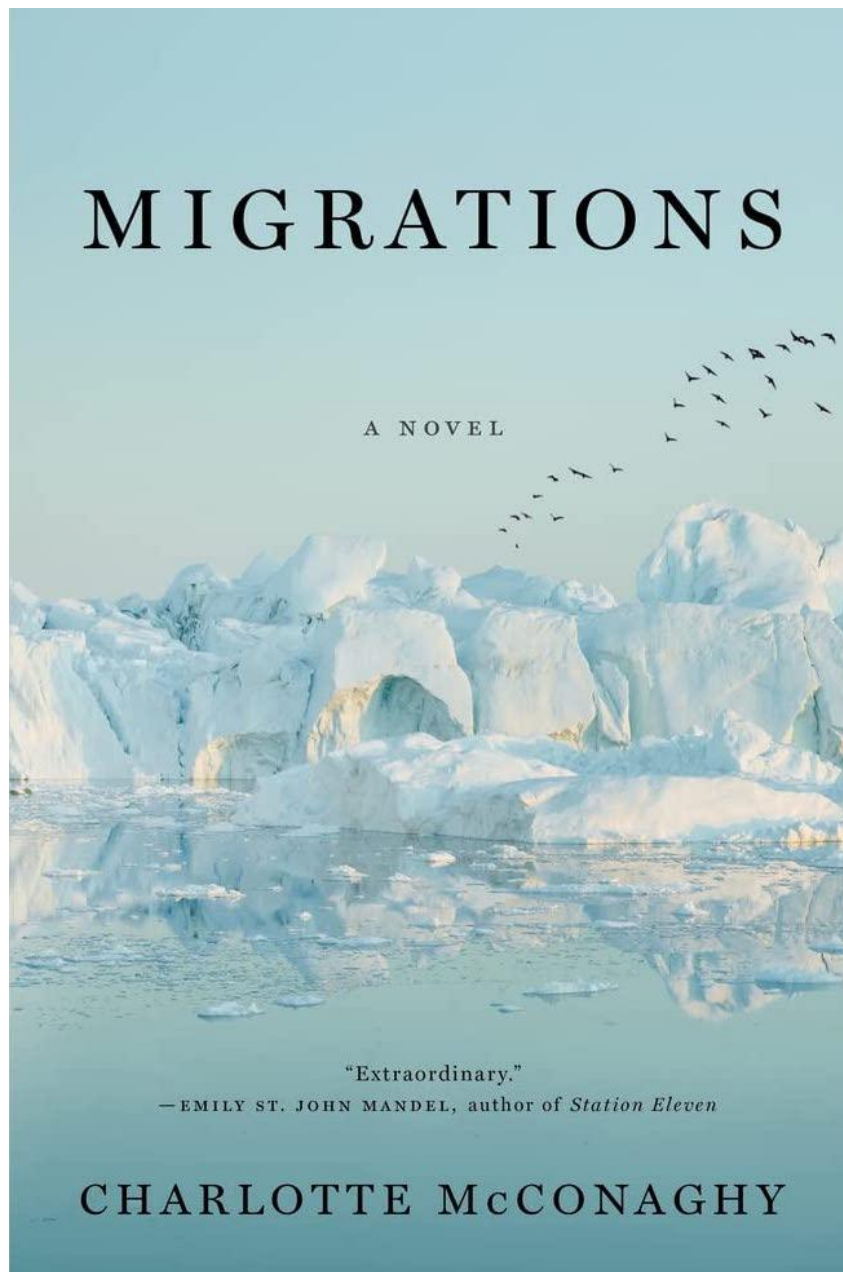


Literature Teaching Unit: *Migrations*



Student: Isabelle Sieber, isabelle.sieber@stud.phbern.ch

Teacher: Robert Unteregger

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1. Introduction

Charlotte McConaghy's recently published novel entitled *Migrations* tells the fascinating and perilous story of a woman named Franny and her desperate attempt to follow the world's last flock of Arctic terns from Greenland to Antarctica, on their very final migration. McConaghy depicts a futuristic world in which human beings have destroyed their environment to the point of no return, placing thus animal extinction at the center of the plot as well as the protagonist's resilient character. Given its focus on the environment, this novel lends itself quite perfectly to a BNE-English Literature Teaching Unit. Before illustrating the many elements that can be addressed by means of teaching this novel, it can be helpful to know more about what exactly happens in this story.

1.1 Plot

Franny is an Irish-Australian woman, who arrives in Greenland to get work on the Saghani fishing ship. She knows that she has just one last chance to follow the last recorded flock of Arctic terns on their migration from Greenland to Antarctica. The captain of the Saghani (Inuit word for Raven) is named Ennis Malone, and still desperately tries to find fish, although humans have lived in such an unsustainable way that most animals have gone extinct, as did all the fish. Franny is able to convince Ennis to get her on board of the ship, as following the birds will lead them to fish. Their relationship has however a rocky start as Franny is thoroughly against fishing people as she blames them for their part in the destruction of the planet. Nevertheless, she has no other choice but to get on their ship if she wants to follow the three tracked Arctic terns across their voyage through the Atlantic ocean.

She tells Ennis and the crew members, composed of a myriad of different cultures and personalities, that she is an ornithologist from the University of Galway Ireland. Nonetheless, as the story unfolds into different anecdotes about Franny's past life, it is revealed that she has never gone to University but was working as a janitor there. She was fascinated by birds and would go to a seminar conducted by Niall Lynch, an ornithologist talking about the destructive impact of humans on the animal world. They eventually fall deeply in love and marry, but Franny's nature is that of a wanderer and she constantly leaves to discover distant places. They keep their relationship strong with letters they write to each other.

Franny does not just wander because of her wild nature, similar to the migrating

nature of the Arctic terns, but she also tries to run away from her very haunted past. Her mother abandoned her as a child and her father went to prison for murder. She had to move from Ireland to Australia to stay with her grandmother who did not bother to create a loving home for her. As an adult Franny decided to find her mother and that is what led her back to Ireland. Her search is however always unsuccessful, and only when Niall eventually tells her that she is looking for a dead woman does Franny remember the truth. Indeed, Franny witnessed her mother's suicide as a child and repressed that memory to the point of needing to constantly look for her.

Back on the boat the crew starts to get attached to Franny and their journey goes smooth until there is a huge storm which makes them lose two of the tracked Arctic terns as well as getting one of the crew members, Samuel, dangerously injured. Defeated, they head to Newfoundland to bring Samuel back to his family to recover. At the harbour they are met by some activists who angrily shout at them for having caused the disappearance of sea life. They eventually arrive to meet Samuel's family, which is formed by five lovely young girls/kids who live in a lighthouse and grow their own vegetables. Nonetheless, Franny is tormented by nightmares and continues to write letters to Niall telling him about her emotions and struggles. What is strange is that she never sends these letters but keeps them to herself.

