



Gallery Walk

9TH-12TH

**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 9th-12th 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.

Example of questions for gallery walk:

A. Source 1: “The Hurly-Burly Pot” Cartoon, 1850

1. Analyze the cartoon and determine who the artist blames for the conflict in the country.
2. What does the artist imply about the motives of the movement each man represents?
3. This cartoon was created in 1850. Do you believe the artist was accurate in where he laid the blame for the Civil War?

B. Source 2: Alexander Hamilton Stephens’ Papers, January 10 to February 14, 1861

1. Alexander Stephens was the vice president of the Confederacy. In this letter, what does he say about the cause of the war? Why does Stephens leave the decision about the war’s cause to historians? What evidence from the text supports your answer?
2. Why does Stephens leave the decision about the war’s cause to historians? What evidence from the text supports your answer?

Steps to Gallery Walk

Step 1: Select Photographs/Texts

Select a range of 7-8 photographs and texts (depending on class size) for students to observe. If teachers need help selecting photographs, take a look at the State Historical Society of Iowa's [Primary Source Sets](#).

Step 2: Create Questions:

Create a set of 3-4 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.

Step 3: Display Photographs around the Classroom

Texts should be displayed “gallery style,” in a way that allows students to disperse themselves around the room. Text can be hung on walls or placed on tables. The most important factor is that the texts are spread far enough apart to reduce significant crowding.

Step 3: Explore Photographs

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

Step 4: Debrief the Gallery Walk

Once students have had a chance to view a sufficient number of the texts 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. Teachers 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.