it in class.

Language history

1. Introduction

In this chapter we are going to discover the history of languages. From where the different languages come from to how they migrate. We will uncover the mystery of our way of communication. A language is the mash-up of words, collocations and vocabulary that characterises an ethnicity or a nation. Languages in the world come from different families such as Indo-european, Sino-Tibetan, Semitic and many others. The languages used in our project come from the same family; Indo-european, but from two different groups; the Romance and the Germanic. For instance, French and Italian both come from Latin origin, in fact they have very similar words, whereas German, Swedish and Danish come from the Germanic group.

We can compare words to prove the family differences. Taking the word “ice” in Swedish, Danish and German, who are all from the Germanic group.

The words translate to:

- “is” in Swedish
- “is” in Danish
- “eis” in German

Where they in the latin group use “glace” in French and “ghiaccio” in Italian

Another example is the verb “Vivere” in Italian and “Vivre” in French both meaning “to live”. Originally the word is from the latin “Vivere” and today we see how similar they are to each other and this proves that they come from the same origin. The connection between the different languages in the same group is very evident. They all have the same origin.

Swedish, Danish and German belong to the Germanic language group and have the same origin. Danish, Swedish and Norwegian are similar languages. The advantage of the similarity of these three languages is that people in Scandinavia can understand each other without having to speak English.

In the following sections we will take a closer look at the history of our languages and we will be focussing on words and how they have migrated. There will also be a section describing new words in our languages.

2. French

2.1 Words in French of foreign origin

The principal origins in the French language are Latin, Germanic, Greek and Celtic. But even though the French language originates from Latin, you still see words transmitted from English, Spanish, German, Arabic and Italian. Apart from that the French language has also influenced other languages like Swedish and Polish.

Arabic and French

During Middle Age some crusades were conducted in the Arab countries. Because of this, some words immigrated to France and influenced the French language. Arabic words can be found in word categories as:

- technical fields, sciences, maths, chemistry and astronomy
- animals ("girafes", "cafards" ...)
- gastronomy ("taboulé", "couscous")
- spices ("jasmin", "safran" ...)
- fruit (abricots, pruneaux...)
- informal language and common expressions: "casba", "maboul", "kif-kif", "bled", "toubib", "chouïa"
- terms appeared with recent conflicts: "djihad" ...

Swedish, Polish and French

In the 17th century, French was the rich people's language in Sweden. The Swedish people read in French and thought in French. To know French was synonymous with being intellectual.

France had such a good reputation in Sweden at this time, that it became a cultural country, with lots of writers and poets, who wrote famous literature and had great ideas.

Indeed, words about fashion, science, a rich life, art and literature came from the French language and contributed to the Swedish language. Examples of Swedish words influenced by French are “Byrå” (desk), “Kotlett” (chop), “Parfym” (perfume), “Scen” (scene), “Nivå” (level), “Teater” (theatre), “Ateljé” (workshop) and “Paraply” (umbrella).

This phenomenon can also be seen in Poland and the Polish language, where the French language also was trendy and popular among the rich people. Words like “tulle,” “romantisme,” “sérénade,” “vaudeville” and “loge” were known by the royal family and the rich part of the population in the 1800-hundreds.

Links

- <https://www.reseau-canope.fr/lesfondamentaux/discipline/langue-francaise/vocabulaire/les-emprunts/les-mots-dorigine-etrangere.html>
- http://www.savoirs.essonne.fr/fileadmin/bds/MEDIA/animations/mots_migrateurs/mots_migrateurs_v2.html

3. Evolution of Italian

Italian (as French, Spanish and Portuguese) is a Neo-Latin language that originated from Latin. In fact, the majority of the Italian words come from Latin. Thanks to etymological studies it is known that Latin received many words from other languages.

The Italian language has been influenced in many centuries by people coming from different cultures. In fact, in the Middle Age the Italian language was influenced mostly by the Greek language, which enlarged the vocabulary. Secondly, due to the several Germanic invasions, the Italian language was widened more.

After the first invasions, Italy was subjected to raids of the Arab tribes, which enlarged not only science knowledge, but also the lexicon in food, trade and navy fields (algebra “algebra”, zero “zero”, albicocca “apricot”, zucchero “sugar”, magazzino “warehouse”, dogana “customs”, ammiraglio “admiral”, arsenale “arsenal”).

From the 13th to 14th century Italy received great influence by the French language: this concerned chivalry, clothes, culinary and politics. This influence spread until the 19th century and resolved in words like cavaliere “knight”, dama “lady”, ragù “ragu”, besciamella “béchamel”, patriota “patriot”, nazione “nation”, cravatta “tie” and bretelle “braces”. Between the 16th and the 17th century Spain conquered the southern area of Italy and Spain introduced new words concerning knighthood and army. Words like baciavano “hand kiss”, etichetta “etiquette”, guerriglia “warfare” and flotta “fleet” are influenced by Spanish. From the 19th to the 20th century Germans influenced the Italian language in many areas. Since the English language spread all over the world, Italian has also been influenced by the English language, and from the 19th century neologisms has been introduced in every lexical field (bar “café”, killer, hobby, casual, slogan...).

Nowadays, the Italian language includes some words that come directly from other foreign languages. These words are called Gallicism (From France), Anglicism (from UK) and Germanism (from Germany).

The following chart will show you detailed information about how Italian has been influenced by other languages over time. There are four columns:

LANGUAGE: Where the words come from	PERIOD: When the new words appear	FIELD OF DIFFUSION: In which context the words belong	LOANS: Word examples
Greek	Middle Age	Navy	molo (dock); ormeggiare (moor);
		Religion	angelo (angel); battesimo (baptism); vescovo (bishop); profeta (prophet)
Germanic Languages	Middle Age	Army, military	guerra (war); guardia (guard); schiera (troops); elmo (helmet)

LANGUAGE: Where the words come from	PERIOD: When the new words appear	FIELD OF DIFFUSION: In which context the words belong	LOANS: Word examples
		The body parts	anca (hip); milza (spleen); schiena (back); guancia (cheek);
		Tools	spranga (bar); gruccia (crutch)
		Colours	bianco (white); grigio (grey); giallo (yellow)
Arabic	Middle Age	Science	algebra (algebra); alchimia (alchemy); zenit (zenith); zero (zero); chimica (chemistry)
		Food products	albicocca (apricot); arancia (orange); zucchero (sugar)
		Trade	magazzino (store); tariffa (rate); tara (tare); dogana (customs)
		Navy	ammiraglio (admiral); arsenale (dockyard); gommena (hawser)
French and Occitan	13 th - 14 th century	Lexicon belonging to feudal and knights' world	Cavaliere (knight); marchese (marquis); orgoglio (pride); sire (=); dama (lady)
	18 th -19 th century	Clothing	cravatta (tie); bretelle (braces)
		Food	ragù (ragout); besciamella (béchamel)
		Politics	patriota (patriot); nazione (nation)
Spanish	16 th – 17 th century	Lexicon belonging to knights' world	Baciamano (kiss sb hand); etichetta (etiquette)

LANGUAGE: Where the words come from	PERIOD: When the new words appear	FIELD OF DIFFUSION: In which context the words belong	LOANS: Word examples
		Army, military	Guerriglia(guerrilla warfare);flotta(fleet)
		Food	Patata(potato);cioccolato(chocolate); mais(corn);cacao(cocoa)
English	From 19 th century up until now	Various	Bar(café); camion(truck); pullman(coach); boss(=); killer(assasino); slogan(=); hobby(=); casual(=)
German	19 th -20 th	Various	Valzer;brindisi(toast); crauti(sauerkraut);strudel(=); panzer(=);bunker(=)

4. Migration in the German language

„Die Gewalt einer Sprache ist nicht, daß sie das Fremde abweist, sondern daß sie es verschlingt.“

This is a famous quotation from Johann Wolfgang Goethe, which means that the power of a language is not to turn down the foreign, but to devour it.

A few examples of this kind of migration are sentences like

*„Vis à vis vom Rathaus steht ein alter Mann mit seinem **Parasol** auf dem **Trottoir**.“* („Opposite the town hall an old man is standing with his umbrella on the sidewalk.“)

*„Eine **Business**-Frau eilt zu einem wichtigen **Meeting**, während sie auf ihrem Handy ihre Facebook-**Posts** **checkt**.“* („A businesswoman is hurrying to an important meeting while she is checking her facebook-posts on her mobile.“)

Words like „*Vis a vis, parasol and trottoir*“ comes from French, „*business, meeting, posts, and event*“ from English and „*Kutsche*“ from Hungarian.

So where do these foreign words come from? There are many effects of other languages on German due to globalisation, trade relations with many countries, contact with foreigners, vacation, business trips or from school, where you learn new languages and about other languages. German is influenced by languages like English, French, Latin, Turkish, Hungarian and the Balkan languages.

English is the most important language in the world. You can get in linguistic touch with English, through for example, scientists, lecturers, business companies, ecology or technology. Possible advantages of this phenomenon are growing unity and international relationships. Furthermore, you can recognize a high amount of English words in the German language and the daily vocabulary. Particularly teenagers use words like „*ticket, computer, joggen, okay and connections*“.

Reasons for the French influence are the Thirty Years War and occupation under Napoleon in the 17th and 18th century. In the 19th century Germany was partially trilingual when the reign of Ludwig XIV started. Consequently there was an enormous spread of, for example, French food, clothes, behaviour, architecture, science, conversation and the style of the letters. From the early 19th century until the middle of the 20th century, purism prevailed, which means many people did not want to be influenced by other languages and they attempted to translate foreign words into German, to clean the language, but this failed. For example, they tried to change the word „*Nase*“ (nose), that comes from Latin, into „*Gesichtserker*“ and the word „*Pistole*“ (pistol), that comes from the Italian, into „*Meuchelpuffer*“. These translations enlarged the language, but they did not replace the other words, as nose and pistol, and now they are not used by people anymore.

In the past bilingualism prevailed in Germany, which means they spoke German, but wrote in Latin. Latin has also influenced the grammar and is often

used in the scientific language for example by doctors. There are many borrowed words and borrowed translations in the vocabulary too, and the way words are spelled goes back to Martin Luther. Lots of languages originated from Latin, for example French, Italian or Spanish. A few examples for Latin words in German are: „Fenster“ („window“), „Terror“ („terrorism“), „Egoismus“ („egoism“), „Nase“ („nose“), „Polizei“ („police“), „ Aquarium“ („aquarium“), „Gaudi“ („fun“).

There is a Hungarian influence in the German language as well, because there are many Hungarian terms and expressions spread in a lot of European languages, especially borrowed words for example „Tollpatsch“, that means „clumsy man“ and comes from „talpas“, which is Hungarian for „big footed“ or „talp“, that is Hungarian for „sole“.

The Turkish and Arabian influence comes mostly from migrants and the following examples are typical features, for example, leaving out a preposition, („Ich geh Schule“) („I go school“), to change the word order („Hab ich gesehen mein Kumpel letzte Woche“) („Have I seen last week my buddy“). Germans are taking on this fantasy-language, so the borders are becoming blurred.

The Balkan languages also had a big influence on German. Bulgarian, Romanian, Albanian, Croatian and many other languages adapted their structures through many centuries of close contact. Before World War II, many Germans settled in population groups in Yugoslavia, especially in Slovenia and the Ober- / Unterukraine. Different groups with a common culture and dialect developed. Forefathers from Carinthia (Kärnten) and East-Tyrol (Osttirol), natives and Croatian catholics married each other. Words which show this in German are: „Kartoffel“ („potato“), „Pflaume“ („plum“), „Paradeiser“ („Tomate“/ „tomato“), „Krumpir“ („Kartoffel“/ „potato“), „Karfiol“ („Blumenkohl“/ „cauliflower“), „Kukuruz“ („Mais“/ „maize“) and many more.

15 percent of the vocabulary of the German language consists of foreign words. First of all the distance between the spoken and written German increases more and more and the colloquial language changes. And also, in the

grammar many words lose their endings, cases and linking rules. For example Genitive turns into Dative, so you say „dem sein“ instead of „dessen“, „The car of dad“ instead of „Dads car“.

5. What languages affect the Danish language?

The Danish language comes from a variety of many other languages from different parts of Europe. The language is a north germanic language from the nordic group which is spoken by 6 million people. The Danish language is closely connected with the Norwegian language. The written Norwegian language has been compared to the Danish written language by scientists. The significance of the Danish language is the bumps when it is pronounced, but the dialects in North Schleswig, Lolland and Falster are missing some of the bumps in the pronunciation.

In the late Middle Age, the North German dialects had a huge influence from the outside, that was called the low German. In the 16 century the influence hit Denmark with High German, while in the 17th century France had a high impact on the danish language, and the reason might be, that the French Revolution blew up all over Europe and some of the Danish words or general terms could have been affected by that.

In the 1900s it was primarily English that affected Danish. Throughout the whole period Denmark received words from Latin and Greek.

In Denmark, the language is influenced by multiple languages like Swedish, Latin, French, Arabic, Older Norse, Old English, Spanish, Lower German, Middle-Low German, English, Greek and Italian.

5.1 On how to speak Denglish

In Denmark people have started to mix English and Danish when they speak. They use English words in the Danish sentences, and they use Danish grammar even though the words are English.

“OMG, issuet er bare så stort”, where as one would say “the issue” in english.

There are some contexts where the Danes use the English language a lot. When they talk about computers and how they use them, all words associated with the airport are in English and certain jobs have English names. The Danish people are starting to forget the Danish sayings and they translate English words and use them instead.

5.1 Influence on the language today

The small number of inhabitants in Denmark compared to other countries affects the need for using and understanding other languages, so they have an influence and make a difference on the world scene. The people and the companies in Denmark work across borders, which entail that they communicate with other cultures and languages which influence their own language. In this way their language gets enriched with new words and expressions. When Denmark works across borders with other countries, they mainly communicate in English, German, French and sometimes Spanish. So it is basically these languages the Danish language gets affected by.

The huge number of social platforms and media like Instagram, Twitter, Facebook, Snapchat, LinkedIn or News media in general, marks the way of connecting the Danish language with a variety of cultures and languages. Music has a big source of influence on the Danish language as well. It is the artist's way of expressing themselves based on their cultures and subcultures in different communities. Many music artists are role models mainly for the younger generation. The expressions and slang the artists use in their songs can form basis for the younger generations daily speech.

6. Swedish language history

Swedish is a Nordic language belonging to the Germanic language group. It is related to German, Dutch and English but its closest relatives are Danish and Norwegian and a little further away also Icelandic and Faroese. The Nordic languages historically come from the same roots. Swedish, Danish and Norwegian are, although different languages, actually so similar that one could

almost talk of different dialects of the same language. In Scandinavia (i.e. Sweden, Denmark and Norway) you talk about a mutual language understanding. 20 million people will understand each other's languages with a little bit of effort without having to use English.

A written text in Danish or Norwegian will normally not pose big problems for a Swedish speaking person once you have learned some spelling differences and some tricky words that are different in the languages. You also have to be careful with the so called false friends, i.e words that do not seem to mean what you think. For example the word "rolig" means "funny" in Swedish but in Danish and Norwegian the word "rolig" means "calm".