In Newfoundland the news arrives that commercial fishing has been made illegal from one day to the other and if any of the fishing boats are found they will be severely fined. This news hits everyone profoundly and Franny goes out for a drink in the city. She encounters one of the activists she had seen at the harbour, and he brutally attacks her. However, Franny is very capable and defends herself and kills the man. The crew, having witnessed the end of the fight, grab her and they all escape on the Saghani. They leave Newfoundland as fugitives and decide to keep following the last of the tracked Arctic terns even though it is illegal. Franny's ability to defend herself and kill that man has the crew worried and she comes clean about her past: she is not an ornithologist and had been in prison before (where she learnt to fight) because she killed two other people. Nonetheless, she leaves out that she actually caused a car accident that had a woman and Niall killed (she told the judge she was to blame for guilt and the traumatic event), and that she needs to spread his ashes where the Arctic terns mate in Antarctica. Niall had always believed that the moment the Arctic terns would go extinct the world would be completely lost. Before he died they had spent time in Scotland at the Wildlife

Conservation where the last chosen animals were kept.

Their journey is once again stopped by one crew member calling the police on Franny and thanks to the other members Ennis and Franny are actually able to escape on another smaller boat. They desperately continue their voyage and eventually reach Antarctica, which is a lot warmer due to climate change. Fortunately, they find many Arctic terns, fish and other animals believed to be extinct there. Franny reached the edge of the world for Niall's last wish and the sight of hope gave her the strength she needed to continue fighting to rebuild the earth.

1.2 BNE-English Literature Teaching Unit

As can be deduced by the plot, this book deals with many interesting but also challenging topics. While the intermediate language level of this novel could be easily understood by students from GYM 2 classes, the emotionally demanding topics introduced throughout the storyline make it more suitable for GYM 3 classes. Thus, when considering the Lehrplan 17, specifically regarding English for Cycle 2 (GYM 3 / GYM 4), these following points would be covered by this Literature Teaching Unit:

- Reading: "Komplexe Texte aus verschiedenen Printmedien (z.B. Prosa, Lyrik, Drama, Epik, Essay, Film- und Buchkritiken, politische Reden, Reportagen und wissenschaftliche Fachartikel)" (39).
- Speaking: "Vorträge und Präsentationen zu gesellschaftlich relevanten Themen, Analyse und Interpretation literarischer Werke (40).
- Literary Competences: "Erweitern und Vertiefen der literaturanalytischen Fertigkeiten anhand der Lektüre und Interpretation von Originaltexten aus verschiedenen literarischen Gattungen und Literaturen. [...] Erarbeiten historischer Zusammenhänge und sozial- politischer Themen im Kontext der gelesenen literarischen Texte" (41).

Additionally, the section dedicated to BNE for the subject of English states the following (43):

6. Bildung für eine nachhaltige Entwicklung

In der Auseinandersetzung mit verschiedenen Kulturen des Sprachraums

- erfahren die Schülerinnen und Schüler Englisch als eigenständige Erstsprache traditionsreicher Kulturen,
- reflektieren Schülerinnen und Schüler kulturell und gesellschaftlich bedingte Lebensgewohnheiten und Ansichten.

Mit dem Erlernen und Einüben des Englischen

- eignen sich die Schülerinnen und Schüler eine Lingua franca für Menschen auf der ganzen Welt an,
- erwerben sie die Sprache, die weltweit in Wissenschaft, Wirtschaft und Politik der Informationsbeschaffung und -verbreitung dient.

In der Interpretation von literarischen Werken und kulturellen Artefakten

- erfahren Schülerinnen und Schüler historische, ethische und politische Dimensionen von Literatur und Kunst,
- befassen sich die Schülerinnen und Schüler mit Perspektiven von Menschen aus anderen Kulturen und Zeiten.

In Klassendiskussionen und -debatten lernen sie sachliches und strukturiertes Argumentieren.

This Literature Teaching Unit would be able to accomplish particularly well the first and third point mentioned in this BNE section. Indeed, *Migrations* includes a myriad of different characters with different backgrounds, portrays a protagonist with an Irish-Australian background and makes her travel by sea across the Atlantic, visiting different places as well as experiencing different animal worlds. Moreover, the topic included and the scenery depicted in *Migrations* can easily be connected to discussions concerning sustainability, in particular with regards to the 17 Sustainable Development Goals for 2030 introduced by the United Nations.

However, as of August 2021 the new Lehrplan 21 will be slowly integrated within the schools of the German speaking part of Switzerland from Kindergarten to Sekundarstufe I. While the shift from one Lehrplan to the other will certainly not be immediate and without difficulties, it is essential to take in consideration the shift which will eventually take place. Furthermore, in the current draft for the “Weiterentwicklung der Gymnasialen Maturität. Projekt Rahmenlehrplan: Kapitel II - Transversale Bereiche” BNE is mentioned in a more substantial manner. Thus, taking some time to address the future changes to the school system is important especially since the sections dedicated to BNE are more exhaustive.

1.3 Future-oriented Teaching Unit

In the Lehrplan 21, which spans from Kindergarten until Sekundarstufe I, the following seven cross-curricular (fächerübergreifend) topics were included under the guiding principle of sustainable development (Lehrplan 21, Web):

- Politics, Democracy and Human Rights,
- Natural environment and resources,
- Gender and Equality,
- Health,
- Global Development and Peace,
- Cultural Identities and Intercultural Understanding,
- Economics and Consumption.

These topics have been incorporated in many subjects, but especially in the subject area Nature, Man, Society and thus a considerable and fundamental contribution to BNE can be expected to be made at the very beginning of students' educational journey. Additionally, the Lehrplan 21 mentions that in order to successfully teach sustainable development, it needs to be implemented by means of these didactic principles: Future orientation, interconnected learning and participation (Ibid.). With these didactic principles in mind learners will be able to gain more insight and become more action oriented. Therefore, this presence of sustainable development in the Lehrplan suggests that students finishing their Sekundarstufe I education and transitioning into Sekundarstufe II will already be quite knowledgeable. Indeed, since interdisciplinary competences will also move to the forefront of educational goals, students can be expected to be able to make more complex connections already at the beginning of Gymnasium.

