Iowa Inquiry Hub



Gallery Walk

6TH-8TH

STATE HISTORICAL SOCIETY OF IOWA
IOWA DEPARTMENT OF CULTURAL AFFAIRS

LIBRARY OF CONGRESS
TEACHING WITH PRIMARY SOURCES

Introduction to Gallery Walk

A gallery walk is a strategy where students can explore multiple sources of information. On the following pages teachers will find a step by step process on how to set up and practice a gallery walk. For 6th-8th grade, teachers will want to provide a set of questions to help guide students through the gallery walk. Check out this video for help completing the gallery walk.

Steps to Gallery Walk

Step 1: Develop Compelling Question and Select Photographs/Texts

Develop a compelling, or guiding, question and select a range of 5-6 photographs and texts (depending on class size) for students to observe and investigate. You can also select a question that your students developed, like through a QFT. If you need help deciding on a compelling question or selecting images and documents, take a look at the State Historical Society of Iowa's Primary Source Sets.

Step 2: Create Questions

Create a set of 2-3 questions per photograph/text. These questions should help further the student's understanding of the primary source, and connect to the main theme of the gallery walk. If you need help developing questions, take a look at each source in the State Historical Society of Iowa's Primary Source Sets, as each is accompanied by two or more questions.

Step 3: Display Photographs around the Classroom

Photographs and texts should be displayed "gallery style," in a way that allows students to disperse themselves around the room. Sources may be hung on walls or placed on tables. The most important factor is that the they are spread far enough apart to reduce significant crowding.

Step 4: Explore Photographs/Texts

Group students into pods of 4-5 students (depending on class size and number of photographs). Students will travel around to each photograph or text to observe and write down their thoughts. Give students a time limit at each source and make sure to mediate the rotations. Try to prevent more than one group from viewing a source at one time as it increases the likelihood of off-task behavior.

Step 5: Debrief the Gallery Walk

Once students have had a chance to view a sufficient number of the sources around the room, debrief the activity as a class. Depending on the goals of the gallery walk, this debrief can take a variety of forms. You might ask students to share the information they collected, or ask students what conclusions they can draw about a larger question from the evidence they examined.