Some examples of Swedish, Danish and Norwegian (with some false friends)

<u>English</u>	<u>Swedish</u>	<u>Danish</u>	<u>Norwegian</u>
my name is	jag heter	jeg hedder	jeg heter
street	gata	gade	gate
week	vecka	uge	uke
window	fönster	vindue	vindue
calm	lugn	rolig	rolig
funny	rolig	sjov	morsom
only	bara	kun	kun
miss	sakna	mangle	mangle
town	stad	by	by
village	by	landsby	landsby

6.1 The history of the Swedish language is divided into the following periods

Rune Swedish (800-1225)

The oldest traces of the Swedish language can be found on the rune stones. The younger rune alphabet was in use and consisted of 16 signs. The alphabet was called the Futhark. Most of the inscriptions are from the 11th and 12th

century and are mainly found in the provinces of Uppland, Södermanland and Östergötland.

Many words in Swedish are originally native words, some even as old coming from the proto Indo-European language and which can be found in many languages in Europe. These words are old words and have lived for a long time in the language. Some examples of these words are: far, mor, son, dotter, sol, hund, fot, sitta, stå och äta (father, mother, son, daughter, sun, dog, sit, stand, eat)

Old Swedish (1225-1526)

In the beginning of this period Christianity comes to Sweden which slowly passes the runes into oblivion replacing them with the Latin alphabet. The oldest written testament of Swedish in the Latin alphabet is from an old law, Västgötalagen, from around 1220. During this period religious literature was also common. Many translations from Latin were made in the monasteries. An important change in the language during this period was that Swedish nouns got two cases (Nominative and Genitive) instead of the earlier four (also Accusative and Dative). Some examples of loanwords from Latin: *altare* - altar, *biskop* - bishop, *kloster* - monastery, *präst* - priest.

During this period Swedish was heavily influenced by lower German spoken in the North of Germany. The Germans, who came to Sweden in the 14th and 15th century, brought a lot of words with German origin, which then were included into the Swedish language. These words concerned areas such as town life, commerce and handicraft. Some examples: *handel* - trade, *köpman* - business man, *räkna* - count, *gesäll* - journeyman, *tull* - customs, *borgmästare* - mayor, *gruva* - mine, *billig* - cheap, *skomakare* - shoemaker.

An important contribution to the building of the Swedish language was the loan of several prefixes and suffixes from German. For example: prefixes such as *an-* in *anfälla* (attack) and *be-* in *betala* (pay). Suffixes such as *-inna* in *furstinna* (countess) and *-het* in *ömhet* (tenderness).

New Swedish (1526-1879)

This period takes its beginning with the publication of the New Testament (first part of King Gustav Vasa's bible). This book became the norm of how Swedish should be written. Earlier there had been many different ways of spelling words but now one way of spelling became dominant. Book printing now became more common and made books more easily accessible around the country. These books were mostly of religious character, over the years poetical books were also printed. During this period, the written and the spoken language started to become closer to each other. Spelling became easier, for example the pronouns "tu, tigh, tin" got their modern forms "du, dig, din".

In 1786 the Swedish Academy was founded. Their aim was to publish a grammar and a dictionary of the Swedish language. In 1874, the first word list SAOL (Svenska Akademiens Ordlista, the shorter version of the dictionary) was published. Today the 14th edition is in use, both as a book and online. This is the norm for Swedish spelling. The longer version is called SAOB (Svenska Akademiens Ordbok) and in this dictionary you will see all sorts of information concerning words in the Swedish language.

During the 17th and 18th century, French became an important and popular language in Europe. It was the language of diplomacy and was used by the nobility. Of course this also left its marks in the language. The words are quite easily recognizable as French although the spelling has been altered a little. Many of these words concern food, theater, fashion and the military. Here are some examples of words of French origin:

trottoar from *trottoir*, *restaurang* from *restaurant*, *toalett* from *toilette*, *scen* from *scène*, *löjtnant* from *lieutenant*, *militär* from *militaire*, *miljö* from *milieu*, *pjäs* from *pièce*, *fåtölj* from *fauteuil*.

Present Day Swedish (1879- to the present)

This period begins with the publication of August Strindberg's *Röda Rummet* (*The Red Room*) in 1879. Strindberg is seen as a writer who modernized the Swedish language.

Another writer who also played an important role for the development of written Swedish is Selma Lagerlöf. During the 20th Century dialects tend to become less important and less used. This is mainly due to urbanization, i.e. people leaving the countryside moving into the towns and cities. Also new media such as radio, television and film play a role. Dialects are still alive though and there is a great interest in many parts of Sweden for "the old language". Today you can also hear dialects on radio and tv from e.g. news casters.

Institutet för språk och folkminnen works with, among other things, the preservation of Swedish dialects. They also publish a list of new words in Swedish every year called in Swedish "nyordslista".

In the 20th Century English becomes a world language and is now the most important language when it comes to borrowing words. This is a process which is continuing today where the majority of new loan words come from English. These words come into the language in many different categories e.g. sports, culture, fashion and new technology. Some examples of words of English origin: lunch, basket (the sport) which originally was called "korgboll" in Swedish, mobiltelefon (normally shortened to "mobil"). Some more examples: tejp, spray, cool, zooma (to zoom).

The last word, the verb zooma, is interesting. It is quite easy to make new words in Swedish and all new verbs will get the suffix *-a*. Another example: *softa* = to take it easy, from English *soft*.

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7. Contemporary development in the different languages - new words

Languages changes constantly. In the languages of Denmark, France, Germany, Sweden and Italy there are many recently added words. Many of which have been influenced by English. In the following, there are examples of words in all of the five languages which have been influenced by English.

7.1 New words in Danish

Bingewatching: means watching a lot of tv-episodes in a row - also known as a tv-marathon.

Mandeknold: means man bun. It is a hairstyle for men, where the hair is put up in a bun.

Curvy: means a woman with curves for example a big but, hips and breast.
Je suis xx: means I identify myself with xx. It is blown up all over the world after the massacre at the satire magazine Charlie Hebdo on January 11th 2015. It has been used as a message in the following funeral march and stands for peace and tolerance.

Screenshot / screenshotte: means to take a picture of the screen on your phone or computer. It has been more popular after the app Snapchat came on the market.

Nonbinær (comes from English nonbinary): means when a person doesn't feel like a man or a woman.

Kropskamera: means a body camera. It is a camera worn on the body which records actions used for documentation. Often used by the police, but also cameras as the GoPro cameras or other *point of view* cameras.

7.2 New words in French

“Snapp moi”: means Snap me, which is where you have to send a picture via Snapchat. It comes from the application Snapchat.

Wesh: is a new way to say Hello. It comes from the street and is slang.

Tweeter: is when you post a tweet and comes from the application Twitter.

Selfie: is to take a picture of yourself with a camera or a phone. The word is originally from English.

Big Data: is a center with lots of data. The word is originally from English.

Binouze: is a French word associated with beer.

Petromonarchie: is a monarchy where the economy is based on oil. This word is influenced by the word “pétrole” which means “oil” and the word “monarchie” which means “monarchy”.

Geeker: is a new verb and is used for people who play video games. The word comes from the English word “geek”.

7.4 New words in German

Flexitarier: someone who lives as a vegetarian, but when he/she is invited to someone's house and gets served meat, they eat it

Vöner: comes from “vegetarisch” and “Döner”. It is a vegetarian kebab

Streetfood: is ready-to-eat food or drink sold by a hawker/ vendor in a street or other public places, such as at a market or fair. It is often compared to fast food

Ghettofaust: is a way to greet each other, where two persons give each other a knuckle

Helikoptereltern: parents who are extremely protective and tend to keep their children under surveillance

Selfiestick: is a stick on which you can place your phone and then make extraordinary selfies

Stromern: to walk around aimlessly or to hang around.

Emoji: Smileys invented by Apple which you use, when you text. There are smileys, hearts, flags etc.

Retweeten: a function on the application Twitter where you share a post from somebody else, because you either agree or like the post

Phablet: a very large smartphone (mixture of “phone” and “tablet”)

Groko: abbreviation of “Große Koalition” which is the coalition of the two largest political parties

Fukushima-Effekt: the fact that after the reactor accident in Fukushima ecological parties gained much popularity

Kinesiotape: an elastic, self-adhesive, therapeutic tape, used to medicate athletic injuries

Freistoßspray: a spray used by a referee of a football game to mark the spot from which a free kick is taken

7.5 New words in Swedish

Groupie: the antonym of “selfie”, thus taking a picture of yourself and other people

EU-migrant: a person who immigrates to Europe

Skajpa: a synonym for to skype, which means talking to people over video-chat

Haffa: the act of catching someone

Swipa (or svajpa): to swipe

Rattsurfa: to drive and surf on the internet at the same time, the word has a negative sense since it causes traffic accidents

Svischa: to transfer money with the app Swish through your phone

7.6 New words in Italian

Linkare: to connect or to create a link, formed by the English word “link” and the Italian suffix “-are”

Craccare: to break a software protection, formed by the English word “crack” and the Italian suffix “-are”

Twerkare: to dance to music while moving sensually, formed by the English word “twerk” and the Italian suffix “-are”

Rollare: from the French verb “rouler” or the English verb “to roll”, used mainly in the sense of preparing a handmade cigarette or of a plane roaring down the landing stripe before taking off

Crashare: to block or stop a computer program without warning, formed by the English word “crash” and the Italian suffix “-are”

Scialla: comes from the Arab word “Inshallah” which means “God willing”, it stands for “to calm down” and can be used as an imperative or as an adjective

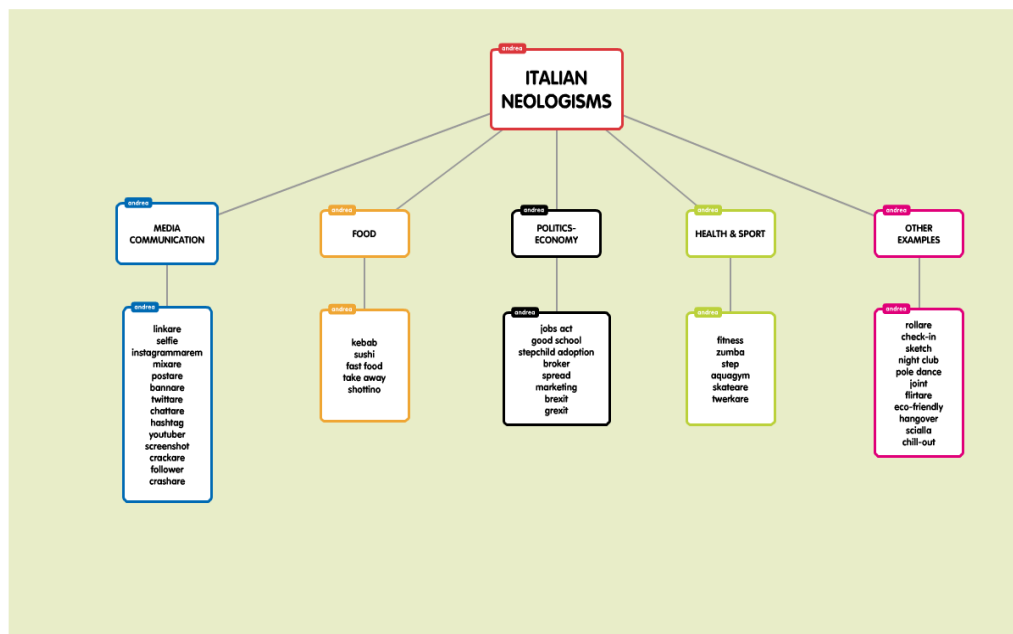
Shottino (or shortino): comes from the English word “shot”, a small glass of alcohol, the suffix “-ino” is added to emphasizes the small dimension of the glass

7.7 Examples of the same words in different languages

Language comparison

ENGLISH	SWEDISH	DANISH	GERMAN	FRENCH	ITALIAN
family	familj	familie	Familie	famille	famiglia
mom	mamma	mor	Mutter	maman	mamma
dad	pappa	far	Papa	papa	papá
elephant	elefant	elefant	Elefant	éléphant	elefante
fish	fisk	fisk	Fisch	poisson	pesce
calories	kalorier	kalorier	Kalorie	calorie	calorie
shoes	skor	sko	Schuhe	chaussure	scarpe
restaurant	restaurang	restaurant	Restaurant	restaurant	ristorante
allergy	allergi	allergi	Allergie	allergie	allergia
alcohol	alkohol	alkohol	Alkohol	alcool	alcol
cigarette	cigaretter	cigaretter	Zigarette	cigarette	sigaretta
style	stil	stil	Style	style	stile
school	skola	skole	Schule	école	scuola
wine	vin	vin	Wein	vin	vino

Example of how to classify new words in a language using a flow chart (examples from Italian)



Exercises to work with while studying the history of languages

1. Loan words in your own languages. Do they follow the same pattern? Are they borrowed from the same languages and in the same period of time?
2. Are there loan words in your languages that come from different languages, not Germanic or Romanic languages? Which languages in that case? Give some examples.
3. Pick out 10 words from your own language and compare them to the equivalent words in the other languages. Then verify if they have the same origin.

Look at the word "chair" for instance. In German it is 'Stuhl', in Swedish 'stol' → same origin. In French it is 'chaise' → not the same origin as the German and Swedish word.

(examples above: 3.8.1)

4. Check out the numbers 1-10 and compare them in different languages.
5. Are in your languages any grammatical or morphological loan words?
6. New words: Check out a list of recent words and compare them. Are there similar words? What categories do the new words belong to?

How to organize an intercultural buffet?

The question “how to integrate migrants” is becoming more and more relevant and many people are willing to help. One good opportunity is intercultural cooking. Thereby you have the possibility to get to know other cultures and even get to know your own culture better.



Picture credit: Iben Lindholm

Nevertheless, to get good results you have to organize your activities in a proper way. Thus here are some aspects on how to plan an international dinner.

Before starting:

First of all you have to find a location with enough space depending on how many guests are invited. You could meet for example at your own kitchen, at home, or at a public place with a bigger kitchen and a dining room, for example a school. Do not forget to talk with the people in charge of your



Picture credit: Iben Lindholm

location about your plans. Also fix a date and time of the dinner. Then you have to think about inviting migrants who would like to cook with you. It is also important to invite people from your own country because you need a lot of helping hands. Depending on which country your guests are

coming from you choose a theme for the dinner. Discuss with your guests about different typical recipes from their culture and figure out which recipes you want to prepare. Afterwards write a shopping list with all the ingredients you need, but consider how many people you are cooking for and which amount of money you have provided. Here it could be useful to work together with an organization which supports you, for example something like “Freilassing is(s)t interkulturell & vegan”, a project which organises intercultural dinners every month in Freilassing, a small town in Germany.

To achieve a good atmosphere it is always a good idea to have some form of entertainment besides cooking and eating. Decoration of the location, music, games, movies etc. from your own culture and the other cultures. It could be an interesting way to learn something about cultural differences. Afterwards you start with the shopping and preparation of the food.

When you are cooking you need to be careful not to offend people from other cultures due to cultural differences. Communication is really important, but also helpful for integration because there are various manners in different cultures. Moreover, you get to know each other through cooking and helping together. After preparing the buffet and decorating the table it would be a good idea to introduce the guests and give them some information about the menu and the entertainment before they start eating. In case you got help from supporters do not forget to thank them in a proper way, perhaps in a speech or with a present. Finally you can enjoy the food and the program you planned for the evening. At the same time you get in touch with new people and cultures, not just while preparing the food and eating it.

