

**Gallery Walk**  
**MENA SEA Lesson Plan**  
**Gabrielle Popp**

*Background:*

This lesson is intended to be used after the students have finished reading the graphic novel *Persepolis*; however, it can be used as a stand-alone lesson when focusing on themes of migration or displacement of people from the Middle East.

*Lesson Title:*

Migration Gallery Walk

*Standards:*

CCSS.ELA-LITERACY.RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

CCSS.ELA-LITERACY.RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCSS.ELA-LITERACY.RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

*Objectives:*

Develop an understanding on the impact of migration.

Cite specific examples of unique challenges that Middle Eastern people face with migration.

Develop an understanding of how migration can shape one's culture.

*Essential Questions:*

What unique challenges do people from the Middle East face when migrating?

How is culture shaped through the process of migration?

What connections can you make between Marjane Satrapi's experience of migration and the story in this example?

*Materials:*

Laptops, headphones, chart paper with three columns drawn on and the columns are labeled, "What challenges did author of the work face?; How has their culture been shaped or could be shared due to their experiences with migration?; What connections can you make between Marjane Satrapi's experience of migration and the story in this example? What decisions did the

creator make when developing this narrative?” and sticky notes. Students will need a writing utensil.

*Time:*

2 60 minute class periods

*Notes:*

Prior to teaching this lesson, have your room prepped for the gallery walk. Create three areas throughout the room. One area should have several laptops with headphones to view the video, another several copies the comic printed out (preferably in color), and the final station should have copies . The chart paper should be hanging up near the station and sticky-notes should be provided at each station. You can also include sentence starters throughout the room for students who may need additional support.

## **Video Gallery Walk of Narratives**

### **MENA SEA Lesson Pan**



*Opening:*

Display this image to the front of the class (have several hand-outs available for students who need to view images up close). Tell the students the title of the image; “Where to..?” Write the following questions on the board; “Who is in this image? What is happening? Why do you think it is happening?” Allow students 5 minutes to journal and reflect on these questions. After the five minutes have elapsed, have students do a two-minute turn and talk and discuss their answers. Have each group share one or two interesting thought or idea from their conversation. Tell the class about the background of the imagine. Have the students do a quick turn and talk with the partner, with the background information, and draw one connection between this image and *Persepolis*.

Image background: Shammout's *Where to ..?* (1953), an oil painting on canvas. This painting has attained iconic status in Palestinian culture. It is perhaps the best-known version of his several representations of the refugee experience of the Palestinians. In the foreground, it depicts a life-size

image of an elderly man dressed in rags carrying a walking stick in his left hand while his right hand grasps the wrist of a crying child. A sleeping toddler on his shoulder is resting his cheek upon the old man's head. Just behind them is a third child crying and walking alone. In the background there is a skyline of an Arab town with a minaret, while in the middle ground there is a withered tree.



*Guided Inquiry:*

Have students take a blank piece of paper out and draw four columns. Label these- “What challenges did author of the work face?; How has their culture been shaped or could be shared due to their experiences with migration?; What connections can you make between Marjane Satrapi’s experience of migration and the story in this example? What decisions did the creator make when developing this narrative?” Show the students the image above. Ask them what is going on in this image. Be sure that the students identify that the image is set in Jerusalem due to Temple Mount being in the background. Play Larissa Sansour’s Nation Estate preview. After the clip has finished have the students fill in their four columns. Lead a short discussion about their thoughts and what they wrote. When the discussion is complete, model synthesizing the information with the students. Summarize their thoughts and write key words and phrases on the board.

*Independent Practice:*

Students will be broken up into groups and assigned a station (one station has the video, the other the comic, and the). Have students analyze the work at their respective station. Once they are finished watching the video, have them answer the four questions on the chart paper “What challenges did author of the work face?; How has their culture been shaped or could be shared due to their experiences with migration?; What connections can you make between Marjane Satrapi’s experience of migration and the story in this example? What decisions did the creator make when developing this narrative?”) using the stick-notes to write their response. Students should be provided 20 minutes at each station to watch the video and complete their reflection. Once each group is finished at a station, have them rotate. Have the students switch stations at the same time to avoid too many students at one station at a time. Continue until each group returns to their starting station. This activity is done independently and without sharing their thoughts to their peers yet.

### *Sharing/ Reflection:*

When a group returns to where they started, they synthesize the information as a whole group. Each group will report the information out to the other groups. In the "Report Out" stage, the group synthesizes what has been written about their original discussion questions. Allow about ten minutes for the group to synthesize comments. The "reporter" chosen earlier, summarizes the group's comments with the help of other group members and makes an oral presentation to the class using the front board. After a group presents, ask the class if anyone would like to add anything.

Gauge for Student Understanding- During "Report Out" stage, the instructor reinforces correctly expressed concepts and corrects for misconceptions and errors. What, for example, did students seem to readily understand? What did they find difficult and how can I adjust my teaching to accommodate students?

### *Resources:*

Facing History Video Demonstrating a Gallery Walk

<https://www.facinghistory.org/professional-development/ondemand/gallery-walk>

Larissa Sansour's Nation Estate Preview clip

<https://www.youtube.com/watch?v=ed3UBjtWmmw>

The links to the resources used for the Gallery Walk.

<https://youtu.be/FYKaqp3L9oE>

<https://positivenegatives.org/story/a-perilous-journey/a-perilous-journey-comics/comic/>

<https://thenib.com/being-illegal-is-unbearable/>