

MIGRATION

Learning objectives:

- Examine internal migration that occurred during British India, as East Pakistan and as Bangladesh, and the wide range of experiences within this.
- Raise awareness of different experiences of and reasons for migrating to Britain.
- Stimulate responses to how people reconnect with their (or their parents') country of origin.

English learning objectives:

- 1.2 Understanding and responding to what speakers say in formal and informal contexts.
- 2.1 Developing and adapting speaking skills and strategies in formal and informal contexts.
- 3.1 Developing and adapting discussion skills and strategies in formal and informal contexts.
- 5.1 Developing and adapting active reading skills and strategies.
- 5.2 Understanding and responding to ideas, viewpoints, themes and purposes in texts.
- 6.1 Relating texts to the social, historical and cultural contexts in which they were written.
- 7.1 Generating ideas, planning and drafting.
- 8.1 Developing viewpoint, voice and ideas.
- 8.3 Improving vocabulary for precision and impact.
- Also, locating and extracting information.



Preparation/resources:

Exercise 1 and 2: Either ask students to go online and read 'The interviews' OR give them printed sheets of the pages under: www.banglastories.org/about-the-project/the-interviews.html

For Exercise 2, ask students to go online and read designated interviews from 'The interviews' section OR give them printed sheets from:

- Tasarul Ali: classic migrant, Oldham (www.banglastories.org/about-the-project/the-interviews/classic-migrant-tasarul-ali---oldham.html)
- Abdul Rahman Biswas: well-connected migrant, Ranishankhoil, Dinajpur (www.banglastories.org/about-the-project/the-interviews/well-connected-migrant-abdul-rahman-biswas---ranishankhoil-dinajpur.html)
- Kamal Hossain: child migrant, Oldham (www.banglastories.org/about-the-project/the-interviews/child-migrant-kamal-hossain---oldham.html)
- Laila Rahman: migrant bride (www.banglastories.org/about-the-project/the-interviews/migrant-bride-laila-rahman.html)
- Polash: migrant groom, Oldham (www.banglastories.org/about-the-project/the-interviews/migrant-groom-polash---oldham.html)
- Ashim Sen: Bengali Hindu migrant, Bradford (www.banglastories.org/about-the-project/the-interviews/bengali-hindu-migrant-ashim-sen---bradford.html)
- Abu Hussein Sardar: migrant landowner, Satkhira (www.banglastories.org/about-the-project/the-interviews/migrant-landowner-abu-hussein-sardar---satkhira.html)

Exercise 1 (30 minutes):

In pairs

Get students to read 'Background to the interview' (www.banglastories.org/about-the-project/the-interviews/background-to-the-interviews.html) and to think about the following:

- What are the motives/reasons for people migrating?
- Why have Bengalis migrated to Bangladesh and to Britain?
- How are the various stages of migration different from each other?

Bring the class together and discuss the issues as a whole class. Explain that there are many reasons for migrating, many kinds of people migrating and a vast number of experiences.



Teacher's notes**Different places include:**

Migrating from India to Bangladesh.

Migrating to Britain.

'Twice migrants', who have two places of migration.

Moving home within Britain and within Bangladesh.

**Different professions and economic situations include:**

Railway worker, writer, former lascar, privileged migrant, 'voucher' migrant, landowner, well-connected migrant, landless refugee, aristocrat, student, legal and illegal migrants.

Different ages/life stages/genders/religions/languages include:

Women, men, teenage migrant, younger generation, child of migrants, migrant bride, migrant groom, Bengali Hindu Migrant, older migrants, lone and family groups.

Exercise 2 (20 minutes):

In pairs

Ask students to read one of the 7 interviews.

- Tasarul Ali: classic migrant, Oldham;
- Abdul Rahman Biswas: well-connected migrant, Ranishankhoil, Dinajpur;
- Kamal Hossain: child migrant, Oldham;
- Laila Rahman: migrant bride;
- Polash: migrant groom, Oldham;
- Ashim Sen: Bengali Hindu migrant, Bradford;
- Abu Hussein Sardar: migrant landowner, Satkhira.

Ask students to make notes about the following:

- Where the person was born.
- What the person did before migrating.
- Why the person decided to leave the country; did they have a choice?
- Did the person have hopes and dreams about coming to Britain/Bangladesh?

Reflection (10 minutes):

Bring the class back together to discuss their person, thinking about the possible emotions and experiences individuals went through when migrating. This could link into introducing extended work/homework.

Extended work/homework:

Based on the account they read, ask students to write an account in the first person of the individual they have been given, describing their emotions and expectations on first arriving at their destination (whether in Britain or Bangladesh). Ask students to explore the following aspects in the structuring of their writing:

- How they felt on first arriving at their destination.
- How other people reacted towards them.
- What were their hopes and dreams for the future?
- What obstacles did they have to overcome?
- What was the most difficult and/or exciting change that they had to deal with?

Ask students to start this piece with a draft so that they can plan the structure of their writing. When planning, ask students to think about the voice of their individual, how they feel and how to express that in their writing.