In the end, of course, don't forget to clean up again.



An intercultural dinner is a good chance to explore the cuisine of other countries, learn about new traditions, get to know new people and integrate them into your country's culture.

On the following pages, the recipes used for our own intercultural cooking workshop can be found. We also picked out a few of the ingredients we found important and looked up their origin.

France

Ratatouille

Ingredients for 4 people

- 2 zucchinis
- 1 eggplant
- 1 green sweet pepper
- 1 red sweet pepper
- 3 tomatoes
- 1 onion
- 2 garlic cloves
- 2 tbsp. olive oil
- 1 stalk of thyme
- 1 bay leaf
- salt and pepper



Picture credit: Leyao Kuang

Preparation:

Wash and cut the zucchinis, the eggplant, the green sweet pepper and the red sweet pepper in cubes. Cut the tomatoes in quarters and slice the onion. Heat 2 tablespoons of olive oil in a frying pan and add the sweet peppers. Fry them for 5 minutes. Repeat this procedure with the eggplants, zucchinis, and finally add the onions and the tomatoes that you will cook together. After that, add all the vegetables to the tomatoes and onions in a small fire. Add the stalk of thyme, bay leaf, garlic cloves, and salt and pepper. Make it simmer for 45 minutes and make sure to stir regularly. In the end season it if necessary with salt and pepper.

Bon appétit!

Sweden

Potatis gratäng (potato dish)

Ingredients for 4 people:

- 600g potatoes
- 1 leek
- 1 ½ teaspoon salt
- ½ teaspoon pepper
- 2 ½ vegan milk
- a slice of butter for the form



Picture credit: Iben Lindholm

Preparation:

Turn the oven on 225°C. Wash and peel the potatoes. Afterwards cut the potatoes in thin slices and chop the leek in very small pieces. Mix the sliced potatoes and the leek in a bowl and stir it together with salt and pepper. When it is done place the ingredients in a roasting pan. Put it in the oven for 20 minutes. Terminatory pour the milk over the ingredients and place it back in the oven again for 25 minutes. After the 25 minutes the dish is ready, you can now take it out of the oven.

Ha et bra måltid!

Germany

Reiberdatschi (potato pancakes)

Ingredients for 6 people:

- 1.5 kg potatoes
- 5 tablespoons flour
- a pinch of salt
- 0.5l olive oil or other vegetable oil



Preparation:

At first you peel and rub the potatoes, then squeeze the water out of the potatoes by using a kitchen towel. Add a pinch of salt, heat a coated pan with oil. Afterwards distribute a part of the potato-mass in the pan like a pancake. Finally fry it until it is golden brown and crispy.

Serving suggestions:

- Appel purée
- Cinnamon, sugar
- Sauerkraut
- Lingonberry jam

Guten Appetit!

Denmark

Hindbærsmutter (Raspberry tarts)

Ingredients for 12 people:

Jam

- 200 g of frozen raspberries
- 50 g of sugar
- 2 teaspoons of potato flour
- 2 tablespoons of water

Shortcrust

- 4 Tablespoons of water
- 300 g wheat flour
- 150 g Plant margarine
- 100 g of sugar

Décor

- powdered sugar + water
- sprinkles to use as toppings



Picture credit: Iben Lindholm

Preparation:

Turn the oven on 180°C. Put the frozen berries and some sugar in a pot. Blend the potato flour with the two tablespoons of water in a little cup, after that you put the mix into the pot when the berries and sugar are boiling. Let the jam boil for a couple of minutes while stirring it and place the jam in the fridge.

Afterwards make the shortcrust: pour the water in a bowl and add the other ingredients. Mix it with a spoon and then knead it. When the dough is smooth you can, if possible, put it in the fridge. If you can't wait, you can just roll out the dough and begin.

Cut a piece of baking sheet, so that it has the same size as the baking tray. Place the dough on the baking sheet and stretch it out with your fingers. Then roll out the dough with a rolling pin, so that the dough fits the entire baking tray. Bake it in the oven for about fifteen minutes. When the dough is properly baked, it should be split into rectangular pieces when it is still warm. Be sure to let the tarts cool off before moving them, otherwise they're likely to crumble. When the dough has cooled off, the jam is spread on half a piece of the dough, where the other half is used like a 'lid' for the jam, like a sandwich. When you've done that, you should glaze the tarts, with the powdered sugar and the water mix, which is also called frosting. Then, if you chose, you can apply any kind of topping that you want for the top, springles are recommended.

Velkommen!

Open faced sandwich with potatoes

Ingredients for 1 person:

- 25 gram of rye bread
- 35 gram of boiled potatoes
- 5 gram of vegan mayo



Picture credit: Cecilia Tites

- 10 gram of pepper
- 1 gram of chives

Preparation:

Slice the potatoes and apply them on top of the rye bread. Then put vegan mayo on top and decorate with pepper and chives.

Velbekommen!

Italy

Pasta e fagioli (Pasta and beans)

Ingredients for 4 people:

- 600g freshly shelled beans
- 250g of Pasta ditalini
- 1 onion
- 6 tomatoes
- 4 spoons of olive oil
- a pinch of salt
- freshly cracked pepper
- 1 sprig of basil
- ½ sprig of parsley
- 1 celery



Picture credit: Cecilia Tites

Preparation:

First peel the onion and mince it. Wash the tomatoes and sear them in boiling water. Remove the peel, cut tomatoes in two parts and remove the seeds. Finally cut them in small cubes. Afterwards wash the celery and cut it in small cubes. Now heat up 4 spoons of olive oil in a pot and brown the onion with a moderate flame. As the onion is getting yellow, almost gold, pour the tomatoes and the celery in the pot and continue to brown with a moderate flame. Add beans and a lot of water to cover the mixture. Cook it for about 30 minutes with a moderate flame and add basil, parsley, salt and pepper. Then

let the mixture boil and add pasta. Mix and taste to adjust salt and pepper until the pasta is ready.

Buon appetito!

Afghanistan

Dodey (Naan) - Afghan Flat Bread

Ingredients for 6-8 bread:

- 1 kg of flour
- 2 teaspoons salt
- 5 teaspoons vegetable oil
- 2 cups warm water
- 1 package of dry yeast

Preparation:

First of all mix ½ cup of warm water, yeast, 1 teaspoon flour and sugar and let sit for 10 minutes. Then put the flour and salt in a large bowl, make a hole in the middle of the flour and add the oil and yeast mixture. Then add water step by step until the dough is soft and moist. Knead firmly and cover the dough with a towel, let it come up about 1½ hours.

Afterwards divide the dough into 8 equal parts and roll each into a ball, before you bring it into the form of an oval. Wet your hands and use your fingertips to create indented stripes lengthwise for the design of each naan. Preheat the oven to 200°C, before you bake it golden brown for 8-10 minutes. Finally brush the bread with oil and wrap the warm bread in a large dishcloth to keep the bread moist. Now it should be soft, fluffy and delicious.

Noosh'e Jaan!

Dashisabzi (Afghan Style Oven Roasted Vegetables)

Ingredients for 4-6 people

- 2 eggplant
- 6-7 potatoes
- 4 red bell pepper
- 3 onions
- 4- 5 large tomatoes
- 1-2 zucchini
- ¼ cup sunflower oil
- black pepper
- red chili (medium)
- curry
- garam masala
- salt



Preparation:

Before you start peel the potatoes and onions and wash the vegetables. Then chop all of it into large cubes. Put the chopped vegetables into a large bowl and mix them with oil and spices. Following put the vegetables in an oil-greased baking tray. Add the salt, pepper, curry and garam masala. Finally roast it for 30-45 minutes at 200°C, then 10-15 minutes at 70°C, until the potatoes are soft (can be checked by poking them with a fork). You can serve it warm or cold with rice and bread.

Noosh'e Jaan!

Malida (Afghan Desert)

(Usually served at weddings)

Ingredients: (Use 200ml cup)

Dough

- 2 cups flour
- 1/3 cup sugar



Picture credit: Cecilia Tites

- ¼ cup sunflower oil
- ½ teaspoon baking powder
- 1 teaspoon yeast
- salt
- water

Spice

- ½ cup sugar (depends on how sweet you like it)*
- ½ cup hot oil
- 2 teaspoons ground cardamom
- 50 g chopped pistachios
- 50 g chopped almonds
- raisins

Preparation:

Put flour, salt, oil, sugar yeast and the baking powder in a large bowl, mix it well then slowly, add water to make a firm dough. Then cover the dough and leave it for 1 hour. Afterwards bake at 200°C until both sides of the bread have a golden brown color. Once the bread is ready, cut it into pieces and use a food processor to make it into crumbs. Transfer all the crumbs to another bowl, sprinkle the hot oil onto the Malida crumbs, at the same time add ½ cup of sugar, cardamom, chopped almonds, chopped pistachios and mix them very well. For decoration you can use pistachios.

Noosh'e Jaan

Palau (Afghan Style White Rice)

Ingredients for 4-6 people

- 500g Basmati rice
- 1/4 cup sunflower-oil
- spice Garam Masala
- salt
- water



Picture credit: Cecilia Tites

Preparation

Place the rice in a large bowl, wash and drain the water, so it's possible to change the rice water 2 or 3 times. Add cold water to cover the rice and let it sit for 30 minutes. Then add the water and salt in a large pot and bring the water to a rolling boil. Drain the water from the rice and add it to the boiling water. Boil the rice "al dente". At its best cover the pot with a clean kitchen towel and with a tight-fitting lid and cook it for 20 minutes on very low heat.

Then remove the cooking pot from the heat. Heat the oil and pour the hot oil over the rice.

Thereafter add Garam Masala and salt and mix carefully. With the back of the spatula create 4-5 "holes" in a circle for ventilation. After that, cover the pot again and let it cook for 5 minutes. Remove the cooking pot from heat. Shortly after, serve the rice warm.

Noosh'e Jaan!

Salata (Afghan Salad)

Ingredients for 4-6 people

- 1 cucumber
- 4- 5 large tomatoes
- 1 red onion
- ¼ iceberg salad (lettuce)
- ½ small bunches of fresh coriander
- juice of ½ lemon
- ½ small bunches of fresh mint
- Salt

Preparation

First of all wash the vegetables and the herbs separated. Then dice the tomatoes, cucumber, iceberg salad and onion finely and chop the coriander and mint. Mix tomatoes, cucumber, iceberg salad and red onion. Whenever you are ready to serve the salad squeeze the lemons and add the salt, mint and coriander.

Salata, is the basic Afghan delicious and refreshing salad that is served with lunch and dinner.

Noosh'e Jaan!

Sralobia (Afghan Style Red Kidney Beans)

Ingredients for 4-6 people

- 2 cans of red kidney beans
- 4 large tomatoes
- 1 onion (finely chopped)
- 2 cloves garlic (minced)
- 6 tablespoons sunflower-oil
- 4 tablespoons tomato sauce
- 2 cups water
- red chili
- black pepper
- curry
- fresh ginger
- salt
- 1 cup water

Preparation

Primarily wash the vegetables, drain and rinse the kidney beans and set them aside. After you have done that, heat the oil on medium high heat and caramelize the onions until they are light golden brown. Add the tomatoes and

cook them on medium high. Then add beans, tomato sauce and water. Finally add some salt, red chili, fresh ginger, garlic and black pepper.

Cover the pot and cook on medium heat until the liquid has reduced (about 15 minutes).

Noosh'e Jaan!

Qabili Palau (Traditionally Afghan Rice – vegetarian Version)

Ingredients for 4-6 people

- 500 g Basmati rice
- 1/2 cup sunflower-oil
- spice Garam Masala
- 1 onion
- 3 large carrots
- 1 cup seedless raisins
- ½ teaspoon cumin
- 1 teaspoon sugar
- black pepper
- spice Garam Masala
- salt
- water



Picture credit: Leyao Kuang

Preparation

Before you start, place the rice in a large bowl, wash and drain the water, so it's possible to change the rice water 2 or 3 times. Add cold water to cover the rice and let it sit for 30 minutes. Then add the water and salt in a large pot and bring the water to a rolling boil. Drain the water from the rice and add to the boiling water. Boil the rice "al dente", not fully cooked.

As soon as you have done that, cut the carrots into matchstick size pieces. Saute the carrots with 1 teaspoon sugar in 1/4 cup of oil and add 1 cup of raisins. Thereafter mix the rice, the carrots and the raisins. It is best to cover the pot with a clean kitchen towel and with a tight-fitting lid and cook for 30

minutes with very low heat. Then remove the cooking pot from the heat. Heat the oil and fully cover the rice with hot oil. Add Garam Masala, salt, cumin and black pepper and mix carefully. With the back of the spatula create 4-5 "holes" in a circle for ventilation. Afterwards cover the pot again and let it cook for 5 minutes. Remove the cooking pot from heat. Now you can serve the rice warm.

Noosh'e Jaan!

Origins of the ingredients

Beans (PHASEOLUS VULGARIS): Beans are originated in America and are one of the products which have been cultivated the longest. They can be traced back all the way to Peru and Chile 6000 BC. They were then introduced to the rest of the world by the Spaniards and the Portuguese.

Chili (CAPSICUM SPEC): Chili comes from America, where it has been cultivated for thousands of years. It has been introduced to the rest of the world after the Columbian Exchange and was used in both food and medicine. Portuguese navigators imported the chili to Asia during the 16th century.

Common wheat (TRITICUM AESTIVUM): Common wheat, also known as bread wheat, is an annual grass and cultivated wheat. Bread wheat was first used in Western Asia during the early Holocene and has then been introduced to North Africa and Europe in the prehistoric period. Common wheat is a mixture of a wild goatgrass and cultivated wheat, probably emmer wheat. It is one of the eldest crops used today.

Durum wheat (TRITICUM DURUM): Durum wheat is native in the coasts of north Africa and the islands of the Mediterranean Sea between 5000 and 3500 BC. It is the main ingredient of Italian pasta.

Eggplant (arabic: BADINJAM): Eggplant has its origins in Africa, but in India people started cultivating it.

Pepper (PIPER NIGRUM): Pepper is originated in southern India, today it's also grown in the tropics.

Potatoes (SOLANUM TUBEROSUM): The potato is native to the region of modern-day Peru and Bolivia between 8000 and 5000 BC. After the Spanish conquest of the Inca Empire, the Spanish introduced the potato to Europe in the second half of the 16th century. The potato wasn't popular among European farmers because they didn't trust it. But after a few years they adopted it and it became an important food staple and field crop that played a major role in the European 19th century population boom.

Raspberry (RUBUS IDAEUS / ROSACEAE): Raspberry originated in Europe. It is probably from ancient Greece, known and highly appreciated since the old times where they believed their Gods had made it for them. From there it spread to Italy, the Netherlands, England and soon after to North America.

Rice (ORYZA SATIVA): Rice originated in India, Thailand, and southern China and was cultivated since at least 6000 BC. From East Asia, rice was imported to the Southeast and South of Asia. Rice was introduced to Europe through Western Asia, and to the Americas through European colonization.

Salt (SALARIUS): Salt was first used by the Sumerians and Babylonians in the Antiquity. Furthermore, it can be found in almost every mountain of the world and in the sea.