Looking at the draft for the new Gymnasium Lehrplan in the section dedicated to BNE, it is suggested that (EDK, 22-23):

- An introductory block will take place at the beginning of the Gymnasium to ensure the basic knowledge surrounding Sustainable Development.
- Sustainability-relevant references will be explicitly mentioned in the Lehrplan to ensure an in-depth social maturity of students. Per year at least 5 contents referring to BNE have to be made.
- An individual portfolio will be made by students along their Gymnasium time, recording sustainable development topics. This Portfolio will accompany the Matura Diploma.
- A sustainability representative will be present in the school.
- There will be a Whole School Approach.

- Interdisciplinary project work will be happening one day per week.
- Students will work on real problems with real actors.
- Teachers will be helped by means of further education.

Hence, it appears that BNE will become a lot more detailed and supported by the school system compared to the short description given for the subject of English in the Lehrplan 17, which remained very vague. The most significant change is certainly the presence of one interdisciplinary project work per week, which suggests how important a collaboration between teachers from different subjects will be.

To sum up, the many changes which will/might be implemented in the future and which will change the current Swiss school system need to be taken in consideration for this future-oriented Literature Teaching Unit. Therefore, in chapter two of this paper, entitled Lesson Plan Overview, each time this symbol (*) will appear, a possible modification/addition to the lesson is suggested. Indeed, this novel lends itself quite well to interdisciplinary work as well as discussions of topics surrounding sustainable development. Hence, while this Literature Teaching Unit will be mainly focused on the interconnection of the subject of English with BNE, the added symbol (*) will refer to possible interdisciplinary work (which could become a project, working on real issues with real actors or an addition to the individual portfolio students may need to create).

1.4 Achievement Goals

In the following chapter the concrete achievement goals expected to be reached by students by the end of this Literature Teaching Unit will be illustrated. This is done in order to create a complete picture of the overall theme of this unit before going into even further detail with the Lesson Plan Overview.

1.4.1 Acquired Knowledge of Students

- English: students will have understood what a parallel narrative style is, will know how to recognize an unreliable first-person narrator, will know how to communicate their ideas and perceptions about the book and sustainability in a critical and correct way, will know about different anglophone cultures and improve their overall lexis knowledge.
- BNE: students will know about the 17 Sustainable Development Goals, but

especially number 8 (Good Jobs and Economic Growth), 9 (Innovations and Infrastructure), 12 (Responsible Consumption), 13 (Climate Action), 14 (Life below Water), 15 (Life on Land). They will know how to formulate complex and interconnected future oriented and action oriented perceptions and ideas.

- (*) Interdisciplinary (Geography, Biology, Economics and Law): students will know about different animal species but especially the Arctic terns. They will know the impact environmental changes have on migration patterns of animals, and they will know about life under water from many different angles (overfishing). They will know about different geopolitical issues around the globe.

1.4.2 Acquired Skills by Students

In order to help students gain these aforementioned knowledge points they need to acquire a set of skills. According to the UNESCO (2017), in order to achieve the 17 SDG, various empirically and theoretically based competence models need to be promoted in young people to shape a sustainable society (EDK, 21). Hence, this Literature Teaching Unit tries to incorporate the following competences suggested by the UNESCO (Ibid):

- Systems competence: the ability to recognize and understand interrelationships;
- Anticipatory competence: the ability to understand and evaluate multiple futures - possible, probable, and desirable;
- Normative competence: the ability to understand and reflect on the norms and values that underlie one's actions;
- Strategic competence: the ability to promote sustainability at the local level and beyond;
- Collaborative competence: the ability to learn from others; to understand and respect the needs, perspective, and actions of others;
- Critical thinking competence: the ability to question norms, practices, and opinions and to take a stand in the sustainability discourse
- Self-awareness competence: the ability to reflect on one's role in the local community and (global) society;
- Integrated problem-solving competence: the overarching ability to apply different problem-solving frameworks to complex sustainability problems.

1.4.3 Experience Gained by Students

Migrations is a novel that will have students travel troublesome waters. They will be made to face disturbing images of a future without animals that does not strain too far from the world they are currently maneuvering in. Indeed, this might be the strength of this BNE-English Literature Teaching Unit, as students will read about a world that will seem quite relatable to their own, but which did not make the necessary changes towards creating a sustainable society. Given that the essence of the novel is future orientated, it will help students remain in that future orientated mindset but then shift the narrative towards a sustainable development. Furthermore, since at the end of the novel Franny has regained faith in creating a more sustainable future and is determined to act towards shifting the narrative herself, students will be empowered to act as well.

Additionally, students will have gained valuable experience through the presentation tasks, but especially the discussions following the presentations. In the classroom they will have a space where discussions about unsustainable and sustainable development can be critically discussed. This will be an enriching experience for them. Moreover, the obligation of discussing in English will improve their speaking skills and prepare them for their future on a more substantial level.

2. Lesson Plan Overview

The table below contains all the necessary information for this Unit. It is important to specify that this table contains only the essential information and a detailed lesson plan with the necessary material will be provided in the next chapters.

This is a teaching unit which would take place during students' normal timetable, in their English lessons, for the course of 10 weeks.

This is how these 10 lessons/weeks would look like:

Lesson	Content	Achievement Aims	Procedure Aims
Lesson 1: 45'	<ul style="list-style-type: none"> - First page of novel (p. 3) - Introduction to the 17 SDG - Requirements 	<ul style="list-style-type: none"> - Students know the topic of the book. - Students get to know the 17 Sustainable Development Goals. - Students know the Requirements for the Unit and have chosen a Presentation topic. 	<ul style="list-style-type: none"> - Students are given the first page of the novel and discuss its contents in pairs. - Keywords are written on board. - Students make assumptions about the topic of the book and are introduced to the 17 SDG. They are given the United Nations Resolution "Transforming our world: the 2030 Agenda for Sustainable Development." - Students are given all the information required for this Unit and sign up for a presentation topic.
Lesson 2: 45' presentation and discussion	<ul style="list-style-type: none"> - Part I: 3-28 p. - Presentation on: <i>Greenland and the Geopolitics of the Arctic (13 SDG: Climate Action)</i> 	<ul style="list-style-type: none"> - Students know about Greenland and the Geopolitics of the Arctic. They understand the complex entanglement of geography, politics, economics and climate change and why Greenland (Arctic Regions are so central). 	<ul style="list-style-type: none"> - Presentation and discussion by the first group of students. Teacher adds information that was not touched. - Students collect the various characters and information from the novel and insert

