



THE UNIVERSITY OF ARIZONA
COLLEGE OF SOCIAL & BEHAVIORAL SCIENCES

Center for Middle Eastern Studies

NAME: Sara Damon

LESSON TITLE: Ceuta & Melilla: An African Gateway to Europe

RECOMMENDED GRADE AND SUBJECT: 9th Grade AP Human Geography

TIME NEEDED: 6-7 class periods

OBJECTIVES:

1. Students will navigate an ESRI ArcGIS Online Story Map.
2. Students will identify geographic characteristics of contemporary migration flows from Africa to Europe.
3. Students will explore a case study of Ceuta and Melilla's unique territorial morphology, fortified boundaries and the effects of those fortified boundaries on migrants.
4. Students will create and share a fictional WhatsApp Message identifying source and destination countries for migration flows from Africa to Europe, contemporary migration push and pull factors and effects of fortified boundaries on migrants attempting to get to Europe through Ceuta and Melilla.

MATERIALS: Computers with Internet access, copies of student handouts (2)

PREPARATION:

1. The teacher should make arrangements for computers with Internet access and make photocopies of the two handouts:

- [Student Handout #1: Migration from Africa to Europe Predictions](#)
- [Student Handout #2: Reading Guide for *In Limbo in Melilla: The Young Refugees Trapped in Spain's African Enclave*](#)

2. The teacher should decide whether she/he will collect and score the two student handouts as formative assessments.

3. Students should be familiar with the following human geography vocabulary terms and concepts from Population Geography and Political Geography Units: international migration, immigrant, emigrant, refugee, push and pull factors, territorial morphology, compact, elongated, fragmented, perforated, prorupt, enclave, exclave, international boundary, geometric boundary, physical boundary, cultural boundary, fortified boundary.

- Students can check their understanding of these terms and concepts by completing a 10-item [Quizizz Formative Assessment](#)

- Additional background information on these terms and concepts can be found here:
[Fouberg, Murphy and deBlij, Human Geography: People, Place and Culture: 10th Edition](#)
[National Geographic Refugee](#)
[National Geographic Boundary](#)
[National Geographic Border](#)

4. **OPTIONAL.** As background for this activity, students could complete [ESRI's Migration, On The Move GeoInquiry](#) and/or [ESRI's Borders, Boundaries and Barriers GeoInquiry](#). These basic GIS activities introduce students to ArcGIS Online and provide an overview of contemporary migration flows and different types of boundaries, borders and barriers.

DIRECTIONS:

Day 1: Engage

1. Begin by explaining to students that this lesson was created after Ms. Damon traveled to Morocco in Summer 2018. She was intrigued by two things her guide discussed with the group while they were in Tangier: the Spanish enclaves of Ceuta and Melilla and Morocco's Mule Ladies. Students can learn more about the trip by exploring the To Morocco with GEEO and Qatar Foundation International section of the [Ceuta & Melilla: An African Gateway to Europe ESRI Story Map](#).
2. Distribute Student Handout #1: Migration from Africa to Europe Predictions and review the handout with students.
3. Circulate as students work on the handout and answer any questions.
4. Discuss student responses as a large group.
5. Direct students to the [Ceuta & Melilla: An African Gateway to Europe ESRI Story Map](#).
6. Students should check their predictions using Part 1: ENGAGE and the embedded article [International Migration from Sub-Saharan Africa Has Grown Dramatically Since 2010](#).
7. Discuss edited student responses as a large group.

Day 2: Explore

1. Re-direct students to the [Ceuta & Melilla: An African Gateway to Europe ESRI Story Map](#).
2. Students should begin Part 2: EXPLORE, which includes a video EdPuzzle, an online interactive feature from Vox Borders, an article and a Reading Guide.
3. Distribute Student Handout #2: Reading Guide for [In Limbo in Melilla: The Young Refugees Trapped in Spain's African Enclave](#).
4. Circulate as students work on Part 2 and answer any questions.

Day 3: Explore & Extend

1. Re-direct students to the [Ceuta & Melilla: An African Gateway to Europe ESRI Story Map](#) and Student Handout #2: Reading Guide for [In Limbo in Melilla: The Young Refugees Trapped in Spain's African Enclave](#).
2. Students should continue with Part 2: EXPLORE.
3. Circulate as students work on Part 2 and answer any questions.
4. Students who finish early should explore the embedded article *What Border Walls Look Like Around the World*.
5. When all students have finished Part 2, discuss student responses to the Reading Guide as a large group.

Day 4: Reflect & Share

1. Re-direct students to the [Ceuta & Melilla: An African Gateway to Europe ESRI Story Map](#) and the two completed student handouts.
2. Direct students to Part 3: Reflect & Share.
3. Review the instructions for the culminating summative activity which is a [fictional WhatsApp Message](#).
4. Circulate as students work on Part 3 and answer any questions.

Day 5: Reflect & Extend

1. Re-direct students to the [Ceuta & Melilla: An African Gateway to Europe ESRI Story Map](#) and their two completed student handouts.
2. Review the [instructions for the WhatsApp Message](#) in Part 3: REFLECT & SHARE and answer any questions.
3. Circulate as students work on Part 3 and answer any questions.
4. Students who finish early can explore Part 4: EXTEND focused on *Morocco's Mule Ladies* and complete the See, Think, Wonder activity.

Day 6: Share

1. When students have finished their WhatsApp Messages, the teacher should combine the WhatsApp Message Google Slides into one class slideshow and share and discuss the slideshow with students.
2. OPTIONAL: Ask students to score a fellow students WhatsApp Message using the scoring criteria and to help identify exemplars within the class slideshow.

ASSESSMENT:

1. Formative: Quizizz Formative Assessment, ESRI GeoInquiries, Student Handout #1: Migration from Africa to Europe Predictions, Student Handout #2: Reading Guide for *In Limbo in Melilla: The Young Refugees Trapped in Spain's African Enclave*
2. Summative: Fictional WhatsApp Message

ADDITIONAL VOCABULARY: couscous, arroz con leche, menas, Gross Domestic Product (GDP), porteadora

ADDITIONAL LESSON LINKS

[Europe's Most Fortified Border Is In Africa Edpuzzle](#)
[Vox Borders Interactive](#)
[CIA World Factbook](#)
[UNHCR Africa](#)
[What Border Walls Look Like Around the World](#)
[Morocco's Mule Ladies](#)