Sugar beet (BETA VULGARIS subsp. VULGARIS): It originated in Germany in the late 18th century after the roots of beets were found to contain sugar in 1747. The Markgraf demonstrated that sugar could be extracted from beets that was the same as that produced from sugarcane. Since the middle of the 18th century sugar beet has been developed to yield a higher sugar content. This increased from originally 2% to about 20% today.

Tomatoes (SOLANUM LYCOPERSICUM): Tomatoes originated in Central America and in western South America.

Zucchini (CUCURBITA): It originated in Central America and Mexico. Pumpkin was discovered by the Europeans, when they arrived in the “New World”. Pumpkin is the ancestor of zucchini.

Sports and integration

The expression “Black-blanc-beur”¹: was created by sociologists and journalists inspired by the French football team which won the World Cup in 1998, in reference to the different communities of the French society. The example of the French football team from 1998 shows that sport can promote different kinds of values e.g. integration, equality of opportunity and fair play. It reflects common values and culture, but has also become a way to reinforce the identity feeling against other countries.

Football is the most known and practised type of sport in the world. That is why institutions use it as a tool to integrate migrants because almost everyone knows the rules. But other kinds of sport work as well.

1. Sport to meet and get integrated in the community.

Many migration centers offer team sports like football, basketball or volleyball. The immigrants will be a part of a team, in which they will have to cooperate in order to reach their goal. By playing the game, they will get a sense of community. Feeling like you belong to a group, is an essential part of integrating well. The teamwork shows the immigrants how they can encounter problems in their daily life, in order to succeed later on.

Most of the migrants do not speak a certain language fluently, therefore it's a challenge for the immigrants to get a job. To spend their time with an activity, many migrants do sports in courses together with the indigenous population. Many associations work in order to organize this type of sports meeting, because they know it has social benefits. In some countries the policy integration proposes the immigrants to become a member of a sports club in

¹ *black-blanc-beur* : expression that means multiethnic, referring to French black, white and North African people

order to get relations from outside the migrant center. So inhabitants and migrants come together in a free and open way without any obstacles of different languages. Even though the immigrants don't speak the language, they can still be able to communicate with gesticulations or see what the other people are doing and do the same. This shows that sports is a good platform to get active and get to know other people.

To sum up, the main idea behind integrating immigrants with sports, is to create a team spirit and to make everybody feel part of the community. Additionally having fun and doing something together makes it easier to get to know each other, which is also really helpful for a good integration. Friendships are made without talking and without having the language as a barrier, but they are still having fun.

2. Doing sport for personal development

Sports is not only a way to integrate immigrants in a community, but also to improve someone's potential.

Athletic activities are very important for physical and mental health. Physical activities have positive effects on feelings, and it also brings out positive hormones for your brain and it can for example contribute to a better self confidence, therefore it has a positive effect on the learning capacity². For immigrant people who experienced difficult situations, sports becomes a good way to release pressure to deal with daily difficulties concerning language, work or school.



²

<http://www.health.harvard.edu/blog/regular-exercise-changes-brain-improve-memory-thinking-skills-2014-04097110>

Some sports are one way of expressing emotions and discover themselves without thinking about language, and to become self-confident, as Eduardo (the dance teacher), a French student, did. He immigrated from Angola to France. Through his dance, he found a way to communicate. His dance was different from what the French were used to, but he changed up the moves a bit to mix up French and African dance styles. He also used the dancing to get to know other dancers and make new friends, who have the same hobby as him. This was his way of getting integrated in the society.

Artistic sports can help migrant people to express themselves, even if they do not know the local language, they are developing themselves, and also brings their own culture the community. Therefore, sports are not only the symbol of unity, but also the evidence of the cultural expression from everyone.

Questions

1. Has sports become a way of integrating people instead of being what is it?
2. Does the government use sports as a tool to integrate immigrants?
3. Can integration in sports assume the real purpose/meaning of sports?

Exercise

Discuss the following paragraph.

Has sports lost its meaning? Has it become a way of integrating people instead of being what it is. On one hand, sports help people to interact, and it certainly helps with the integration, but on the other hand the meaning of sports are drifting away. Has it become a way of integrating people instead of being what is it - just a sport?

Literature and migration

1. Introduction

There are basically two types of migration. People can migrate because of many different reasons, but overall the difference lies between having a choice or not. People migrate from one place to another because they want better living conditions or some actually flee from their country because of war or political crisis.

Migration is an essential part of literature. Literature moves through time and space. We can read, 2500 years later, the works of Homer and feel the echoes of the past. Migration in literature has several aspects:

- It can refer to literature that migrate, i.e. texts, stories that move around the world from one country to another, from one culture to another.
- It can also refer to authors that migrate. By this is meant author's leaving their home countries for a new country where they continue writing, perhaps in a new language.
- It can also be about the theme of migration. Authors writing about the experiences of migration.

2. Summaries of literature read in the project

I see you never by Ray Bradbury (Denmark)

The text "I See You Never" written by Ray Bradbury, 1947 is about a Mexican guy named Ramirez who is being deported back to Mexico. He has been in the US for 30 months, which apparently was 6 months too long. The story starts out with Mr. Ramirez standing on the back porch telling his landlord, Mrs. O'Brian, that he has to go back. Some policemen are picking him up at Mrs. O'Brian's place. When he is about to leave he thinks about how good the life has been in the US compared to the life he lived in Mexico. Mrs. O'Brian realizes how much she appreciates having Mr. Ramirez around, and

after thinking back on how she remembered Mexico, she wish there was anything she could do for him, even though she knows there isn't.

Utvandrarna by Vilhelm Moberg (Sweden)

Utvandrarna (The Emigrants) is about a group of people who emigrate from Småland in Sweden to USA. The book takes place in the second half of the 19th century and the beginning of the 20th century. At this time in Sweden many people starved because of the bad crops but then they heard about a country called USA where it was much better to live. The main characters (Karl-Oskar, Kristina, Robert and some other people) decide to emigrate to the states to create a better life. During these years about one fourth of the Swedish population emigrated, mainly to the USA.

"Bad time for poetry" by Bertholt Brecht (German)

This poem is written in the time of his exile in 'Sund'. It was the time of the national socialism, too. He shows that he can not see how beautiful the nature is, because he only sees, that his nation has problems, it expects the war and he should help the people, but he can't do anything.

"Mediterranean Crossroads - migration literature in Italy" by different authors. One example is "Call me Ali"

This is the story of Ali, a guy who emigrates to Italy to change life but at the beginning nothing goes right. At the end he finds a good job, he gets the "permesso di soggiorno" and his teachers of Italian publishes his diary, where he wrote his story, with the title "Call me Ali".

"Eldorado" by Laurent Gaudé (France)

It is the story of a captain, Salvatore Piracci. He catches boats full of migrants who crossed between Sicilia and the island of Lampedusa. His meeting with a survivor will upset his life and his convictions. The captain will experience a dilemma. He'll meet also Soleiman, a young man full of ambitions whose dream is to leave his country for Europe where he thinks life is easier. For both it's a painful experience.

3. Comparisons between the different texts

Similarities

Ali and Ramirez share a similarity since they both migrate to other countries, with has better conditions than their home countries.

Differences

“Milk Coffee or Streusel Cake” and “I see you never” has some differences. “I see you never” is about illegal migration, and “Milk Coffee or Streusel Cake” is about integration.

Other comments

We’ve talked about the time difference, and how it could be seen in the stories, since it was different reasons for people to migrate. Another comparison is positive and negative reactions to the migration. The theme can be seen in the stories, because it is about people migrating from countries to others which is also a similarity.

We can see very different aspects of migration thanks to our books. For example, in Eldorado we can see the relation between migrants and other people. In the other books we can see different reasons of the migration between countries like wars or search for a better life. And also the life conditions in countries without migration.

Comparison

Denmark – Sweden = Flee because of bad living conditions

Italy – Germany - France = Forced to flee because crisis or war

Conclusion on how the theme of migration is presented

It’s hard to make a conclusion of all the the texts because they are all so different. Migration is mainly caused by war, economic and political crises and bad living conditions.

4. How literature can be used to understand aspects of migration

We can read about how it's like to immigrate, also from way back in the days. We can understand the reasons for why people decide to emigrate/migrate. We learn to see and understand migration on another level and see it from other perspectives. We get to see migration from a more human perspective and not just through mass media and news broadcasts.

Literature can also be used as a tool for better understanding other aspects of migration. Some novels or short stories can be used to see other perspectives on a more subjective point of view. Instead of sitting at home and reading in social media about migrants coming to Europe, you could read a book about an immigrant's story and their journey from their home country to their new home. You get a totally new view of a migrant's life, because in the end, we are all humans.

Finally we can see, thanks to those different books, that literature shows us different aspects of migration like relations between migrants and inhabitants, reasons who push migrants to leave their home countries or different kinds of relations in migrants camps. We can also project ourselves through the main characters and then we can realize how difficult their experiences were.

5. Examples of how to read and analyze literature with the theme of migration

In the following section are various readings of the texts. The readings do not follow the same pattern to show how it is possible to look at this topic in literature through different aspects.

5.1 DENMARK

“I See You Never” An in-depth analysis of the short story.

Characterization of Mr. Ramirez & Mrs. O'Brian

Mr. Ramirez:

Mr. Ramirez is from the northern Mexico, a little city called Lagos. He fled to USA 30 months ago and now he is taken away from Mrs. O'Brian, a woman that he lived with. She was taking care of him, while he was out there living the life in the streets of LA (The city of angels). Ramirez only had a temporary visa, so he couldn't stay in USA. He has dark eyes, dark hair and likes street racing. He was sad, when he had to leave Mrs. O'Brian, and that shows that he appreciates the time he spent at her house. Mr. Ramirez really likes the way the American family lives and doesn't want to go back, to his home.

Mrs. O'Brian:

Mrs. O'Brien seems to be a wealthy, average woman. Since we hear the story from Mr. Ramirez' point of view, he might not be used to those ordinary things. Mrs. O'Brien is living in a house with waxed floors and a table set with clean, white linen and with a platter, cool, shining glasses, fresh potato salad and fruit. Mrs. O'Brian. Mr. Ramirez also calls her a kindly landlady. Mrs. O'Brien is also a kind person, since she took care of Mr. Ramirez when he came to the States. He has done good to her, so she did good to him. The story is from 1947.

Characterizing the image of the USA and the image of Mrs. O'Brian's home

Mrs. O'Brian house:

Mrs. O'Brian has a clean little room, with glossy blue linoleum (floor), and pictures and calendars on the flowered walls. She has a big kitchen, silver cutlery, and waxed shining floor. The house is big and roomy. The house has porch steps up to the door. Mrs. O'Brian bakes - and it is so perfect. So mesmerizing. The dinner, the pies. Everything is so good. People get attached to the smell. It is the perfect American house. The house next door is high and

beautiful. It has balconies, fire escapes and back-porch stairs, and outside the laundry is hanging snapping in the wind.

USA:

The street is silent, there are bright curtains in the windows and at street level there are some jewelry stores. There are movies shown almost every night and there are street cars and the smell of electricity. There are big hotels and large restaurants. In the city there is also an opera and a theater. It is a prosperous city of dreams.

Contrasts in the text and how they are described

E.g. USA vs. Mexico

The comparison between Mexico and USA is very obvious, since Mrs. O'Brien speaks very negatively about Mexico "(...) the canals taking river water out to the farms, the dirty roads, scorched fields (...) no cars, no buildings, no nothing." The reason he's able to say all of these things about Mexico is because she had once visited some Mexican border towns. However the way Mrs. O'Brien's house in USA is described is only positive. "(...) the huge kitchen, the bright silver cutlery (...) the apartment house next door, rising three stories, high and beautiful.". Her world is luxurious when compared to Mexico.

What is implied in the title?

The title "I See You Never" indicates that Mr. Ramirez will never see Mrs. O'Brien again. He says this sentence several times in the text, and that's also a very good reason for it to be the title. He's sent back to Mexico, and he knows that he will never come back to the US, which is also the point of the story. That he'll be sent away to never return.

The message of the text

It's easy to forget that immigrants are people. We don't think about how destructive it is for the person who is to be deported, especially when it's people like Mr. Ramirez who has been well integrated in the society. He has a job and he likes being there, but we treat them like inanimate things that can be

easily discarded. By removing them from a safe environment we take part in ruining their lives. It's hard for people to relate to what immigrants go through and that's why people don't understand the situations they are in.

"During the war, he had worked at the airplane factory [...] and even now, after the war, he still held his job. From the first, he had made big money."

As said, he worked and made money for the country. As soon as he got there he got integrated by working, he didn't just stay at home.

"He only had a temporary visa" → "I have been here thirty months", "That's six months too long".

Mr. Ramirez enjoys the options he has in the new country. He enjoys all the small things maybe because he isn't used to having this kind of luxury.

"Soon after Mr. Ramirez had arrived, he bought a radio for his little room; evenings, he turned it up very loud and enjoyed it"

5.2 ITALY

Title of the short story: Call me Ali

Title of the book: Mediterranean Crossroads. Migration Literature in Italy

Edited by Graziella Parati, publisher Faileigh Dickinson University, US, 1999

CHARACTERS

Once in Italy Ali has a brilliant idea: writing every day about his experiences in Italy. His diary becomes a point of reference for him during the saddest moments as an immigrant.

Ali is a humble guy who leaves his hometown in Morocco because he wants to start a new life in Italy. He has lots of expectations: he wants to study and find a rewarding and satisfying job. He represents all the guys who escape from their towns because of war and famine, risking their lives to find fortune.

He suffers lots of humiliations and he adapts himself to the worst jobs. To survive he swindles his employer and breaks the most important principle of

his religion. Ali has no friends but he has only some acquaintances who help him.

Thami is his first friend. He got to know him through his daily routines, thanks to him Ali learns to cook.

With Abrrahman Ali can nurture his passion for football.

Domenico is a university student of architecture who helps Ali to find an apartment after arriving in Italy, while Pino is an old man who works with Ali.

THE PLACE

Milan is a very polluted and congested city, where it is difficult to live, but Ali can integrate himself anyway. Finding a job and an apartment is very difficult and Ali has some problems to find them.

MESSAGE

When you arrive in a foreign country where nobody knows you, it is difficult to integrate yourself and get respected by others. When an immigrant arrives, he or she has to fight prejudices, can't give up and has to demonstrate with actions that the prejudices are wrong. He also has to make the others understand that different doesn't mean dangerous, but it means creative and positive and can also enrich some life aspects.

CONTRASTS

In the text there are some contrasting elements, for example when Ali burns and throws away the flyers: this action is in contrast with what his culture says; in fact his religion and his principles do not allow this kind of actions.

5.3 GERMANY

BAD TIME FOR POETRY (Berthold Brecht)

- 1 Yes, I know: only the happy man
Is liked. His voice
Is good to hear. His face is handsome
The crippled tree in the yard
- 5 Shows that the soil is poor, yet
The passers-by abuse it for being crippled
And rightly so.
The green boats and the dancing sails on the Sound
Go unseen. Of it all
- 10 I see only the torn nets of the fishermen.
Why do I only record
That a village woman aged forty walks with a stoop?
The girls' breasts
Are warm as ever.
- 15 In my poetry a rhyme
Would seem to me almost insolent.
Inside me contend
Delight at the apple tree in blossom
And horror at the house-painter's speeches.
- 20 But only the second
Drives me to my desk.