<p>45' lesson</p> <p>(*)</p>	<ul style="list-style-type: none"> - Character Analysis - Poets and Poetry 	<ul style="list-style-type: none"> - Students are able to collect all the information related to the characters from the novel and create characterizations. - Students are able to research poets and analyze their poems and make broader assumptions about the novel. 	<p>them in a grid.</p> <ul style="list-style-type: none"> - Students are asked to do a close reading of page 27 and page 28. They research the poets mentioned in those pages and make assumptions on why the protagonist mentions them.
<p>Lesson 3:</p> <p>45' presentation and discussion</p> <p>45' lesson</p> <p>(*)</p>	<ul style="list-style-type: none"> - Part I: 29-59 - <i>Arctic Tern: Migration and Animal Extinction (15 SDG: Life on Land)</i> - Parallel Narrative Style - Letter writing practice 	<ul style="list-style-type: none"> - Students know about the Arctic terns and their migration pattern. They discuss how unsustainable development impacts the animal world. The interruption of one chain disrupts all the others. - Students can tell what a Parallel Narrative Style is. - Students can write letters to each other. 	<ul style="list-style-type: none"> - Presentation and discussion by the second group of students. Teacher adds information that was not touched. - Students collect the different storylines and start to create a mindmap of what is happening (e.g. <i>MindMaster</i>). - Students write letters to each other (they can communicate only via letters, one student replying to the other always in letter form).
<p>Lesson 4:</p> <p>45' presentation and discussion</p> <p>45' lesson</p> <p>(*)</p>	<ul style="list-style-type: none"> - Part I: 60-90 - <i>Overfishing and Life Below Water (14 SDG)</i> - Symbolism and Simile - Overfishing and the future 	<ul style="list-style-type: none"> - Students know about the problems surrounding overfishing and how the impact of the loss of life below water is a serious unsustainable issue. - Students are able to make the connection between the migrating birds and Franny's continuous need to move from one place to the other (Symbolism and Simile). 	<ul style="list-style-type: none"> - Presentation and discussion by the third group of students. Teacher adds information that was not touched. - Students draw comparisons between the birds and Franny's life by collecting information from the pages read so far. - In groups, students are asked to create a mindmap of the interconnected issues surrounding overfishing, with the help of

		<ul style="list-style-type: none"> - Students can make a list/mindmap of the interconnected issues surrounding overfishing and make predictions about the future. 	<p>the previous presentation and discussion. They are expected to make predictions about the future.</p> <p>→ They train: systems competence, anticipatory competence, normative competence.</p>
<p>Lesson 5: 45' presentation and discussion 45' lesson (*)</p>	<ul style="list-style-type: none"> - Part I: 91-121 - <i>Newfoundland and Responsible Consumption (11 SDG)</i> - Unreliable narrator - System of sustainable consumption and production 	<ul style="list-style-type: none"> - Students know about some background history of Newfoundland and have learnt more about responsible consumption and production. - Students have realized that Franny, the narrator, is an unreliable source. They can recognize the importance of points of view and narrators in shaping our perspective in literature. - Students are able to start creating a system of sustainable development (especially focusing on responsible consumption and production). 	<ul style="list-style-type: none"> - Presentation and discussion by the fourth group of students. Teacher adds information that was not touched. - Students trace the information about Franny and recognize that she has lied many times about her past. Students get introduced to the unreliable narrator and are shown cartoons related to unsustainability to think about (un)reliable sources. - Students discuss in groups what should be considered to ensure sustainable and responsible consumption and production. They are then asked to compare this work with their mindmap surrounding overfishing. <p>→ They train: strategic competence, collaborative competence, critical thinking competence and self awareness competence.</p>

<p>Lesson 6:</p> <p>45' presentation and discussion</p> <p>(*)</p>	<p>- Part II: 127-164</p> <p>- <i>Fishing and Good Jobs and Economic Growth (8 SDG)</i></p>	<p>- Students understand even further the impact of making commercial fishing illegal from an economic and labor perspective. They add more detail to their previously created systems.</p>	<p>- Presentation and discussion by the fifth group of students. Teacher adds information that was not touched.</p> <p>- Students can add additional information in their already created mindmaps.</p> <p>→ In this section of the book there is not much else to discuss, therefore only 45' minutes will be dedicated to the Unit.</p>
<p>Lesson 7:</p> <p>45' presentation and discussion</p>	<p>- Part II: 165-201</p> <p>- <i>Plastic in the Ocean and Climate Action (13 SDG + 14 SDG)</i></p>	<p>- Students know about the actual impact of plastic, especially for the oceans and discuss ways to counteract plastic waste (Future orientated and Action oriented presentation).</p>	<p>- Presentation and discussion by the sixth group of students. Teacher adds information that was not touched.</p> <p>- Students can add additional information in their already created mindmaps.</p> <p>→ In this section of the book there is not much else to discuss, therefore only 45' minutes will be dedicated to the Unit.</p>
<p>Lesson 8:</p> <p>45' presentation and discussion</p> <p>45' lesson</p>	<p>- Part III: 205-225</p> <p>- <i>Wildlife Conservation, Innovations and Infrastructure (9 SDG)</i></p> <p>- Timeline and Parallel narrative style</p>	<p>- Students understand the importance of wildlife conservation as well as their challenges, pros and cons. They discuss innovations and infrastructures that could avoid the need to have conservation places.</p> <p>- Students write a complete timeline of Franny's life (past and present).</p>	<p>- Presentation and discussion by the seventh group of students. Teacher adds information that was not touched.</p> <p>- Students are given time to collect all the necessary information about Franny's life to complete a timeline in groups.</p>
<p>Lesson 9:</p>	<p>- Part III: 225-254</p>	<p>- Students know about the importance of Antarctica (Geopolitics) and acquire the further</p>	<p>- Presentation and discussion by the eighth group of students. Teacher adds</p>

<p>45' presentation and discussion</p> <p>45' lesson</p>	<p>- <i>Antarctica and Sustainable Development (13 SDG: Climate Action)</i></p> <p>- Systems of Sustainable Development (future and action oriented).</p>	<p>essential information to ensure sustainable development.</p> <p>- Students can create a final and complete map of sustainable development action for the future by considering everything they've learnt in this Unit.</p>	<p>information that was not touched.</p> <p>- Students are told to collect all of their mindmaps created during this Unit as they now need to create a final version which takes in consideration as many interconnected elements as possible (they work in groups either on a poster or on Mindmaster).</p> <p>→ Students have trained the UNESCO suggested competences and should be able to apply all of them for their 'final' map.</p>
<p>Lesson 10: 90'</p>	<p>- Essay Questions</p>	<p>- Students can write a complete and cohesive essay about one of the three essay questions available.</p>	<p>- Students have been gaining knowledge throughout these past weeks and are ready to write an essay.</p> <p>- They formulate their opinions in a structured, critical and interconnected way about the novel and (un)sustainable development.</p>

3. Detailed Lesson Plan for additional ECT-Point

The following chapters are dedicated to a thorough explanation of each of the lessons in order that this Unit could be easily picked up by another teacher and be used in their classroom.

