

Museum Gallery Walk

1-2 days, 3rd – 5th grades

The **Museum Gallery Walk** is a strategy for analyzing a set of related primary sources. Students should share what they know and want to know about women's suffrage in America previous to this activity. They should also be familiar with analyzing a primary source using the **Observe/Reflect/Question method (ORQ)**¹.



Women's Suffrage - Primary Source Set
From Teacher Resources - Library of Congress

1. Select 6 sources from the **Women's Suffrage primary source set** from the Library of Congress². **Display** primary sources around the classroom. Each source should be labeled (# 1, # 2, etc.)

**Tip: The Teacher's Guide for the Woman Suffrage Primary Source Set provides a study of the following: chronology of the women's suffrage movement, comparisons between the suffrage movement in the U.S. and in England, or the study of the state's voting history, especially for states with early voting rights for women.*

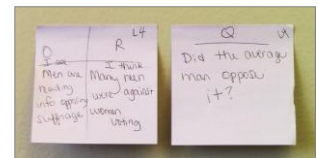
2. Provide students with a **focus question**³ to keep them on-track. An example **focus question** could be, "What do these sources tell you about the women's suffrage movement in the United States?"

3. **Divide the class into groups** of 3 to 4 students. Each group should: have a unique color of sticky notes, a designated recorder for their group, and be assigned one primary source to begin their walk.



4. The groups will use sticky notes to **record their observations and reflections** and place each sticky note around the source (See image 1 & 2). **Student questions** can also be written on separate sticky notes. (See image 3). The groups are given 3-5 minutes for each source.

**Tip: Instead of sticky notes, students can use different colored markers on chart paper to record thinking.*



**Tip: Ask students to observe silently for thirty seconds before discussing with group. Remind students to anchor reflections/questions with observations.*

E.G. I think/wonder _____, because I read/saw _____.

reflection / wonder

observation

5. The **groups rotate to the next primary source** and repeat the same process for each source and **add more thinking**.

**Tip: Students will need more time with each round because they must read previous ORQs in addition to the source. This allows students to think deeper, going beyond what has already been observed and reflected upon by previous groups.*

¹ **Library of Congress Analysis Tool (Utilizes an ORQ method)** <http://www.loc.gov/teachers/usingprimarysources/guides.html>

² **Women's Suffrage - Primary Source Set**, Teacher Resources - Library of Congress, <http://www.loc.gov/teachers/classroommaterials/primarysourcesets/womens-suffrage/>

³ A **focus question** helps students focus their analysis of a primary source(s) and is open-ended and relates directly to the primary source(s) being studied.

- The **groups** return to their first source to **discuss** what **ORQs** were added (3-5 minute discussion).

Tip: If creating **ORQs is a **beginning skill** for students, this would be a great time to model how students can double-check to see if the reflections and questions were anchored with an observation (detail) that was observed in the source.*

- Each **group writes a short summary** about their source (5-10 minutes). This includes when it was made, who the audience is, and the key details (**ORQs**) in the image that explains why the source was created.
- Each group **shares their summary** to the whole group (2 minutes per group).

Analyze and Synthesize, Going Deeper

- Whole group discussion:** How did the **ORQs** change as each additional group added more ORQs? Were the reflections “deeper”? What observations were most important? Were the questions “deeper”? How do we know?
- Students do a **quick write**⁴ to answer the **focus question** independently.
“What do these sources tell you about the women suffrage movement in the United States?”

Assessing Understanding

Did students access prior knowledge of the topic?

Did students show evidence of their thinking by referencing key details from the source?

Did students’ writing refer to how multiple sources prompted a new idea or understanding of a topic?

Fourth-grade Common Core State Standards met by this activity:

CC.4.R.1.2 Key Ideas and Details: Determine the main idea of a text and explain how it is supported by key details; summarize the text.

CC.4.R.1.8 Integration of Knowledge and Ideas: Explain how an author uses reasons and evidence to support particular points in a text.

CC.4.W.2 Text Types and Purposes: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CC.4.SL.1 Comprehension and Collaboration: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.

IL State Standard

16.A.1 Apply the skills of historical analysis and interpretation.

Disclaimer:

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⁴ A “**quick write**” is a literacy support strategy where students are given 5 minutes to write a response to an open-ended question. There is no single right way to answer, except that writing must be supported with evidence from the primary source.