<https://poetrydispatch.wordpress.com/2010/02/22/bertolt-brecht-the-burning-of-the-books-bad-time-for-poetry-reading-the-paper-while-brewing-the-tea/>

Analysis

This poetry was written in the time of Brecht's exile in "Sund". It was the time of the National Socialism in Germany. He shows that he can't see how beautiful the nature is, because he only sees that his nation has problems and he should help them, but he can't do anything about it.

This poetry consists of six stanzas and it hasn't got a rhyme or a rhythm, so the reader concentrates more on the content. The language is formal. The lyrical I, the author, plays an important role, because the poem contains many first person pronouns of the first person. Brecht begins with the statement that only the happy one is liked and is looked up to and is listen to. This shows that he knows the consequences of his critical writing. He will come along with many unpopular ones. By the simple, short sentences he expresses that it's only a short time that happiness is possible.

The second stanza describes how Brecht sees his surroundings and it becomes clear that also the political situation Brecht is in influences the way he sees the world.

In the fourth stanza he asks the reader or himself why he is reporting about the normal things that are happening around him.

And he goes on in the fifth stanza by saying that this poem earns no harmony in these times. Only in the sixth stanza his internal conflict becomes clear, that he still sees the beauty of the nature around him. However, he is horrified about Hitler and what is going on in his home country and he can only write about that.

Possible questions

1. Explain in three sentences what the poem is about?
(It's about the fact, that Brecht delivers an internal conflict, between the beauty of his exile place on the terror about the speeches of Hitler.)
2. Who is the painter and where does his name come from?
(Adolf Hitler, because he painted the truth with lies.)

3. How does Brecht feel and how is it expressed?
(He is sad because it becomes clear that there soon will be war in his homeland.)
4. What does the "torn net" stand for?
(It's standing for hard work and bad conditions.)

5.4 FRANCE

Gaudé, Laurent. Eldorado. J'ai lu, 2009.

Name of the book	Eldorado
Plot	<p>The main topic of the book is migration. We follow the story of two characters : a captain and a migrant.</p> <p>The captain, Salvatore Piracci is an ordinary and a solitary man who controls his feelings and likes his job. He catches boatloads of migrants who crossed between Sicily and the island of Lampedusa.</p> <p>His meeting with a survivor will upset his life and his convictions. The captain will experience a dilemma. He has to choose between letting a migrant go, or follow the procedure and send him to jail. He lacks courage so he lets the migrant go to jail but the captain is full of guilt.</p> <p>He 'll meet also Soleiman, a young man full of ambitions whose dream is to leave his country to Europe where he thinks life is easier. During his trip, Soleiman meets Bubakar.</p> <p>In the same time, the captain decides to leave his job and flee to Lampedusa, the opposite road than the migrants do.</p> <p>Then, Bubakar and Soleiman succeed in reaching Europe where they will try to achieve their dream.</p> <p>The Captains destiny is to die alone, but only after he finds his own Eldorado, to give hope to one migrant, Soleiman.</p> <p>"Eldorado" means an unreal country where we have everything in abundance and where life is easy.</p>

Passage	This scene describes how the migrants climb the barbed wire to pass the boundaries to Europe. It's a violent scene because the police is here to stop them in every way.
What we like about it	We liked the realistic side of the story, moreover the subject is very touching and interesting.
What type of immigration is depicted	There are two types of immigration : the clandestine immigration, and the exile theme. The only way to have a better life seems to go to Europe.

What does it show about the fact of being an immigrant	We can see that the life of an immigrant is very difficult. The trip is expensive and immigrants must keep hope in any situation. Moreover they risk their lives and they do not even know what is waiting for them.
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5.5 Sweden

Utvandrarna

Utvandrarna (The Emigrants) from 1949 written by Wilhelm Moberg is the first book in a series of four describing the emigration from Sweden to America in the middle of the 19th Century. During a period of about 70 years, from the middle of the 19th century until the 1920s, about 1,5 million people left Sweden for America.

In this novel we follow a group of people from Småland leaving their homes in order to seek a new future in America. In 1971 a film version of the book series was made by Jan Troell. In 1995 a musical based on the novel was made by Benny Andersson and Björn Ulvaeus. The musical called "Kristina

från Duvemåla" was a huge success and has been played many times since then in different theatres in Sweden.

We are in the 1840s and life is hard in Sweden. What comes out of the small farms in the parish of Ljuder in Småland are not enough to make the families survive. This is harsh country, the soil is not deep, there are lot of stones in the terrain and it's hard to get good crops. Here we meet the main characters Karl-Oskar, his brother Robert, Kristina who will be Karl-Oskar's wife and Danjel, Kristina's uncle. There are of course also many other characters in the novel.

The idea of moving to a new country, the new world, comes to both Karl-Oskar and Robert almost at the same time. They have heard of this new land and start dreaming of it. Their reasons for emigration are different though. For Karl-Oskar, who has taken over the small farm from his father, the scarce crops and the difficulties to live off the land is the main reason for wanting to go to America, where newcomers are promised land. His wife Kristina is much more reluctant to go but after an accident when one of their kids die she changes her mind. Karl-Oskar's brother Robert is the dreamer, as opposed to Karl-Oskar who is the realist. Robert wants to escape the hardship of working at a farm for a very hard and mean man. He dreams of America, the land of the free where a man can live his life without a master telling him what to do.

In the book we also meet several other people who leave for America all having their own reasons for the emigration. For example we have Danjel, who is Kristina's uncle. He is a free church priest and his religious activities are not seen well by the church and finally he decides to leave with his small group of followers. Their reason for emigration is then mainly religious.

This book is an important novel in Sweden since it shows a Sweden which no longer exists. We will learn about what life was in the countryside in the middle of the 19th century. We also learn about the big wave of emigration to America from Sweden and the causes for emigration. Although a historical novel it gives us a perspective of migration and gives a good background to the understanding of present day migration. The film version of the novel can also very useful while working with the novel.

When studying this novel, and other novels and stories with the theme of migration, it's important to introduce the concepts of push and pull. The push effect is the one that makes a person leave, that is pushes a person, to leave a place for a new one. There could be many reasons for this, for example war, poverty and so on. The pull effect is the one that drags a person to a new country. This could be because of the promise for a better life, a new and better job, personal freedom and so on. These two factors are important to keep in mind while reading and sometimes it's a combination of them that makes a person leave.

Some questions to use while working with the novel

1. Describe some places in Ljuder's socken in Småland. What are they like?
2. What image of life in the countryside of Sweden in the middle of the 19th century do you get? What is life like?
3. The characters Karl-Oskar, Kristina, Robert and Danjel. Who are they? What are their motives for emigration?
4. The push / pull effects. How can that be seen in the novel? Describe and give examples.
5. The dream of America. How can it be seen in the novel. What different images can you find? Look for examples in the text
6. The novel "Utvandrarna" has been voted as one of the best and most important novels of Sweden. Why is that? What is the attraction of the story? Is there anything especially "Swedish" in it? Can we, today, recognize something in it from a more general human perspective?
7. Compare the characterization of some characters in the novel and the film version. Similarities and differences.
8. Read from the perspective of another country and in another language. What does this novel tell you? What do you learn from it? If compared to the same period in history of your countries, what similarities and differences can you see?

6. Migration in literature - Creative writing exercises

Here are some examples of exercises that can be used in the classroom to engage in creative writing.

Exercise 1 - Without migration

Try to find out what wouldn't be there in your country without any migration. Then write about it. You could write an article or a story.

Exercise 2 - Write a short poem about migration in your country

Here are there examples of poems you could write:

A pot

Make a free verse, using any verbs, adjectives or nouns.

5-liner

Line 1 - 1 word / Line 2 - 2 words / Line 3 - 3 words / Line 4 - 4 words - line 5 - 1 word)

E.g.: Homeless/ longing for/ somewhere to stay/ finding dreams,making friends/ home)

Haiku

Japanese poems consisting of three lines according to the following pattern:

Line 1 - 5 syllables / Line 2 - 7 syllables /Line 3 - 5 syllables

E.g.:I met a strange man/ while leaves left a chestnut tree/ he played the trumpet)

Exercise 3 - Making a character

You can show a photo of a person or create your character using your imagination.

The following questions can help you get started. For each question, write for one minute.

- Who is this?
- What's his / her name?
- Where does he / she come from?

- How old?
- Occupation?
- Family?
- Future dreams?

Read through what you have written. Now use what you have written to write a text that presents this person.

This is

You could also put the text in the first person.

I am ...

Exercise 4 - Photo or article in a newspaper

Find an interesting photo or an article about migration. Try to imagine what kind of a story is told in this photo or article. Try to create a story about one person or an event that is shown in the photo or described in the article. Your job is to make it into a story.

Exercise 5 - Quotation

Show a quotation. Write for 5 minutes about it, whatever comes into your mind. When you have done this, look through what you have written and rewrite your text .

Example: To travel is to live and learn.

Travelling is meeting new worlds and cultures

Migration is important.

Exercise 6 - Continue the sentence

Give the beginning of a sentence and then continue writing. Write for 5 minutes.

Example: When stepping out of the train xxx felt

The first meeting with the new country was ...

Exercise 7 - Reading novels or short stories with the theme of migration

Read a novel or a short story about where the theme is migration. You can do many things, eg:

- Choose one character from the story and describe what happens to him / her after the story is finished.
- Put one character in a totally different environment and describe what happens.
- Write a letter to one of the characters
- Write a letter to the author
- Write an analysis of the story
- Write character descriptions

Exercise 8 - Read a poem and write

Find a poem which has as its theme migration. Read and discuss it.

Now write your own poem. Use the poem you have read as inspiration. You could e.g. use the same theme but another context.

Exercise 9 - Use old texts to create new texts

Find books or texts that are ok to draw in. This is how you can do:

You need a pencil, preferably with some colour. Underline words on the page. These words will create your new text. They could be randomly chosen or you may have an idea of what kind of words you are looking for. Eventually a poem or a short prose passage will appear on the page. Another way of doing this is to erase all the words on the page which you don't want, then finally a short poem or text will appear.

Exercise 10 - Word art

Use words to paint a poem. You can eg show the theme of your poem in a picture consisting of the words.

7. Examples of other ideas for creative work with texts

You can use the games Kahoot and Jeopardy to get a better knowledge and understanding of the topic literature and so on. For example you could read a text about the topic and then in school you will be quizzed about it. This will

make the teacher's sure that the students have made their homework, and at the same time it's fun for the students, and they will come to a better understanding of the material.

- You can use literature to create movies etc. / a film or a video on the theme.
- You can make a podcast talking about literature.
- Find music that has the topic of migration in the lyrics.
- Power point presentations of literature and authors
- Make a Pecha Kucha (20 pictures, 20 seconds talking to each picture)
- Make a poster (text + pictures)
- Moodboard / Collage

8. Examples of students' own creative writing in the project

Here are examples of students' writing on the topic of migration using some of the exercises mentioned above.

8.1 Making a character

English

I'm Aziz El Khaddouri and I'm from Morocco.

I'm a shy guy and I like writing and reading books. My dream is to become a novel's author.

In 2007 I moved to Italy.

I'm scared of loneliness and that's why I like writing.

Italian

Sono Aziz El Khaddouri e vengo dal Marocco.

Sono una ragazzo timido e mi piace scrivere e leggere libri, infatti il mio sogno é diventare uno scrittore di romanzi.

Nel 2007 ho dovuto trasferirmi in Italia.

Ho paura della solitudine ed é per questo che mi piace scrivere.
/ Andrea Ferracin (Italy)

8.2 Poems

Without migration...

Without migration
the world wouldn't be the same.
Migration is an evolution
to the world we see today.

Without migration
the world wouldn't be in constant change.
Migration is a journey
that we all have to face.

Without migration
the world wouldn't be united.
Migration is a unity
for people, cultures and societies.
/ Emil, Katrine, Christine og Rebecca (Denmark)

Morgens voller Angst

Morgens voller Angst,
vormittags auf der Flucht,
mittags noch voller Hoffnung ,
nachmittags hungrig und erschöpft,
abends nur noch Wut und Enttäuschung
und am nächsten Tag geht die Reise weiter.
/ Chiara Strüber (Germany)

Flucht und Blut

Flucht

von zuhause

dem sicheren Heim

in ein neues Leben

Hoffnung

Blut

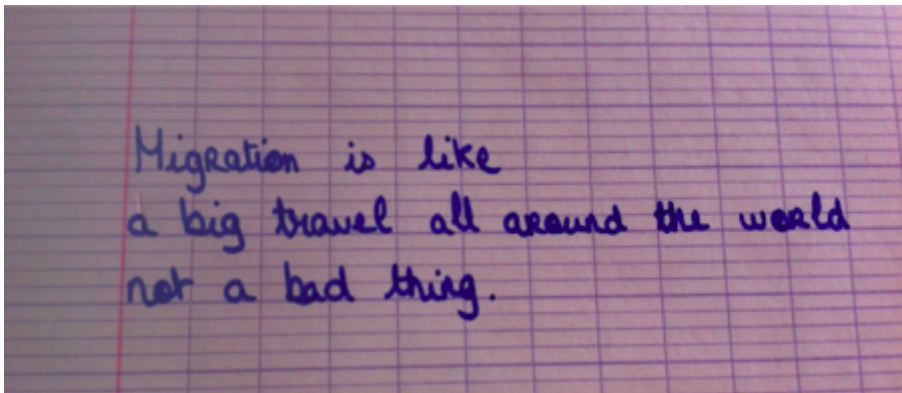
unser Leben

es zieht vorbei

Krieg ist unser Tod

Stille

/ Anna (Germany)



8.3 Personal narratives

Michelle Kaczmarek - Personal statement essay

I was determined to go and experience the world. I wanted to receive a culture shock and take pride in my knowledge. I want to graduate with a degree that fits my interest but I feel my knowledge can expand a lot more before I do that. My name is Michelle Kaczmarek and I am currently attending

Gladsaxe Gymnasium, Denmark. I'm not attending the school as a normal Danish high school student, but as a student attending a program, Erasmus+. As a first-generation Gymnasium student I want to be the first in my family to take that extra step toward a higher education. I'm rolling on my own two wheels, without the support of my family and friends.

