

# Facilitation Guide



## Modern Day Europe Immigration Art Analysis

Social Studies, Grade 7, Unit B

### EXPERIENCE OVERVIEW

This lesson is about understanding the perspective of a refugee person within Europe. Students are able to explore different visual art pieces that help them understand the experience of refugees. They look at what's physically in the painting, symbolism, and expression within the artwork. At the end, students synthesize the different experiences to create a summary of the artwork through an exit ticket.

### Standards

#### MSDE/BCPSS CONTENT STANDARDS AND INDICATORS

- 7.4.2.c. – Analyze the impact of various issues (immigration, ethnic strife, religious conflicts, economic concerns, etc.) on European society.

#### C3 STANDARDS – SKILL DEVELOPMENT

- D2.His.1.6–8. – Analyze connections among events and developments in broader historical contexts.
- D2.His.14.6–8. – Explain multiple causes and effects of events and developments in the past.

#### COMMON CORE STATE STANDARDS

- CCSS.ELA-LITERACY.L.7.3.A – Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
- CCSS.ELA-LITERACY.L.7.2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- CCSS.ELA-LITERACY.L.7.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCSS.ELA-LITERACY.SL.7.1 – Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

#### NATIONAL CORE ARTS STANDARDS

- **A4** I:6–8:2 – Study the common themes, culture, and content of artworks.
- **A7**
  - I:6–8:2 – Reason effectively to Interpret and communicate the meaning of the impact of visual art.
  - E:6–8:1 – Explain how a person's artistic choices are influenced by culture, values, and the environment.
  - E:6–8:2 – Describe ways an image can influence an audience.
- **A8**
  - E:6–8:1 – Collaboratively interpret and construct meaning by describing the feelings experienced, subject matter, formal characteristics, and art-making approaches, key concepts, and contextual information.
  - E:6–8:2 – Demonstrate knowledge of content-specific literacy through art criticism.
- **A9** I:6–8:2 – Use the elements of art and principles of design to identify and compare ways in which selected artworks represent what viewers see, know, feel and imagine.
- **Extension: A2** E:6–8:3 – Apply visual organizational strategies to create works of art and design that clearly communicate the main/central idea.

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### Getting Ready

#### ESSENTIAL QUESTION:

- How has the unification of Europe through the EU changed individual nations and Europe as a continent?

#### SUPPORTING QUESTIONS:

- What are the causes and effects of current conflicts in Europe?

#### OBJECTIVES:

- Content: I can analyze refugee art to understand the perspective of a refugee in modern day Europe.
- AI Objective: I can analyze refugee art to understand the perspective of a refugee in modern day Europe.
- Language: I can write about art with descriptive words using guiding questions as support.

#### ASSESSMENT:

- Exit ticket: Students will answer two reflection questions:
  - *What are some common themes or ideas you have noticed?*
  - *Which art piece was the most impactful to you and why?*

#### MATERIALS & SUGGESTIONS FOR CLASSROOM SETUP:

- Students should be able to move around and work with a partner. They should have access to a computer, but worksheets can be printed. The art will be a little harder to see.

#### KEY SOCIAL STUDIES VOCABULARY:

- European Union, Refugee

#### KEY ARTS INTEGRATION VOCABULARY:

- symbol/symbolize, metaphor, analyze, visual analysis

#### TEACHER BACKGROUND

- Teacher should teach migration patterns into Europe before this lesson so students understand why migrants want to go to Europe.

#### STUDENT PREREQUISITES

- Students should have also completed our previous lesson on Asylum Seeking versus Refugee.

#### EXTENSION

- Students can look at art by regions and highlight similarities and differences by regions.

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### Getting Ready

#### ACCESSIBILITY

##### MLs/Specialized Instruction:

*For class activity:*

- Students can write key words/phrases
- Give a word bank and have kids find it in art

*For Exit Ticket:*

- An Exit Ticket with sentence starter is included
- You can add a word bank and sentences that are more fill-in-the-blank for extra scaffolded support.

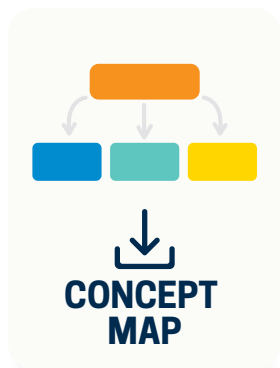
**GAL:** Have students do further research on the artists or artists' home country.

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## ARTS INTEGRATION MATERIALS



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## TEACH

Opener / Warm Up

Students will respond to the following questions after watching the video of Migration in the EU included in the [slides](#). The video is 7-8 minutes but can be shortened to the first 3-4 minutes if needed.

Why are they calling it a “crisis”?  
Whose perspective is this from?

WATCH: [Migration in Europe](#)



SLIDES



VIDEO TUTORIAL

I Do

Teacher begins by highlighting migration routes into Europe.

- Remind students that Migrants move for a variety of reasons but to recall the refugee status is unique.
- Highlight that Germany and Italy receive a large number of migrants.

Then move into how the class is looking at refugee art today.

- Explain why refugee art is important.
- Key part to highlight: Refugees are migrants with a very special legal status. This is the connection to our previous lesson.

We Do

1. As a class, begin looking at one [piece of art](#) and use the annotation method of analyzing the art.

- Included is an overly annotated example.
- Use this guide to model the thinking aloud of the strategy.

2. Then students move to do this with a partner. They can choose one to two artworks to analyze. This is dependent on teacher and time.

- Students get to choose whether they would like to freely annotate the concepts highlighted on worksheet or whether they would like to do the question and answer.
- Partners should do the same [worksheet](#) to support each other.

3. Teacher should walk around the room and support students who are off task or struggling to get started.

4. Teacher brings the class back together and has different students share on their out.

- Teacher discretion here to choose either a piece of art that many of the groups did or try to touch upon different artworks. This is also dependent on time.



ART



HANDOUT

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## TEACH

You Do

After the class shares, students independently work on reflection questions.

As an added scaffold teacher can pull a small group of students to support.



EXIT TICKET



RUBRIC