3.1 Lesson 1

The very first lesson of this BNE-English Literature Teaching Unit (45') has to provide all the essential information for a successful learning opportunity. Hence, a considerable amount of time will be focused on the Requirements. However, students are firstly given the opportunity to familiarize themselves with the novel they will be engaged with for the coming ten weeks.

The teacher starts the lesson by giving students the very first page of the novel *Migrations*. No other information is given (title, author, type of book), just what is written on page 3. The teacher asks students to individually read the page and then discuss its content in pairs and make assumptions. They should write their assumptions about what they expect this book will be about down in their notebooks, one that they use exclusively for English. The very first page of the novel lends itself very well for this activity as it is the Epigraph of the novel. Following some discussion time, the teacher asks students to share their ideas in plenary so that everyone can hear what other students discussed. The teacher makes sure that she/he writes important keywords on the black board to ensure that all students are able to follow along (animal/mass extinction, Atlantic, bird's final migration, belonging, Greenland, nesting season, husband). As a final activity before introducing the 17 SDG the teacher asks students what they think the title of the novel is and have them guess a bit before telling them.

Following this introduction to the novel, the teacher moves to a brief introduction of the 17 Sustainable Development Goals. This introduction should be kept short for two main reasons: Firstly, given the many other subjects in school having BNE projects/lessons, students should already be quite familiar with these topics. Moreover, considering the shift in the Lehrplan, future students will most likely know them already quite well. Secondly, students will be asked to present selected SDGs and incorporate/analyze the book through the perspective of these goals. Thus, they will be the ones doing more in-depth research about them in the following weeks (they are given the United Nations resolutions "Transforming our world: the 2030 Agenda for

Sustainable Development” to jump start their presentations). After this (re-)introduction the teacher then finally moves into giving students the Requirements and General Information for this Literature Unit. Students will sign up for a presentation slot and know the pages they will have to read for the following weeks.

3.2 Lesson 2

Content that should be present and questions that should be answered in students’ presentations and discussions:

Greenland and the Geopolitics of the Arctic (13 SDG: Climate Action)

- General information about Greenland and how the country is impacted by climate change.
- Indigenous cultures (Inuit): how are they impacted by climate change? What role do they play in fighting climate change?
- Geopolitics of the Arctic: why are nations interested in the Arctic? Why should we consider geography, politics and economics together?
- Why does this novel, which places environmental issues in the center of its story, begin in Greenland?

(*): This topic could be elaborated in further detail in the subjects of Geography, and Economy and Law.

In the second hour of this double lesson, students engage with the novel on a deeper level by collecting the information surrounding the characters met in the first few pages. The teacher provides the class with a grid containing the names of the characters mentioned and gives students time to complete it. They may work in pairs if they desire to but this task can be performed individually. It is important for students to do this task as it helps them follow the plot, which will shortly become very entangled, as well as train the skill of close reading and characterization.

After this task is complete and is checked in plenary, students are asked to go to page 27-28 and re-read them. A few Anglophone writers are mentioned by the protagonist and the content of these pages is very confusing/mysterious. They are therefore asked to research the writers (Tòibìn, Mary Oliver, Byron, Shelley and Poe) and the poems referenced. Furthermore, they should try to write down some assumptions


about what is happening and why these writers were mentioned. These two pages are the first ones that refer to the past of Franny and while her past will slowly be revealed to the reader, making students make assumptions at the very start can help them recognize that there are multiple storylines within the main story.

3.3 Lesson 3

Content that should be present and questions that should be answered in students' presentations and discussions:

Arctic Tern: Migration and Animal Extinction (15 SDG: Life on Land)

- General information about the Arctic tern and its migration pattern.
- What are the consequences climate change and unsustainable development have on migration patterns? What are the consequences of disrupting migration patterns?
- What is the current state of animal extinction? What are the main issues?
- Is the future scenario described in the novel a possible scenario? Why?

: This topic could be elaborated in further detail in the subjects of Geography, and Biology.

The second lesson continues with more in-depth research about the information received about Franny's past. Students are introduced to *MindMaster* a website in which you can create mindmaps. The teacher tells students to familiarize themselves with this tool as in the following lessons it will be used more and more. Thus, students work individually on their computers (BYOD) to create a mindmap about the many events Franny continues to disguise.

After some maps are shown in the plenary to exchange some input and discuss some further interpretations about what is happening in the story (Franny's motifs for being on the boat, Franny's search for her mother, Franny's relationship with Niall), the teacher hands out blank pieces of paper. The instruction is simple: communicate in pairs ONLY by means of letter writing. Since Franny continues to write letters to Niall, practicing some writing skills about how to write a letter should be done. Hence, students sit facing one another and both start to write a letter to the other person, they are free to write whatever they want (asking for advice, recounting an anecdote, etc.) as long as it has some questions within the letter for the other person to answer. Students

exchange their letters without talking and reply to their partner's letter in writing form. This activity can continue until the end of the lesson.

3.4 Lesson 4

Content that should be present and questions that should be answered in students' presentations and discussions:

Overfishing and Life Below Water (14 SDG)

- General information about fishing nowadays.
- What are the consequences of overfishing, not only in regards to fish but on a larger scale?
- How is the local economy impacted by industrial fishing?
- If not referenced by students, show some clips of *Seaspiracy* (2021 Netflix Documentary), which can bring up interesting discussions.

(*): This topic could be elaborated in further detail in the subjects of Geography, Biology, and Economy and Law.

At this point in the novel, students will certainly have picked up on the many references made about Franny and the Arctic terns. Franny mentions how similar she feels to them, constantly having to move as it is in their nature. Students are therefore asked about the rhetorical figures of the Symbol and the Simile:

- What is the symbol of the Arctic terns for Franny?
- What does the Arctic tern symbolize/stand for in general? Focus on what the author's intention might have been.
- What are the similarities between the Arctic terns and Franny?

Thus, the teacher hands out this week's worksheet in which students can find the image of another book cover of *Migrations*. They are asked to try to answer the previously stated questions and use specific wordings from the text.

Following this activity the teacher divides the class into groups of four and tells the class to create a mindmap with the help of *MindMaster* of the interconnected issues surrounding overfishing. By working in groups, multiple perspectives and ideas can flourish and the presentation should have created a solid foundation for this task. It would be advised to place the students who performed the presentation in different groups as they may help jumpstart the task since they can be considered 'exports' of this

topic. Moreover, students are not expected to provide solutions against overfishing problems, but rather the opposite. They are expected to create a system that predicts the future (future oriented) if people continue to overfish and ruin the oceans. This activity will train students' systems competence, anticipatory competence and normative competence.