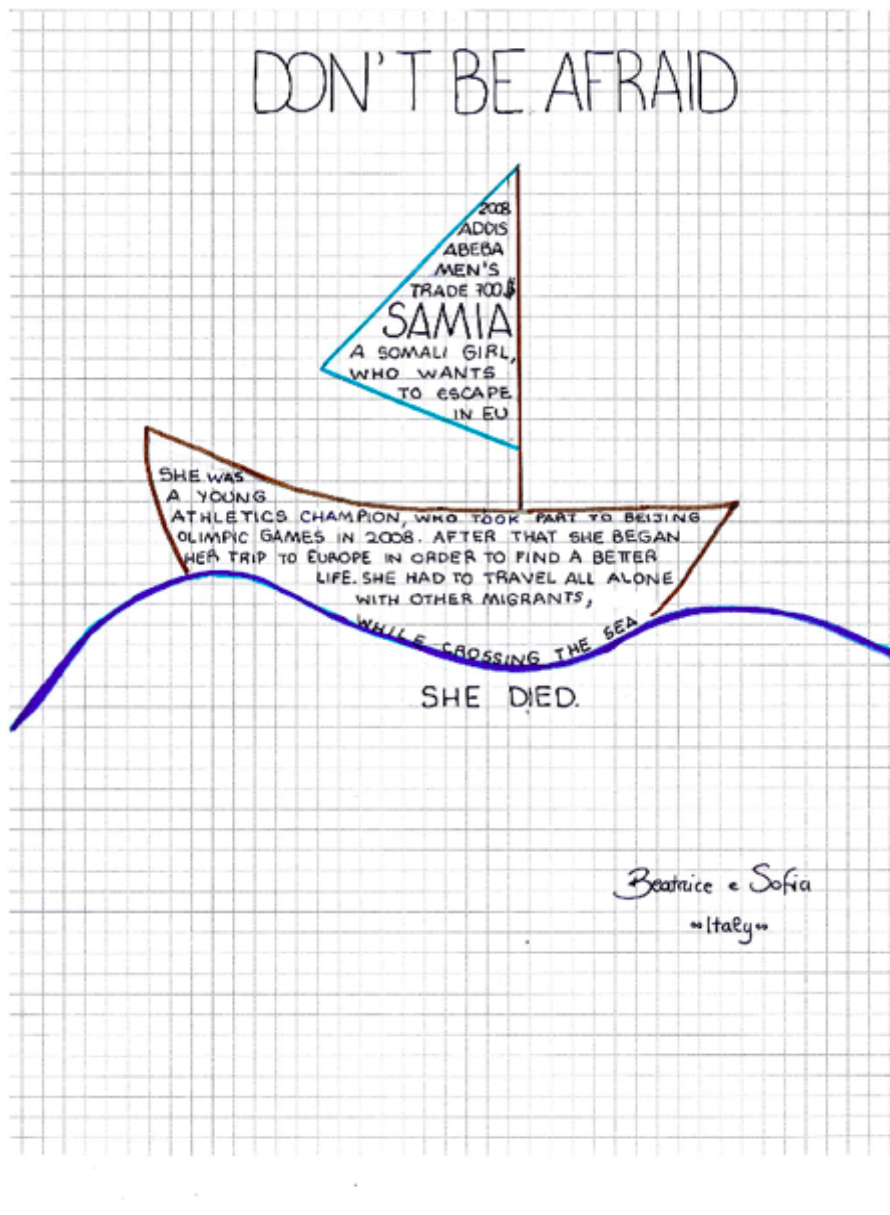
Being a student is only one of my many achievements. From the age of six up until the age of fourteen I trained excessively at figure skating. I knew that if I put in enough effort and time, that I would eventually see results. And that's exactly what happened. I was blessed with the fortune of being able to skate in competitions for prizes. I consider this a very proud aspect of my life, but it pales comparison to the challenge that I am currently facing.

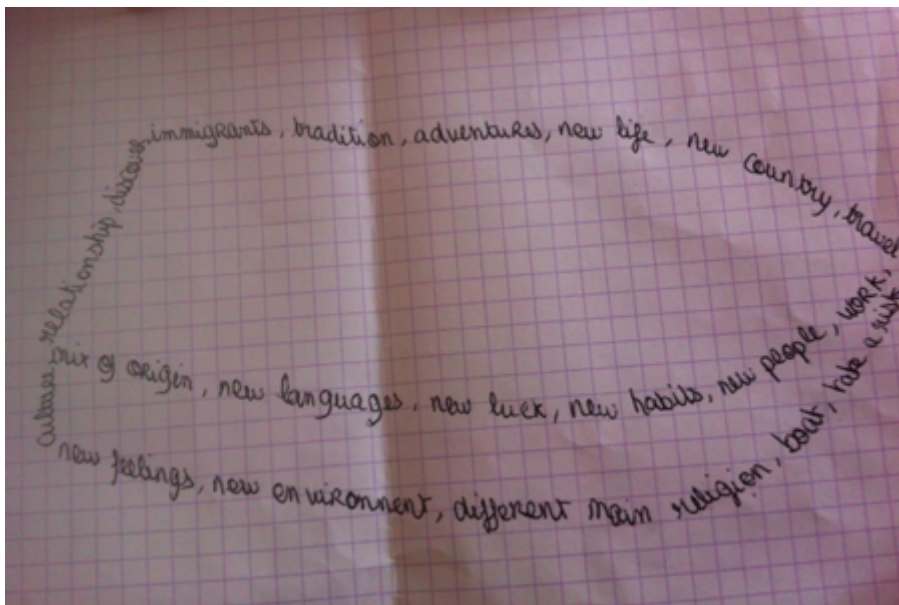
Jumping into a new world without any training wheels is extremely difficult. My training wheels have always been my mother because she would never let me fall. When a mother teaches their child to ride a bike without training wheels, it causes her to realize that her precious child is growing up. You see them riding their bike and slowly leaving you. Before you know it they are leaving you for college. My mother took my training wheels off and I rode my bike away from her. She looked as my purple little bike faded away. I've always had my family by my side, no matter where I went, whether it was a vacation to Spain, or Thailand, or to the many other places that we have visited together. This time is different though. This time I am traveling to a new world by myself, without my usual support. Without my training wheels.

Venturing off on my own to see another culture and gain a new sense on the world is a great opportunity for me to seize a chance on expanding my wisdom and schooling. Not only will my knowledge grow because of this new learning exposure and how people act different, but it will help me become a better person in life. The language is what intrigues me the most, because there are 6,500 spoken languages in the world and I only know five, so I love having the chance to broaden my skill in speaking English and Swedish.

Now my training wheels are off and the only thing rolling along side me are the wheels on my suitcase. I'm capable of much more than my peers, which puts me near the front when it comes to succeeding in life.

8.4 Word art





8.5 Text collection

In this section you will find some texts that can be used for discussion in the classroom and also for inspiration to your own writing.

Martin Schneider - Ausländer raus!

Ausländer raus!	Foreigners out!
keine Pizza	no pizza
keinen Rock'n'Roll	no rock'n roll
kein Ikea-Regal	no ikea-shelves
nicht mal mehr Asterix, statt dessen nur noch Fix und Foxi	not even Asterix, instead of this only Fix and Foxi
keinen Döner Kebab	no döner kebab
keinen Mitsubishi	no mitsubishi
keine feurige Puszta-musik und Jogging?	no fiery Pannonian-music and jogging?
heißt jetzt Dauerlauf	now called fitness running
kein Cevapčići	no cevapcici

keinen Dostojewski kein Queenbesuch und ein Big Mac? ist ein großer Fleischklops	no Dostojevsky no Queen-visit and a Big Mac? is a big meatball
keine Frühinsrolle kein Michael Jackson kein Urlaub auf Mallorca und ein T-shirt? nennt man wieder Unterhemd	no spring roll no Michael Jackson no holidays in Mallorca and what about a T-shirt called underwear again
keinen Donkosakenchor keinen Gameboy keine Lipizzaner nie wieder "okay" sagen, denn das heißt jetzt "Jawoll"	no Don Cossacks no Gameboy no Lipizzans never say "okay" again, because that is now "yes"

8.7 Literature and migration

People can migrate for many different reasons, but overall the difference lies between having a choice or not. People migrate from one place to another because they want better living conditions or some actually flee from their country because of war or political crisis.

Summaries

"I see you never" by Rat Bradbur (Denmark)

The text "I See You Never" written by Rat Bradbur in 1947, is about a mexican guy named Ramirez who is being deported back to Mexico. The story starts out with mr. Ramirez standing on the back porch telling his landlord, mrs. O'Brian, that he has to go back, because his visa has expired. Some policemen are picking him up at mrs. O'Brians place. When he is about to leave he thinks about how good life has been in the past 30 months in the US compared to his former life in Mexico. Mrs. O'Brian realizes how much she appreciates having mr. Ramirez around, and thinks about the living conditions

in Mexico. She wishes there was anything she could do for him, even though there is nothing she can do.

“Utvandrarna” by Vilhem Moberg (Sweden)

“Utvandrarna” is about a group of people who emigrate from Småland in Sweden to USA. The story takes place in the late 1800 and the early 1900. In this time period many people were starving because of the bad croplands, but then the news about a country called USA, where the living conditions were better. The main characters: Karl-Oskar, Kristina, Robert and some of their new acquaintance, decided to emigrate to USA for a better life.

“Bad time for poetry” by Bertolt Brecht (German)

This poetry is written in the time of his exile in ‘Sund’ which was also the time of the national socialism. In the poem he expresses that he can’t see the beauty of the nature, because of the conflicts in the society. He sees a war coming and he would like to help people, but he can’t do anything about it.

“Mediterranean Crossroads - migration literature in Italy” by different authors (Italy), one example is “Call me Ali”.

This is the story of an immigrant, Ali, who moves to Italy to change his life. At first nothing goes right, but in the end he finds a good job, he gets the permanent resident card, and his italian teacher published his diary, where he wrote down his famous story “call me Ali”.

“Eldorado” by Laurent Gaudé (France)

It is the story about captain, Salvatore Piracci’s experiences with refugees. His job is to stop boats with illegal immigrants and arrest them before they pass the island Lampedusa. His meeting with a refugee tumbles his life and his convictions. The captain experiences a dilemma, between whether or not he is doing the right thing by sending the refugees back to their home country. He also met Soleiman, a young man full of ambitions whose dream is to leave his country, and go to Europe where he thinks life is easier.

Comparisons

Similarities:

Ali and Ramirez share a similarity since they both emigrate to a foreign country with better conditions than their home countries.

The theme in the five stories is migration

Differences:

The stories take place in a different time period, and they are set in different places, which may also influence the story. These stories are written under different points of view too. The main character can be refugees themselves or other people. Even though the theme in the five stories is migration, different kinds of migration and reasons are presented. In the stories "I see you never" and "Utvandrarna" the characters flee because of bad living conditions and the hope of a better life, but in the stories "Eldorado", "Mediterranean Crossroads - migration literature in Italy" and "Bad time for poetry" the characters are forced to flee from war or political disagreements.

9. How literature can be used to understand aspects of migration

We can read what it's like to immigrate in different periods of time and we can know different reasons of migration. We get to see and understand migration on another level and see it from other perspectives. We get to see migration from a more personal perspective and not just through medias and the news. Literature can also be used to understand other aspects of migration. Some novels or short stories can be used to see different perspectives more subjectively. Instead of leaning back at home and hear from all the immigrants coming to Europe by the social medias, you should read an immigrant's story of their journey. You can get another view of how a migrant's life is, and empathize with the situation.

You can use quiz programs, as a fun way to get knowledge about migration. For example you could read a text about the topic, and then

afterwards you will be quizzed about it. This can be a way for the teacher, to be sure that the students understood what they've read.

Thanks to the different books we can see that literature shows us different aspects of migration like relations between migrants and inhabitants, reasons, which make migrants to leave their home country, or different kinds of relations in migrant camps. We can also identify ourselves with the main character and then we can realize how it is a difficult experience.

How art can show migration

1. Interview with Yvonne

Yvonne works as an art teacher at Falkenberg gymnasieskola /highschool in Sweden. For the last three years she has taught art to immigrants. In this interview she will describe her work.



Who are the students and where do they come from?

Most of the immigrants are from Syria, Afghanistan, Somalia, Eritrea and Ethiopia. Of course every person is different but overall I have noticed that many of the immigrants come alone and are children. The majority of them are boys because if they stay in their countries they have to join the army. Some of the immigrants are analphabets because they never had the chance to go to school in their home country. Most of the people can't speak English but some of them are good at it because they went to school in their home country. They also like to paint because they think it's fun and relaxing. Overall they want to learn as much as possible and like using different colors to express their feelings.

What kind of problems can occur?

There are different kinds of problems when integrating but the biggest problem is the language because it's hard to understand each other and therefore migrants have to communicate with their body language. Art can also be a way of communicating to get to know one another better. There are also other difficulties like culture, because all the migrants have different cultures from their home country and therefore it can be difficult to integrate.

What do you do? Examples of different activities in the art classroom?

Some examples of the art activities that we do are painting on glass or paper and trying out different materials. When working with the different materials the immigrants can choose what they want to do, what they want to represent and which colors they want to use. Different and brilliant colors like yellow and red are used a lot.

How can art help integrating immigrants and learning a new language?

I think that art definitely brings people together. You don't have to know how to write or how to read, but everyone can create art in different ways. One way to learn language quicker is writing the names of the things that the migrants can draw.

2. Art workshop in Valdobbadiene

On Wednesday 23rd November 2016 we worked in pairs to create two pictures. When the pictures were ready we had to cut and unite them into a big paper. After that we bent the big paper and could see two different pictures by turning the paper left or right. A lot of different and colorful pictures were created while working together. It was a good exercise to get to know each other. This is an example of an exercise that Yvonne uses in the classroom while working with immigrants. They can choose to work on their own creating the pictures, or work in pairs, as we did. This is good for cooperation, getting to know each other and also learning new languages.



3. Questions:

- In your opinion how can art help integrate immigrants?
- Do you think Yvonne is right in her statements about integrating immigrants?
- In your opinion, which other activities would help integrating immigrants?

Urbanisation

1. Copenhagen



French Embassy in CPH

Copenhagen is a city known as the cultural and economical center of Denmark, where the Danish queen Margreth II. lives. It is one of the most important metropolis in Northern Europe and a popular travel destination and port. Red brick houses, the little mermaid, bicycles, heartfelt and happy people are only a few things associated with the beautiful capital. The typical Danish flair is a phrase known all over the world and the thing that makes Copenhagen so special and so famous. However, what is so typical for Denmark is not always so Danish.

Most of the Danish architecture is a mix of many different styles from all over the world, especially from Europe. Favoured inspiration countries for that are France, China, England and Italy. Just take the lamp posts as an example. Originally on the streets of France, they found their way to England in the 18th century



during the Victorian time. Finally the Danes built their lamp post in this British Victorian style. Another example are the typical Roman triangles and columns. The Romans took them over from the Greek temples and now whole Europe is influenced by it due to the renaissance. During the 15th and 16th century



architects worked with Roman architecture and a lot of buildings also in Denmark, the French embassy as an example, resemble Roman temples. Italian can be found also as a balcony in the center of Copenhagen. The famous one in Verona in Italy, where Juliet and Romeo confirmed their everlasting love to each other, is somehow a model to some Danish balconies. Also the Danish Round Tower, which is a halt on every tourist tour through the city, is influenced by a foreign culture. It was drawn

by a dutch architect during the renaissance and would perfectly fit into Milan. But not only architecture as itself is a mixture of all kind of cultures, traditions, environment and food changes as well due to migration.

2 Migration in German/ Austrian architecture

In general architecture is influenced by different nations, cultures and religions all over the world. This can especially be seen in big cities and areas close to country's frontiers. In addition architects often study or live in other countries, where they get inspiration for new styles.

As an example Salzburg, a city in Austria close to Germany, can be considered. Today Salzburg is known as the Rome of the North, the reason therefore is that within the baroque period the bishop Wolf Dietrich von Raitenau (1587- 1612) and his successors wanted to change the medieval town into a baroque jewel following the example set by Rome. After a big part of Salzburg was destroyed by a great fire in 1598, the bishop employed italian

architects like Vincenzo Scamozzi and Santino Solari, who brought north italian early baroque to Austria.

For instance a building constructed by those two architects is Salzburg's cathedral, which was built within 14 years (1614- 1628).



