

## Primary and Secondary Sources Gallery Walk

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**Activity Title:** The Dust Bowl Literature Gallery Walk

### Objectives

*Students will analyze and compare primary sources (photos) to secondary sources (mentor text/historical fiction).*

### Grade Level

7<sup>th</sup> Grade-10<sup>th</sup> grade

### Subject

Social Studies and English Language Arts

### Focus Question

*How do details in the secondary source (text) compare to the primary source (photograph)?*

### Standards

*RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.*

*RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide and accurate summary of how key events or ideas develop over the course of the text.*

*RH.9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.*

*RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.*

*SS.IS.4.9-12 Gather and evaluate information from multiple sources while considering the origin, credibility, point of view, authority, structure, context, and corroborative value of the sources.*

### Resources & Materials

- Primary and Secondary Source Literature Gallery Walk “source activity” (attached)
- Source Document Analysis Tool Graphic Organizer (attached)
- Writing response assessment (attached)

### Procedure

1. Students should be learning about the Dust Bowl in America and have knowledge of The Great Depression
2. In groups, students will do a Gallery Walk of photographs taken from the LOC.gov website. An excerpt from *Out of the Dust* will be attached. Students will analyze both sources to complete the Analysis Tool graphic organizer.
3. After completing and discussing in groups, students complete the assessment (writing response) individually.

### Evaluation

After completing the Gallery Walk, students will discuss in their groups what they have acquired from the photos and the excerpts. After their discussion and review, students will write a paragraph on the following prompt: Compare and contrast the two sources. What is learned from each and which is more meaningful?