3.5 Lesson 5

Content that should be present and questions that should be answered in students' presentations and discussions:

Newfoundland and Responsible Consumption (11 SDG)

- General information about Newfoundland and the Labrador current.
- How has unsustainable development impacted this region? Does it have an action plan against climate change?
- What references to sustainability and responsible consumption are made in the novel? What do you think about those?
- What defines responsible consumption and production? What are the differences and similarities between our present situation and the novel's future scenario?

(*): This topic could be elaborated in further detail in the subjects of Geography, and Economy and Law.

In the second part of this double lesson, students will be given the possibility to train their critical thinking skills. They should have started by this point to question Franny as it appears that she discloses very little about her real life. Hence, the teacher introduces the concept of the unreliable narrator and provides the class with a worksheet. They are asked to complete the worksheet individually. They firstly have to address if Franny is an unreliable narrator (more lies and revelation will follow in the next pages, so this activity prepares students to be critical of what Franny says). In the second part of the worksheet students have to choose one cartoon which depicts a scenery related to environmental issues and interpret it. They are asked to write down on a sheet of paper if these cartoons show reliable or unreliable situations/information.

After this activity is complete, the teacher divides the class in groups, as was done in week 4. However, they are now asked to work on a system which ensures sustainable

and responsible consumption and production. This project is again future oriented but focuses on what the things surrounding sustainable development are. When they are 'done' they can compare their new mindmap with the one that they did regarding overfishing and the lesson finishes in a plenary discussion regarding both mindmaps. This entire lesson focuses on training students' strategic competence, collaborative competence, critical thinking competence and self awareness competence.

3.6 Lesson 6

Content that should be present and questions that should be answered in students' presentations and discussions:

Fishing and Good Jobs and Economic Growth (8 SDG)

- General information about the 8th SDG and how it can relate to the novel and fishing in specific.
- Suggestions of how to make fishing, good jobs and economic growth connect to ensure a sustainable development for all.
- Highlighting different types of fishing to gain a broad understanding of what is and what is not sustainable (companies and logos)
- How do the characters react to the news that commercial fishing has been made illegal? What happens in the story and what do you think about that?

(*): This topic could be elaborated in further detail in the subjects of Geography, Biology, Economy and Law.

3.7 Lesson 7

Content that should be present and questions that should be answered in students' presentations and discussions:

Plastic in the Ocean and Climate Action (13 SDG + 14 SDG)

- General information about the impact of plastic waste to the environment, specifically to the oceans.
- Highlight the different types of plastic waste as well as their origins.
- How can plastic waste be counteracted? Is there a way?

- Discuss the plastic straw propaganda (are straws really the only culprits or was it a way to get the masses distracted and have a sense of empowerment?)
- Show how there are plastic islands across the ocean and relate that to the novel: Why did the author choose to incorporate that in her narrative?

3.8 Lesson 8

Content that should be present and questions that should be answered in students' presentations and discussions:

Wildlife Conservation, Innovations and Infrastructure (9 SDG)

- General information about Wildlife Conservation today and its pros and cons.
- Are there other innovations which could help avoid the need to save wildlife from humans?
- Provide information about the 9th SDG and why it relates to Wildlife Conservation.
- In what way does Wildlife Conservation appear in the novel and what are your thoughts about how it operates?

The following hour will be dedicated to the creation of a complete timeline in groups. The teacher hands out one poster to each group. On the poster there is only one arrow going from left to right. Students have the entire lesson to look for all the information given by Franny about her life (far past in Australia, past in Ireland, past in prison, and her journey to find the terns). This activity will make students re-read pages and learn how to skim through text to find the necessary information. Moreover, it helps them remember everything that happened in the story that was shared only step by step. Lastly, it creates a complete picture of Franny and her very challenging life full of loss. Students will finally recognize that her unreliability was not based on the desire to mislead but her resilient nature. She repressed the loss of her mother and her daughter and does not want to share and remember the death of Niall. Students will thus learn the psychological complexity of this character as well as make the parallel storylines fit into one single storyline/timeline.

3.9 Lesson 9

Content that should be present and questions that should be answered in students'

presentations and discussions:

Antarctica and Sustainable Development (13 SDG: Climate Action)

- General information about Antarctica.
- How has it been impacted by our unsustainable development? Is the situation comparable to the Arctic? What are the differences/similarities?
- What actually is sustainable Development (action oriented)?
- How is Antarctica represented in the novel? What role does it play for the protagonist?

Following the very last presentation of this Unit, students are given the entire next hour to work on their final version of a system/map showing sustainable development. The teacher tells them to take their other mindmaps as a starting point and include as much interconnected information as possible. The only guideline given to them is that the map has to be future and action oriented, but they are free to decide whether they want to create it on a paper poster or *MindMaster*. Throughout the weeks students have gained the UNESCO suggested competences and should be able to confidently apply all of them for their 'final' complete map.

3.10 Lesson 10

In the final lesson of this Unit, students are expected to write an argumentative essay to show what they have learnt throughout these weeks. They will have one double-lesson (90') to write a complete and cohesive essay. They may choose one option from three possible ones.

4. Bibliography

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5. Appendix

Lesson 1 - Migrations (page 3)

I

The animals are dying. Soon we will be alone here.

Once, my husband found a colony of storm petrels on the rocky coast of the untamed Atlantic. The night he took me there, I didn't know they were some of the last of their kind. I knew only that they were fierce in their night caves and bold as they dove through moonlit waters. We stayed a time with them, and for those few dark hours we were able to pretend we were the same, as wild and free.

Once, when the animals were going, really and truly and not just in warnings of dark futures but now, right now, in mass extinctions we could see and feel, I decided to follow a bird over an ocean. Maybe I was hoping it would lead me to where they'd all fled, all those of its kind, all the creatures we thought we'd killed. Maybe I thought I'd discover whatever cruel thing drove me to leave people and places and everything, always. Or maybe I was just hoping the bird's final migration would show me a place to belong.

Once, it was birds who gave birth to a fiercer me.

GREENLAND

NESTING SEASON

It's only luck that I'm watching when it happens. Her wing clips the hair-thin wire and the basket closes gently over her.

Lesson 1 – 17 Sustainable Development

Goals (SDG)

“We are announcing today 17 Sustainable Development Goals with 169 associated targets which are integrated and indivisible. Never before have world leaders pledged common action and endeavour across such a broad and universal policy agenda. We are setting out together on the path towards sustainable development, devoting ourselves collectively to the pursuit of global development and of “win-win” cooperation which can bring huge gains to all countries and all parts of the world” (United Nations, 6).