The Cathedral in Salzburg



↔ St. Peter's cathedral in Rome

Another important aspect talking about migration in architecture in this region is the so called "Inn- Salzach- Style". This style can be found in particular, as the name already says, in cities close to the rivers Inn and Salzach. Characteristics for this kind of architecture are the colourful, plastered and lifted facettes of the houses, the roofs are not visible and by the use of smaller windows under the rooftop the houses seem to be higher. The narrow streets often lead to a clear, wide and slightly oscillated city square.



Old city centre of Laufen

3 Sweden

As a Scandinavian country, even modern buildings in Sweden are often influenced by older standards of architecture. Many different



purposes of these standards are implemented in Falkenberg in the region of Halland such as the typical wooden structure called „korsvirkeshus” used in warehouses from the 19th century. But not only private structures are inspired by older architecture, public places like the Tullbron Falkenberg bridge which is built in the Roman style or the Italian inspired Mayor’s square „Rådhusorget” are representatives of architectural migration within Europe. The oldest signs of this migration can be seen in churches such as the St. Laurentii Kyrka. It was built in 1586 and painted by the artist Linkmayer. The new church of Falkenberg is a Gothic style church inspired by English and American architecture. To allow people from all over the world to visit foreign countries, hotels like the Grand Hotel Falkenberg are found in many Swedish towns. It was designed by Ernst Torulf and got his name partly from the French language.



Strandbaden at the Skrea strand is originally a “funkis” building built in 1937. “Funkis”, from the expression “Form follows function”, was a popular style of architecture in Europe in the 1920s and 1930s and is originally from the United States. The house was rebuilt and renovated in 2011 inspired by American beach houses.



The interior has a colonial “Hemingway” style. The city hall of Falkenberg is another good example for this “Funkis”-style.

But there are lots of other examples for migration in Swedish architecture, for example the Öströö castle. It is a small castle

in the countryside about 20 kilometers from Falkenberg. The architecture is inspired by Italian renaissance art. There are similarities with the architectural style of the Royal Castle of Solliden on Öland. The effect of migration on architecture can also be seen on another Swedish castle. The castle of Tjolöholm, also called “the funny castle”, was built in 1904. It is situated in Northern Halland and is inspired by the British Tudor style because



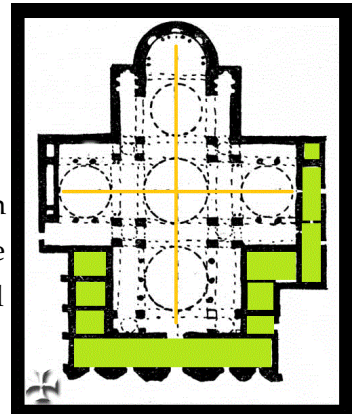
the owner of the castle had a Scottish background. There is also a church belonging to the castle in Scottish style.

But there are also German influences on Swedish architecture. The wine manufacturing house of Ästad vingård is newly built but supposed to look old. It is, among other things, inspired by German "Burgen". In the vineyard they cultivate grapes from Germany.

4 Italy

VENICE : SAINT MARK'S BASILICA

It's the greatest example of foreign influence in Venetian architecture. It is built on the model of the Basilica of the Twelve Apostles in Constantinople and Hagia Sophia of Istanbul



STRUCTURE - PLANT

- Previous structure: Greek cross (with arms of equal length)
- With the addition of another corridor: Latin cross (the longitudinal nave is longer than the transept)

STRUCTURE - DOMES

They were erected at the intersection and over the arms of the cross, as a symbol of God's presence



MARBLES

They were employed for structural functions but also to underline the importance of space (to survive in the symbolic-decorative tradition of the Byzantine empire)

MOSAICS

- They decorate the ample spaces of the Basilica and create the characteristic golden background.
- They represent stories from the Bible, allegorical figures, events in the lives of Christ, the Virgin Mary, Saint Mark and other saints.

THE VENETIAN GHETTO

HISTORICAL INFORMATION

- A Jewish community of 1300 people in the XII century
- Spinalonga changes its name in Giudecca due to the many Jewish inhabitants
- In 1516 it was determined that they had to settle in the Ghetto
- Origins of the name: from Venetian getto "foundry"
- The name was then applied in all Europe



URBANISATION CHANGES

- It's the only place in Venice with buildings reaching 8 floors
- There wasn't enough space to contain the increasing population
→ It was necessary to expand buildings in vertical

5 France

The influence of migration on architecture in Poitiers is mainly shown in the churches that the immigrants built to practice their religion, which they brought from their homes. As nowadays there are about 9% of the French population Muslims there is for example the Great Mosque of Poitiers built, in which about 800 people can pray. Most of the Muslims came after the end of the Algerian war, when there was an economic boom in France and therefore a lack of workers. That's why many people emigrated from Algeria and other ancient French colonies in North Africa.

An other example is the Orthodox church in Poitiers, which was already built in the XVth century, but became a church in the 1970's. The community consists of people from Eastern European countries like the Polish, who fled from the civil war in the 1920s and 1930s.

6 Berchtesgaden - Haus der Berge

social integration through environmental education



Berchtesgaden Haus der Berge is an institution that organizes different activities for visitors and refugees such as working with wood and the water lab but also integration games for immigrant families. Its aim is to integrate them through the use of their brains, hearts and hands. They should see the similarities between the nature in their home countries and the German one, while learning that we are responsible for our environment and that we

should be thankful for everything nature gives us. Therefore they cook together, work outside in the national park, do handcrafts and play cooperation games guided by Eva Dinter and Michaela Mandlik. We had the opportunity to do these activities: first we played some games to get to know each other and to share cultural knowledge because together we are more efficient; after that we went out in the garden and picked flowers and vegetables that had a significant meaning to us so in this way we were able to feel the nature. At noon we cooked different meals from each country, such as apple pie, apple soup, pumpkin soup and herbal butter with ingredients we found on the garden. At last, we made seed balls which you can throw



anywhere you want, water them and they'll become a flower. The meaning of this activity is to spread our cultures and with the seed balls you can bring with you a piece of your home country wherever you go. We learned that it is important to do these activities with the refugees because working together helps integrating them since you don't feel the differences anymore. For example while cutting a tree or growing plants you can then clearly see the results and that you have made a change, so you feel accomplished together. On the other hand you learn about local flora and to respect the gifts nature gives.

In conclusion the environmental education is a great way to integrate immigrants into our society while respecting nature and learning from it.

Game instructions:

❖ Map of the World:

Everyone says their name, where they come from and a special thing of their country (for example a special plate); then goes to a position in the room where they think their hometown would be if the floor was a map of the world.

Aim: This game is meant to compare the differences and similarities between other people and cultures.

❖ Sharing knowledge:

Everyone gets a sheet of paper with some questions concerning topics from each country which is commonly known by people living there. For example "What did Cristoforo Colombo discover?" or "What is Øresundsbroen?". They have to try and answer them and then walk around and ask the questions they don't know to others who will sign under the answer until they're all signed.

Aim: This game is meant to enlighten the players of the differences between their common knowledge and show them how each country has something that others don't know.

❖ Getting to know each other:

Everyone is standing in a big circle and is allowed to ask questions to the other players about general topics or something personal. The questions can only be answered with yes or no so if answer positively you need to go to the center of the ring otherwise you just stand still. For example: "Who can speak English?" so everyone who is able to speak English has to go in the middle.

Aim: This game aims to show everyone how we all are related somehow, which is meant to unite us under common circumstances.

❖ Seedballs instructions:

You will need

- *- a half of a teaspoon of five different kinds of seeds*
- *-three spoons of soil*
- *-two spoons of loam and water.*

You mix it up and then you get some clay. The last thing you do is forming it into a ball.



Gardening – Workshop

Urban gardening is deeply integrated into the minds of all cultures around the world ever since the early 19th century. The problems which occurred to the population during a crisis like World War I and World War II led to the process of urban gardening. The objective is to produce as much food as possible using only little space and caring about our environment. The environment is

sheltered because of no transport and low air pollution which improves the urban climate in big cities.

The regional processing of vegetables and products harvested in urban gardens make sure that the products are fresher because of no transportation. Especially during former times when products weren't as durable as they are



today, urban gardening was very important to survive. During crises like a natural catastrophe, it is even more important for the population to have a reliable source of food. Furthermore many people are interested in own production, because of the aspect of compatible and social fair produced goods. Projects like this are supported by international organizations like the ANL in the Berchtesgadener Land,

Bavaria, because it promotes communities of different people, religions and cultures.

The most important thing is the area around your garden, that means to have a suitable soil for the special plants and it should be organized in different parts, for example the vegetable-beds or fruit-beds. It would be useful to have a water source, to water everything. Furthermore you need something like a shelter, where you can put all tools and other things. We would advise you to have things like a shovel, an axe, a drilling machine, a sledgehammer, a lopper, a wheelbarrow and much more... On top of that, you need a place, where you can put all your compost. Not to forget, you should invest a lot of time in order to have a well maintained garden.

We worked for one day in the "Weltgarten" in Laufen. This garden is a project which is supported by the city of Laufen and led by Dr. Joseph Heringer. The project has as its aim to let refugee families grow vegetables

from their home countries as well as working together with people from the region in order to help them integrate into the German society and culture.

Every refugee family plants a typical plant from their own country. This makes them feel more comfortable in their foreign country, such as Germany. Like that, the German people discover new plants, vegetables and fruits, which they didn't know before. This



is an example, how migration can open people's minds about new things from other cultures. The garden is open for refugees, to welcome them in a good way, so they feel integrated in their new country. It helps them to get in contact with the German people, in a way where they are all on the same level.

We harvested various vegetables and fruits in the garden. For example carrots, cabbage, cucumber, potatoes, beans etc. But we did not only harvest, we also planted strawberries. We planted them simply by digging a small hole in the soil, and afterwards putting the strawberry root into the hole. We harvested the carrots by pulling them up from the ground, and afterwards



washing the dirt off in water. The beans were a bit different. The beans were taken off the bean plant and the beans inside of the shell were taken out. Beans have to be cooked before eating, otherwise they're poisonous and

definitely non-eatable. A zucchini plant has big leaves, which makes it big. The zucchini is harvested by cutting off the zucchini from the plant. It can be cooked in many different ways, for example in a vegan meal.

During the gardening experience we helped the local community to clean a public garden from plants and trees, so they can expand the garden. But we also planted a nice apple tree. With the trees that we cut, we got some wood for a fire and the leaves were used to make a good compost.

Homemade tea

You need :

- a fire and a pot with water to cook
- different fruits (raspberry, apple, grapes...)
- different sorts of peppermint
- garden sage
- you can put in other things you like

Mr. Heringer, our referent, made tea and grilled potatoes.

He showed us many ways to use plants we can find outdoors.

We built a raised bed with wooden planks, wooden posts and iron shoes, in order to have a new opportunity for plants in a garden. Raised beds are often used in cities on top of the houses because people want to use every tiny place to have a little garden. The dimension of the finished raised bed is 2x1 meters and at least 1 meter in height.

You need:

- 12 long wooden planks
- 12 short wooden planks
- 6 wooden posts
- 6 iron shoes
- a sledgehammer
- a staple gun
- branches
- a bunch of 4,0x50 screws
- a waterproof nub foil
- a drilling machine

First of all you need to have a flat surface in which you carve in the iron shoes to have a solid cornerstone. In each of the six iron shoes you have to put one wooden post in order to attach the wooden planks to it. For this step you have to drill holes into all of the planks to insure they will not crack during assembly. After drilling you attach all of the 24 planks around the raised bed with the drilling machine and 4,0x50 screws. Afterwards, you have to fasten the waterproof nub foil with the staple gun on the inside of the raised bed. As a final step you have to fill the raised bed with approximately half a meter of branches. To finish the project you fill the rest with topsoil, now you can plant all different kinds of vegetables

We understood that planting trees, taking care of nature and making composts is important. It is helpful, among other things, to fight desertification.

(Pictures: Natascha Hasenöhr, Anna Janfalk)

Cultural Codes

1 Introduction

When students, all over the world, go to another country they experience a new culture. Every culture has its own cultural codes, which can be difficult to know and follow. In this chapter we will introduce these cultural codes. We will explain when and where you have to be aware of them if you get in contact with a new culture. Therefore we will explain what cultural codes mean to us, and then propose some examples of codes in societies you could find surprising when travelling.

Every culture has its own set of cultural codes. According to our definition, cultural codes are unwritten rules in society that everybody follows. People who live in a certain society are often unaware of the culture codes. For them it seems unlikely or even impossible not to follow the codes. For a person who migrates into with its own set of cultural codes into a country can find it difficult to follow and understand them. We believe that the cultural codes are a way for us to navigate in the society since they are norms and rules created by men in order to live together. Without the cultural codes it would not be as easy for humans to live side by side.

An example of cultural codes is the way we greet each other. In Italy and in France it is common to kiss a friend, a family member or a stranger on the cheeks. It is also common for Italian people to hug their friends and family as an act of greeting. In the act of greeting, a kiss on the cheek would rather be considered as an intimate thing to people in other countries such as Denmark, Sweden and Germany. In Sweden, for example, people kiss to show affection and hug to greet.

We also found that our cultural codes are different when it comes to table manners. For instance in France, it is very common for the family to eat together without any distractions such as phones, TV-sounds etc. On the contrary, in Denmark and Sweden it is not mandatory to eat all together. For

example, they have “movie-nights” where they will eat together around the TV. At restaurants, it is common in Germany to split the bill, while in France it is polite for one person to offer to pay for all.

History

Since the prehistoric times, knives have been used in everyday life. They have dually been utilized as both a weapon and an eating implement. People, first of all, used to kill their food and then cut it into smaller pieces to eat it.

“God in his wisdom has provided man with natural forks—his fingers. Therefore it is an insult to him to substitute artificial metal forks for them when eating.”

- St. Peter Damian

This quotation is from the time when the fork arrived to Venice with a princess from Byzantium. The people in Venice refused to use it because they thought it was an insult against God himself. The fork was still very infamous until the Renaissance. Here it spread from Italy to the rest of the western world partly because people started to pay more attention to hygiene. However, until the Industrialization, only the upper class could afford to use the cutlery. Nowadays the majority of the world uses cutlery, but there are some cultures that still eat with hands like in the Arabic countries or with chopsticks like in many Asian areas.

Where do the handshake come from? There is proof that the handshake has existed as far back as the 5th century BC in the Ancient Greece. It can be found in the Pergamon Museum in Berlin where a depiction of two soldiers shaking hands can be seen. It is said that the greeting originated in England several years ago, to show that you were empty handed and unarmed. Back then, weapons were concealed in the left sleeve so it was common to shake hands with the left hand. As the years went by, it became more ordinary to shake right hands and not the left.

Nowadays, the handshake is used in business meetings and when meeting new people. Around the world there are different ways to shake someone's hand. For example, men in Arabic cultures have a long and limp handshake

while saying a specific greeting. In China it is the norm to have a strong and vigorous handshake.



Funerary stele of Thrasea and Euandria.
Marble, ca. 375-350 BC. Antikensammlung
Berlin, 738.

Handshakes are not only a way of greeting. It has been found that the greeting is an evolutionary need, and replaced the sniffing behavior which is common among animals.

