
Interdisciplinary Learning Session

Scotland – a jigsaw of cultures: Cross curricular links History, Modern Studies, RMPs, English, Maths, Art and Design

(Notes by Roslin Pettigrew, Broughton High School.)

STARTING POINT: Brave New World – Edinburgh at the beginning of the twentieth century 1900 – 1914

Luca Scappaticcio's story provides pupils with the opportunity to consider the world from the view point of an immigrant. This leads naturally on to a discussion about, and eventually a celebration of, multiculturalism in Scotland.

When the Italians came over in the early 1900s, they weren't very keen to talk about their previous life, and they wanted to forget what they had left behind. And they didn't pass on the language to their children. So neither, none of the fourteen children could speak fluent Italian.

Yolanda Luca talking about her grandfather

Pupils will work together to produce their own display that celebrates one of the cultures/ countries that has contributed to a multicultural Scotland. There is scope to develop the experience of the day even further, for instance by inviting representatives from the local community in to talk to pupils.

SUGGESTED PLAN

Preparation (1 – 2 lessons)

In class time, pupils explore the 'Whose Town?' resource to build a picture of Luca. Pupils should be asked to consider what kind of person they think Luca was based upon the information they are provided with. Time should be given for a discussion on the contribution Luca and his family have made to the town of Musselburgh.

It would be useful for pupils to be provided with an overview of the Italy that Luca and his family left behind, for instance http://www.historylearningsite.co.uk/italy_1900_to_1939.htm is a good starting point. Alternatively, in schools where Italy is studied at higher level, senior students could contribute their knowledge, perhaps by teaching a mini lesson.

Pupils should be given time to consider reasons why immigrants leave their country and what draws them to Scotland. Pupils could be directed to some of the other multicultural stories in the 'Whose Town?' resource: Selma Ahmad, Levi Prinski and Bachan Kharbanda. They should be asked to draw any comparisons between the lives and identify any parallels.

On the day

It is suggested that pupils work within registration classes.

- As a starting point for deciding upon the countries/ cultures to be researched the website www.scotlandagainstracism.com contains census data about immigration to Scotland.

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- Pupils will work within their groups to research and produce a museum type exhibit displaying information about their assigned culture/ country. Pupils need to discuss what kind of material they will need and where to find this. The exhibits should allow pupils to demonstrate an understanding of the contribution their assigned culture/ country has made to multicultural Scotland.
 - Each group's exhibit could be displayed/ presented in turn.

Follow up

- Photographs could be taken to record the work and exhibits produced.
- The photographs could then be pieced together in a collage to form a representation of Scotland as a jigsaw of cultures.