Sustainable Development Goals

- Goal 1. End poverty in all its forms everywhere
- Goal 2. End hunger, achieve food security and improved nutrition and promote sustainable agriculture
- Goal 3. Ensure healthy lives and promote well-being for all at all ages
- Goal 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all
- Goal 5. Achieve gender equality and empower all women and girls
- Goal 6. Ensure availability and sustainable management of water and sanitation for all
- Goal 7. Ensure access to affordable, reliable, sustainable and modern energy for all
- Goal 8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all
- Goal 9. Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation
- Goal 10. Reduce inequality within and among countries
- Goal 11. Make cities and human settlements inclusive, safe, resilient and sustainable
- Goal 12. Ensure sustainable consumption and production patterns
- Goal 13. Take urgent action to combat climate change and its impacts
- Goal 14. Conserve and sustainably use the oceans, seas and marine resources for sustainable development
- Goal 15. Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss
- Goal 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels
- Goal 17. Strengthen the means of implementation and revitalize the Global Partnership for Sustainable Development

Lesson 1 - General Information

Program

Week	Date	Reading Plan	Presentation Topic
Week 1		Part I: 3	-
Week 2		Part I: 3-28	<i>Greenland and the Geopolitics of the Arctic</i>
Week 3		Part I: 29-59	<i>Arctic Tern: Migration and Animal Extinction</i>
Week 4		Part I: 60-90	<i>Overfishing and Life Below Water</i>
Week 5		Part I: 91-121	<i>Newfoundland and Responsible Consumption</i>
Week 6		Part II: 127-164	<i>Fishing and Good Jobs and Economic Growth</i>
Week 7		Part II: 165-201	<i>Plastic in the Ocean and Climate Action</i>
Week 8		Part III: 206-225	<i>Wildlife Conservation and Innovations</i>
Week 9		Part III: 225-254	<i>Antarctica and Sustainable Development</i>
Week 10		-	Essay Writing

Assessment Information

The assessment for this reading task on *Migrations* consists of two parts and will give you two separate grades:

Presentation: One grade will consist of an oral presentation you will have to complete whilst reading the novel. Each week there will be one presentation of 15/20 minutes about a topic correlated to the chapters you will have just read and prepared. The presentations are done by 2 to 3 students and each student has to speak for at least 5 minutes in front of the class. You will receive an individual grade for your performance. Your presentation needs to: have powerpoint slides, a handout for the class and at least three discussion questions. IMPORTANT: You will lead the discussion and have to try to make clear connections to the novel (20/30 minutes).

Essay: The other grade will consist of an essay you will have to write in class on Week 10. You will be given 4 possible questions, from which you will have to choose one to write an essay about. You will not be able to keep your novel for this part.

Lesson 1 – General Information

Presentation Topics and Dates

Week	Topic	Student Names
Week 2	<i>Greenland and the Geopolitics of the Arctic (13 SDG: Climate Action)</i>	1. 2. 3.
Week 3	<i>Arctic Tern: Migration and Animal Extinction (15 SDG: Life on Land)</i>	1. 2. 3.
Week 4	<i>Overfishing and Life Below Water (14 SDG)</i>	1. 2. 3.
Week 5	<i>Newfoundland and Responsible Consumption (11 SDG)</i>	1. 2. 3.
Week 6	<i>Fishing and Good Jobs and Economic Growth (8 SDG)</i>	1. 2. 3.
Week 7	<i>Plastic in the Ocean and Climate Action (13 SDG + 14 SDG)</i>	1. 2. 3.
Week 8	<i>Wildlife Conservation, Innovations and Infrastructure (9 SDG)</i>	1. 2. 3.
Week 9	<i>Antarctica and Sustainable Development (13 SDG: Climate Action)</i>	1. 2. 3.

Lesson 2 - Characterization

Name	Occupation	Appearance/Personality	Other Information
Franny Stone-Lynch			
Ennis Malone			
Mam			
Niall Lynch			
Basil Leese			
Samuel			
Anik			
Daeshim			
Malachai			
Léa			

Lesson 2 - Close Reading (page 27-28)

Ennis scrutinizes the map, and the lines carving their paths through the Atlantic.

Then I say, "I know how important this is to you. Your children are at stake. So we go for one last haul."

He looks up. I can't tell what color his eyes are in the light. He seems very tired.

"You're drowning, Ennis."

We sit for a while in silence, but for the gentle lapping of the waves against the hull. Somewhere distant the gull cries out.

"You're true to your word?" Ennis asks.

I nod once.

He stands and walks below deck, not bothering to pause as he says, "We depart in two hours."

I fold up the map with shaking fingers. A wave of such deep relief hits me that I could almost throw up. My footsteps sound softly on the wooden plank. When I reach land I turn to look back at the boat and its scrawled name.

Mam used to tell me to look for the clues.

"The clues to what?" I asked the first time.

"To life. They're hidden everywhere."

I've been looking for them ever since, and they have led me here, to the boat I will spend the rest of my life aboard. Because one way or another, when I reach Antarctica and my migration is finished, I have decided to die.

GARDA STATION, GALWAY

FOUR YEARS AGO

The floor is cheap linoleum, and very cold. I lost my shoes somewhere, before walking three miles through the snow carrying a bag of football uniforms. I can't remember how I lost them. I told the police, and they put me in this room to wait, and they have not returned to tell me.

But I know.

I pass the minutes and then hours by reciting passages of Tóibín in my head, remembering them as well as I can and trying to find comfort in his

story of a woman who loved the sea, only it becomes too hard to try for prose, so I reach instead for poetry, for Mary Oliver and her wild geese and her animal bodies loving what they love, and even that is difficult. The effort of compartmentalizing is a steady scraping away at my mind. The long snaking curl of an orange being peeled in one skillful piece: that is my brain. What about Byron, *the heart will break*—no, maybe Shelley, *what are all these kissings worth*—no, Poe, then, *I lie down by the side of my darling, my darling*—

The door opens and saves me from myself. I am trembling all over and there is a puddle of vomit beside my chair that I don't remember supplying. The detective is a little older than I am, impeccably groomed, her blond hair tied into a neat twist, charcoal suit cut to fit all the right lines of her and shoes that make that *clop clop* sound that always reminds me of a horse. I notice these details with strange precision. She sees the mess and manages not to grimace as she sends for someone to deal with it, and then she sits opposite me.

"I'm Detective Lara Roberts. And you're Franny Stone."

I swallow. "Franny Lynch."

"Of course, sorry. Franny Lynch. I remember you from school. You were a couple of years below me. Always in and out, never staying put. Until you moved away for good. Back to Australia, wasn't it?"

I stare at her numbly.

