

Social Studies Whole-Class Instructional Strategy:

Gallery Walk (Carousel)

The Basics

What? A structured discussion in which small groups rotate and respond to prompts or questions posted around the classroom.

When? After learning new historical content, to discuss the ideas raised.

Why? Allows students to move around while discussing information with peers and promotes thinking about and reflecting on historical content.

How to Implement

1. Create or locate various stimuli for students to review and respond to. The stimulus can be a quotation or short passage, picture, question, student response to a question, etc., and should be about the ideas or themes of the historical content being learned.
2. Post each stimulus on an individual poster or chart paper in different areas of the room.
3. Assign students to small groups.
4. Provide students with questions or prompts to respond to as they review the stimulus.
5. Assign each group to a stimulus. Allow students a structured amount of time to discuss and respond to the provided questions or prompts on sticky notes or directly on the chart paper.
6. After the designated time, have groups walk to the next stimulus and allow the same amount of time to respond. Continue until each group has reviewed all stimuli.
7. Conclude the gallery walk by discussing student learning from the task as a whole class.

Resources and Additional Information

- [Video](#) of a gallery walk used in a classroom. Following the video is an article that offers step-by-step implementation and variations of this strategy.
- [Directions](#) supporting Gallery Walk (Carousel)
- [Article](#) from [ReadWriteThink.org](#) about gallery walks, referred to as Gallery Walk (Carousel)
- Examples of activities: [Grades 9-12](#)
- Example topics in [Bayou Bridges: A Louisiana Social Studies Curriculum](#) in which the Gallery Walk (Carousel) strategy would be helpful:

- **Grades 3-5:** Geography and Symbols of the United States (BB G3 U2, LSSSS 3.6.b, 3.6.c, 3.6.d), The Inca and Aztec Empires (BB G5 U4, LSSSS 5.13.i, 5.13.e)
- **Grades 6-8:** Post-Reconstruction and the Jim Crow Era (BB G8 U1, LSSSS 8.9.k), George Washington's Presidency and Precedents (BB G7 U1, LSSSS 7.8)