



Strategies

2ND AND 3RD

**STATE HISTORICAL
SOCIETY OF IOWA**
IOWA DEPARTMENT OF CULTURAL AFFAIRS

**LIBRARY
OF CONGRESS**
**TEACHING
WITH PRIMARY
SOURCES**

Introduction to Strategies

Inquiry-based learning is an approach to learning guided by the students through curiosity, questioning, and research. There are many strategies to use with students to make an effective inquiry-based classroom. Each of the following tools may be used in its entirety, or modified to fit the teacher's own needs.

The following strategies are addressed:

1. Gallery Walk
2. Question Formulation Technique (Right Question Institute)
3. Analyze That!

Each of these strategies come with an overview, steps, and tips to help teachers implement each in their classroom.

Gallery Walk

A gallery walk is a strategy where students explore multiple sources of information. For 2nd and 3rd grade classrooms, it is suggested that teachers use historical photographs for their gallery walk. Check out this [video](#) for help completing the gallery walk.

Step 1: Develop Compelling Question and Select Photographs

Decide on the topic or compelling question for students to discover/explore. Based upon that, select a range of 4-5 photographs (depending on your class size) for students to observe. If you need help selecting photographs, take a look at the State Historical Society of Iowa's [Primary Source Sets](#).

Step 2: Display Photographs around the Classroom

Photographs should be displayed “gallery style,” in a way that allows students to disperse themselves around the room. They can be hung on walls or placed on tables. The most important factor is that the photographs 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). You will have students rotate to each photograph and discuss what they see in the photograph. It is suggested to give students a time limit of 2-3 minutes to talk about the photograph.

Step 4: Debrief the Gallery Walk

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

Analyze a Document



(K-5)

What do you observe?



What do you think?



What do you wonder?



What questions do you have?



Analyze a Photograph



(K-5)

What do you observe?



What do you think?



What do you wonder?



What questions do you have?



Analyze an Audio Recording



(K-5)

What do you observe?



What do you think?



What do you wonder?



What questions do you have?



Analyze a Video



(K-5)

What do you observe?



What do you think?



What do you wonder?



What questions do you have?



Analyze a Cartoon/Illustration



(K-5)

What do you observe?



What do you think?



What do you wonder?



What questions do you have?



Analyze a Map



(K-5)

What do you observe?



What do you think?



What do you wonder?



What questions do you have?



Analyze an Object



(K-5)

What do you observe?



What do you think?



What do you wonder?



What questions do you have?



What is it?