A man arrives with a mop and bucket and we wait while he painstakingly cleans the vomit. He leaves with his tools and then returns a couple of minutes later with a cup of hot tea for me. I grip it with my frozen hands but don't drink—I think it might make me throw up again.

When Detective Roberts still won't speak, I clear my throat. "So?"

I see it then: the horror she has been working to hide from me. It slides over her eyes like a veil.

"They're dead, Franny."

But I already know that.

Lesson 4 -Symbol and Simile

- What is the symbol of the Arctic terns for Franny?

- What does the Arctic tern symbolize/stand for in general? Focus on what the author’s intention might have been.

- What are the similarities between the Arctic terns and Franny?

Arctic terns

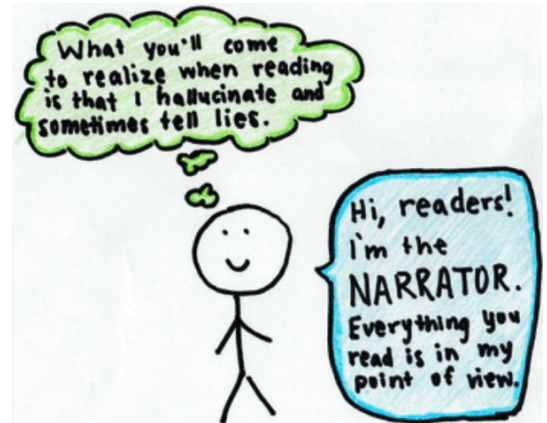


Franny

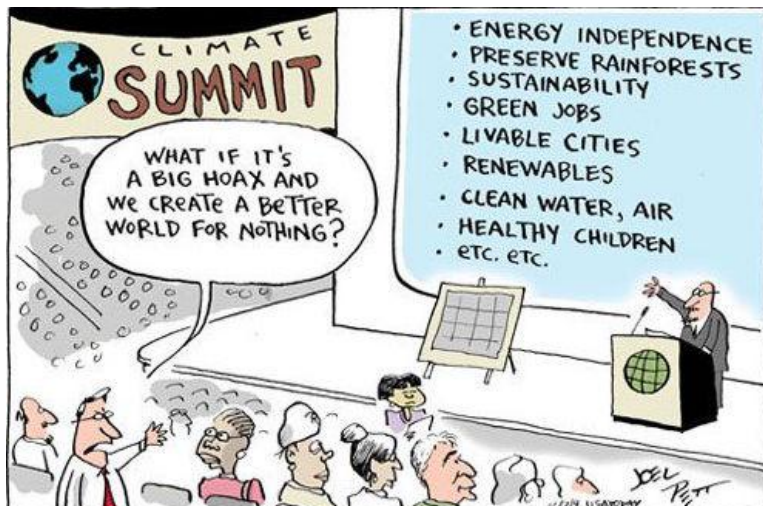
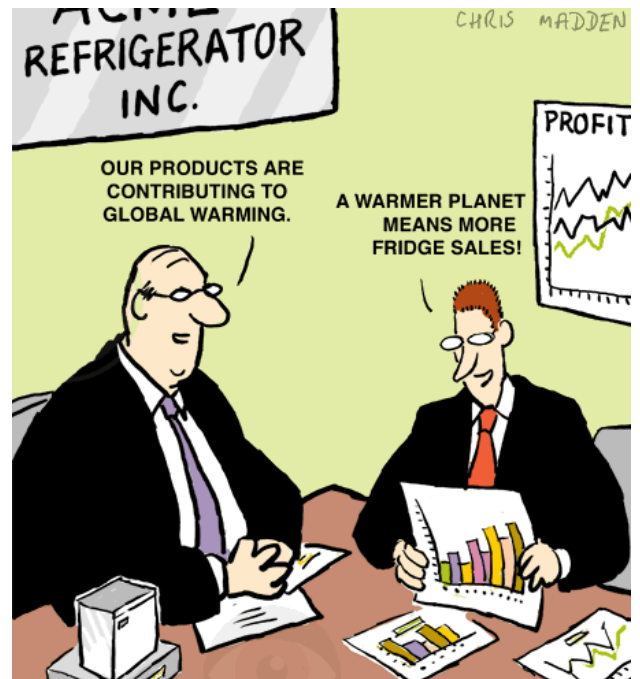
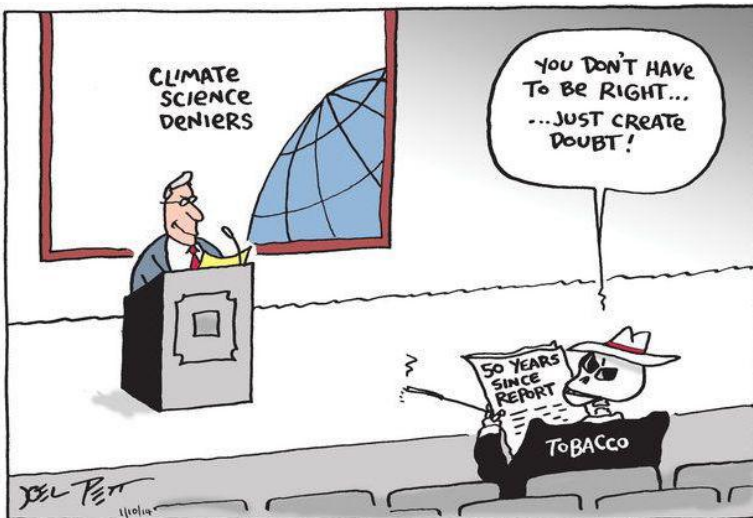
Lesson 5 – The Unreliable Narrator

An unreliable narrator is a first-person narrator, whether in literature, film or theatre, who is not trustworthy. The reader cannot trust his story at face value. The unreliability of the narrator may be obvious, be revealed gradually or come as a single revelation.

Why can Franny be considered an unreliable narrator?



Reliable vs. Unreliable Information: Choose one of the cartoons and describe them/interpret them. Do they display reliable or unreliable situations?



Lesson 8 - Franny's Timeline (Poster)



Lesson 10 – Essay Writing

Choose one of the following topics to write an essay. You have 90' minutes to complete the essay. You MUST incorporate your answers to the accompanying questions in a cohesive way in your essay. You may add further information that you'd like to discuss. Good Luck!

1) *The unreliable narrator.*

Is Franny an unreliable narrator?

Why is it important to be critical about one's own points of view as well as those of others?

2) *Fishing and Overfishing.*

Is there a difference?

What's the impact on the environment and how can consumption and production be sustainable?

3) *Sustainable Development.*

What are the points, perspectives and goals to be considered?

How would your future and action orientated plan look like? Provide arguments for your claims.