To know cultural codes is a way to navigate in a society. People born into different societies are living by the terms of different cultural codes and norms often without realizing it. For foreigners, however, it can be very confusing to understand why people in a society act in a particular manner. Certain behaviours such as body language, etiquette, how to approach people can differ from country to country.

Simple things that are obvious to people in a certain society today can be confusing for others. For example,

in our society we nod the head to indicate agreement or to say “yes” and we shake our head to indicate disagreement or to say “no”. In Bulgaria moving the head has the opposite meaning. In fact here they shake their head side to side for agreement and to say yes. The nodding, however, is once up, not down, for disagreement or to say no. Since most people around the world use these signals to express the opposite sense, it’s hard to say how this “act” has survived in such a restricted area.

Culture codes are important in order to bound people’s behaviour. In a certain sense, they set some limits: norms such as standing in line, to give

personal space or not to interrupt people talking have given the society an order and it has been an advantage for us in order to live together.

Cultural codes are developing all the time at different speed. When people migrate to other countries they bring a part of the cultural codes from where they came from. The cultural codes are developing at different speed depending on the influx of people migrating. For example, different reasons for migrating and different amounts of people, such as small groups or masses, can affect cultural codes. They migrate because of wars, natural disasters, globalisation connected issues.

What are some examples of people affecting codes? We may think of demolishing (or creating) prejudice or think of new ways of seeing and welcoming cultures in our own countries; we may also think about new or intercultural dress codes or changing food habits.

People will always migrate. Maybe you will move to another country in the future. In this case, it is important to stay open minded and not judge the behaviour of the people in your new country. If you stay open minded you will accept the cultural codes faster which allows you to integrate faster, not simply into the country but also inside the society. If you go to Denmark or Sweden, people appreciate you even though they do not say “hey” to you on the street. Just because they kiss your cheeks in France and Italy it does not mean that they are trying to show affection. It is actually their way of saying hello to you.

In conclusion if you manage to get confident with cultural codes you can cope with the characteristics of a society and live with ease side by side.

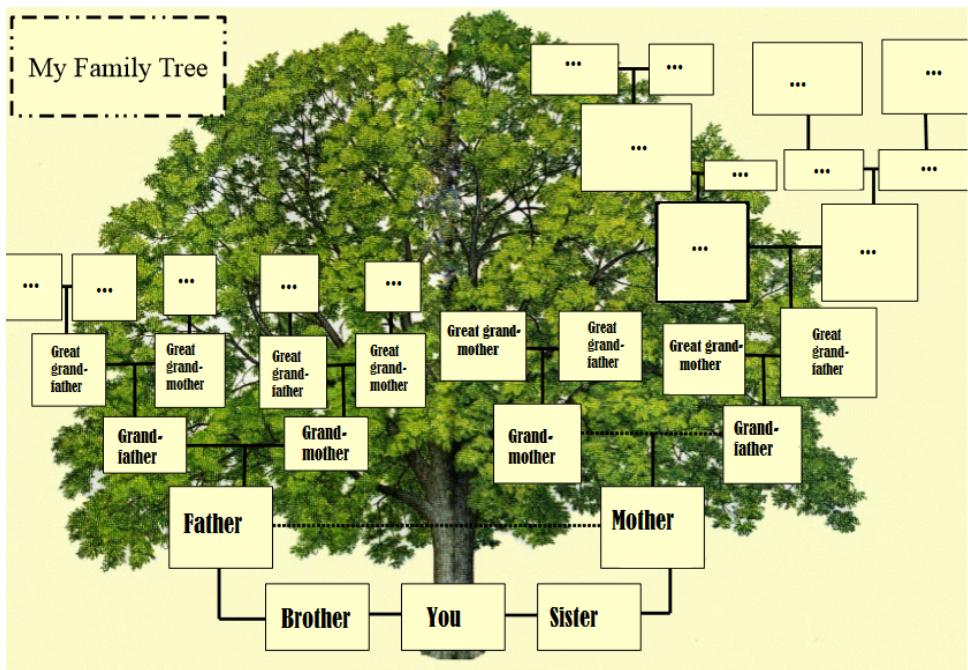
2 How to make a family tree?

To make a family tree you need information. But how do you get it? How will you create your family tree? To find information you can start by asking your parents, relatives, associates etc. You can go to the cemetery or church, to look up the date of birth or death to one of your ancestors. However another way to get information is by looking up information about your family at the

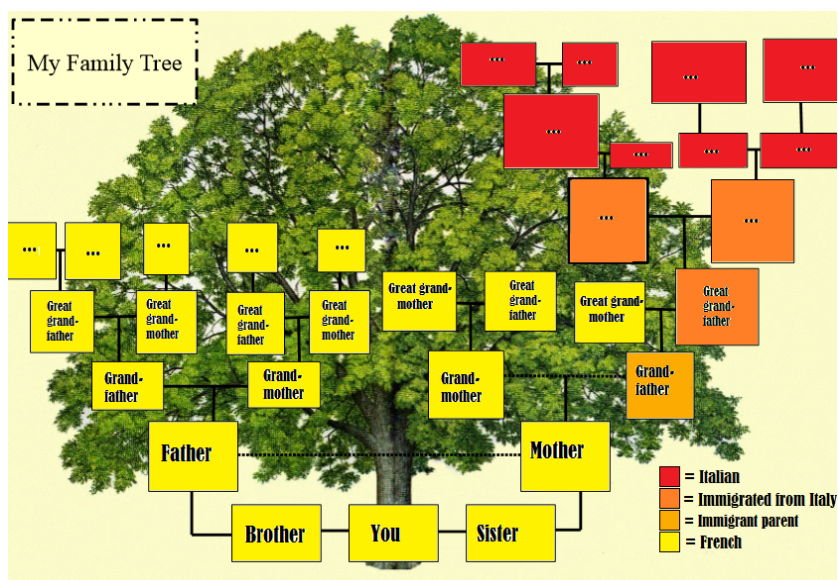
national register, or in the archives from the city you were born in. It is also possible to look up your personal information on the internet.

How to make a family tree:

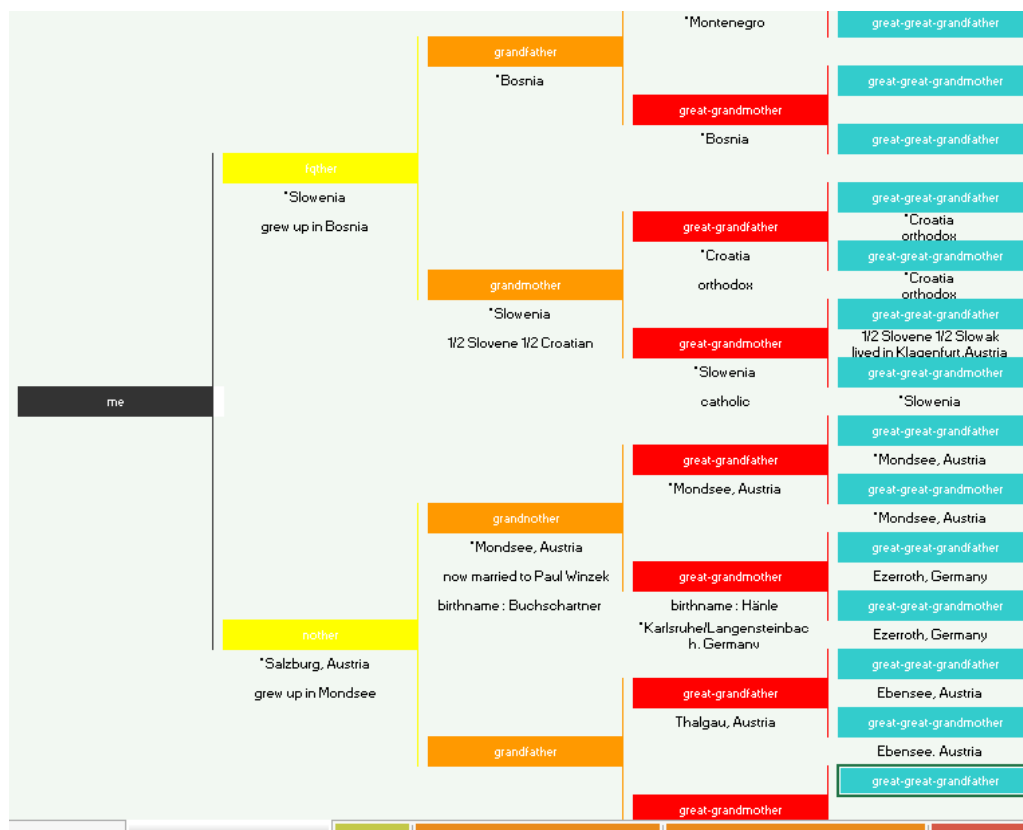
The first version of the family tree is the vertical one. You start by making a box with your generation, i.e. you and your siblings. It could look like the following picture:



This family tree might look more like a normal tree than a horizontal one, where you can mark the dates. To make the tree more advanced you can colour the boxes in order to see who immigrated from where. This you can see in the following picture:



Another way to draw your genealogical tree is to use programs like Microsoft Excel or Word. There is a special template called “family tree” in Excel, in which you can download and fill in the names and dates of your ancestors. One of the advantages of this kind of genealogical tree is that it is easy to understand because every generation is represented by a colour. Another advantage is how organised the tree becomes when it is chronological, however the only disadvantage is that it can only trace back in four generations. Here is an example of a german person and the person’s family, created with the program Excel:



In addition to Excel, Word is easy to use since you only have to type the names and dates of your ancestors and put arrows in between. You begin with your great-great-...-grandparents and you end with yourself. With both versions, Word and Excel, you can add information like domicile, life stories etc. Here is an example of an Italian person, and the person's family, created with the program Word:

Exercise

Make your own family tree and add as many family members as possible.

Quiz - test yourself:

1. How many family members, both dead and alive, can you remember on the spot?
2. Do you know a story of a family member, that you could write on your family tree? If yes, which story?
3. Has someone from your family migrated into the country you currently are living in? If yes, who and when?
4. Has someone from your family migrated out of the country you currently are living in? If yes, who and when?
5. Have you learned something new about your family members while working on your family tree?

Presentation of the schools

Falkenberg's Gymnasieskola

Falkenberg's Gymnasieskola is quite a big school with about 1400 students. There are 10 buildings, including a canteen, where you can get your lunch for free during a big break. Otherwise the students only use the buildings where they are allowed to go. This depends on the program the students have chosen.

There are 9 national programs and

some of them are even divided into more specializations, for example the aesthetic program, which is divided into dance, music, theater and media. That is why you can find several headmasters for the different programs and also



the teachers are divided by them.

However they can still teach a class from a different program. The pupils have a very friendly relationship with their teachers, therefore they call each other by their first name. It also depends on your program how long you have to stay in school every day, but usually classes begin at 8 a.m. and



end at 4 p.m. or sometimes at 5 p.m.. The students get a student's allowance each month, but if they skip too many lessons they no longer get money.

Gladsaxe gymnasium

We interviewed students from the Gladsaxe gymnasium. For them, a typical day starts at 8 and ends around 15:20, but the times depend on the schedule. The classes are composed of around twentyfive students but it can have up to 32 students. All of the classes last around an hour and a half. During each lesson there is a 5 minute break and a longer break after each lesson. Students who finish High School are usually around 18 to 20 years old. As a foreign it is possible to study in Denmark. But it is very hard to get a permission to stay in Denmark when your studies end.



That was a description of a typical day in the school, but what is the difference between Gladsaxe Gymnasium and the other schools in Denmark ?

Gladsaxe Gymnasium has a lot of international projects: on european scale with Erasmus projects such as the one we're in right now or in Slovakia, but they also have projects on a world scale with a trip planned to India. In India the students will be a part of a project called MUN, which stands for Mini United Nations. Here each student will play the role of a nation and act out a specific case as the UN would.

Isiss Verdi

The school's name is Isiss Verdi, which stands for of "Istituto Statale di Istruzione Secondaria Superiore Giuseppe Verdi". The school has about 650 students at the age of 14 to 19. The school is placed in the center of the small city Valdobiadene, and the students normally take the bus to school. The Isiss Verdi is a secondary school, which is the last step



before university. Before coming to the secondary school, they have been in primary school for five years and middle school for three years. In this school, there are different types of secondary schools - there is both a technical school where for example the students can get educated as mechanics or tourism, and there is also an upper secondary high school where you study language, grammar, math etc. Students then go to university to specialize. A normal



school day for Italian pupils at Isiss contains about three hours of studying, a 15-minute break and then another 2-3 hours of learning . They don't have a lunch break at school, because they are off at 1.15 pm, and therefore they eat lunch at home with their families.

Four days a week they go to school from 8 to 1.15 pm and twice a week from 7.50 to 1.20. As you can count, they go to school 6 days a week, which means that they have to meet from 8 to 1.15 every Saturday and only get one day off school a week.

Lycée Pilote Innovant International

Our school is located next to Futuroscope which is a theme park of future, so our school has a special architecture design. This is an international innovative high school ,there aren't a lot of students , which makes it easier for both teaching



and learning. We have an innovative way to study with tablets or computers. We have many foreign students at school such as Chinese, Italian, Spanish and Russian... And that allows us to exchange our cultures and it's easier for us to learn a new language.

We have our own canteen, every student has lunch at school but the boarding students are also having breakfast and dinner. The food is not free and we pay 5€ per meal.

We have a good relation with our teachers but we should also respect them by calling them Madame or Monsieur and we use the polite form to talk to them.



Being an exchange student is a challenge for us , there are some exciting parts but we have also a lot of difficulties to go through. The most exciting parts are to get to know about the

culture and to learn french,we met a lot of nice people who helped us to integrate into the school. The most difficult things for us are the different habits between French people and Chinese people, especially the eating habit and

the daily schedule. Everything is new to us so we have to learn everything from zero.

The German School

The Rottmayr-Gymnasium is located in Laufen which is in the south of Upper Bavaria. It's a nice and small school with about 600 students. Normally the students start at the school at the age of ten in the fifth class and they leave school at the age of 18.

School usually starts at 8am and ends between 1pm and 5pm, one lesson lasts 45 minutes, but the students usually have two lessons in a row. They have compulsory subjects such as maths, German, history, social studies, religious



education, P.E. and need to choose between other subjects. Besides that, they go to school from the middle of September until the end of July and have all together six holidays but just 6 weeks of summer-break. In general the journey from home to the school takes about 15 minutes by bus or car. They have



different marks, basically from 0 to 15, 0 is the worst and 15 the best. They have different school-trips like a skiing-week, extra school activities and in the last 2 years they have to join a project to learn how to work together, these projects are for example organizing a sports day and events, collocating an archive or the Erasmus+ project. But the school offers plenty other projects, as well.

European Multilateral School Partnership

Falkenbergs Gymnasieskola
Rottmayr-Gymnasium Laufen
Gladsaxe gymnasium
Lycée Pilote Innovant International
ISISS G. Verdi



Migration has always been a part of European history and European identity. In this project we would like to make students aware of the concept of migration in modern society. We want to show how Europe, to a large extent, is a result of ongoing migration and integration processes. We see that migration is an old phenomenon that primarily has positive effects on the countries involved. To understand the present situation we must also understand the past. We need to widen our horizons and for the students and their families taking part in the project to understand the importance of migration and the positive effects of it. Cultural exchange between countries is one of the key elements of progress and innovation.



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