



Name: Matthew Wynne		Lesson Plan: 1-2 Days
		Subject/Grade Level: Social Studies/7 <sup>th</sup> Grade
<b>Lesson Title:</b>	EU in the Modern Era: Social Justice in the EU Gallery Walk Lesson Plan	
<b>Standards:</b>	7.H.1 Use historical thinking to analyze various modern societies. 7.H.2 Understand the implications of global interactions. 7.C.1 Understand how cultural values influence relationships between individuals, groups and political entities in modern societies and regions.	
<b>Objectives</b>		
→ I can analyze the challenges facing the EU in regards to social, culturally, and racial equity through a gallery walk.		
<b>Key Concepts</b>		
→ <b>Social Justice, Equity, Equality, Civil Unrest, Discrimination, Racism, Privilege</b>		
<b>Essential Questions</b>		
→ 1. Describe how the history of social injustice in EU nations has impacted social and economic advancement and opportunity. → 2. Explain how the murder of George Floyd ignited protest and civil unrest across EU countries. → 3. Describe and explain the measures taken by EU nations to enact reforms to ensure equity for all racial, cultural, and socio-economic groups.		
<b>Learning Acquisition and Assessment</b>		
Students will know... (content/concepts) <ul style="list-style-type: none"> <li>→ understand that people experience injustices</li> <li>→ understand why and how people take action to address injustice</li> <li>→ recognize how experiences are shaped by membership in groups defined by race, gender, socioeconomic status, culture, ethnicity, ability</li> <li>→ recognize how the historical moment and the social context shape experience</li> <li>→ develop empathy for people whose experiences differ from their own.</li> </ul>	Students will be able to... (skills, performance tasks) <ul style="list-style-type: none"> <li>→ describe what they see in a photograph;</li> <li>→ understand that photographs are not merely reflections of reality, but mediated images that convey many meanings;</li> <li>→ see that photographs have both denotative meanings (those that are literal) and connotative meanings (those that are constructed through individual and collective associations);</li> <li>→ understand the importance of the context in which a</li> </ul>	

	<p>photograph was taken, and determine how specific photographs fit into the context in which they were taken;</p> <ul style="list-style-type: none"> <li>→ identify the mood of a photograph and determine what elements contribute to creating that mood;</li> <li>→ analyze color, light and shadow, and how they contribute to a photograph's meanings;</li> <li>→ analyze the composition of photographs, including how photographers shape meaning by choosing how to crop images;</li> <li>→ identify a photograph's point of view.</li> </ul>
<p>Formative Assessments</p> <ul style="list-style-type: none"> <li>→ Students will complete photographic analysis for each image on the gallery walk.</li> <li>→ Students will interact with each other and instructor to decipher and analyze images in its relation to social justice in the European Union using the Photographic Analysis</li> </ul>	<p>Summative Assessments</p> <ul style="list-style-type: none"> <li>→ Exit Ticket: Based on the protest images throughout EU nations and articles how well social justice efforts are changing the landscape of the culture and politics.</li> </ul>
<b>Learning Activity</b>	
<ul style="list-style-type: none"> <li>→ Students will be separated into groups of 4.</li> <li>→ Images from the following website <a href="https://www.axios.com/george-floyd-death-sparks-global-protests-photos-790f29a4-588f-4ce1-b66d-e4dc86bfaafd.html">https://www.axios.com/george-floyd-death-sparks-global-protests-photos-790f29a4-588f-4ce1-b66d-e4dc86bfaafd.html</a> will be posted on the walls of the classroom. These images depicting actions of protests and civic activism towards social justice in the European Union</li> <li>→ Students will walk around in groups of 4 to analyze an image of their choice using the Photographic Analysis Sheet.</li> <li>→ Students will then engage in paired discussion in regards to their observations and analysis of the images from the gallery walk that reflect the protest and civil activism in the EU for social justice.</li> <li>→ Students then will read the articles that discuss the response of the murder of George Floyd in leading to social activism and unrest in the European Union and provided a detailed analysis using the Current Event Format.</li> <li>→ Articles posted under resources.</li> </ul>	

Resources and Materials		
Books/Articles	Worksheets	Social media accounts/other digital resources
<ul style="list-style-type: none"> <li>→ <a href="https://www.axios.com/george-floyd-death-sparks-global-protests-photos-790f29a4-588f-4ce1-b66d-e4dc86bfaafd.html">https://www.axios.com/george-floyd-death-sparks-global-protests-photos-790f29a4-588f-4ce1-b66d-e4dc86bfaafd.html</a></li> <li>→ <a href="http://www.euvisions.eu/social-europe-social-justice-room/">http://www.euvisions.eu/social-europe-social-justice-room/</a></li> <li>→ <a href="https://www.socialplatform.org/news/renewing-commitment-to-social-justice-in-europe/">https://www.socialplatform.org/news/renewing-commitment-to-social-justice-in-europe/</a></li> <li>→ <a href="https://www.nytimes.com/2020/06/16/world/europe/france-race-george-floyd.html">https://www.nytimes.com/2020/06/16/world/europe/france-race-george-floyd.html</a></li> <li>→ <a href="https://www.politico.eu/article/us-style-civil-rights-protests-come-to-europe-george-floyd-black-lives-matter/">https://www.politico.eu/article/us-style-civil-rights-protests-come-to-europe-george-floyd-black-lives-matter/</a></li> </ul>	<ul style="list-style-type: none"> <li>→ Worksheet Attached to Lesson Plan</li> </ul>	N/A

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# Photographic Analysis

***Step 1: Choose a photographic image to analyze the displays images of social activism in the EU following the death of George Floyd***

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You should pick one of the following images from the website below: (Note: Pictures will also be posted and labeled in the classroom as well)

<https://www.axios.com/george-floyd-death-sparks-global-protests-photos-790f29a4-588f-4ce1-b66d-e4dc86bfaafd.html>

***Step 2: Fill out the critique sheet***

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The critique sheet is to help guide you in your photographic analysis. You should feel free to express your own opinions on the sheet. Many different people will have different responses to the photograph. You do not have to agree with others on what you see, but you should be honest and thoughtful about your analysis.

***Step 3: Turn it in***

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When you are done with the critique sheet, turn it in to the in-box so that you can get credit. Make sure that your name is on it and that you specify which of the gallery walks you are making up with this assignment.



Name:

Title of Image:

## Analyze

Describe what people or objects stand out in the image.	
What items can you see in the photographs? Why do you think they are there?	
What actions do you see taking place in the image.	
What is the overall mood of this image?	

## Interpret

What is the statement or message?	
What does this image mean to you?	
What feelings do you get when you look at this photograph?	
Why do you think this photograph is significant?	

## Judgment

After careful analysis, evaluation, and interpretation of the photograph, you are ready to make your own judgment. This is your **personal evaluation of the photograph**. In one or two sentences, give your judgment below:

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