


ACTIVITY NAME	Gallery Walk with Primary Sources
OVERVIEW	<p>The gallery is a primary source collection (4-8 primary sources) placed around the classroom. In small groups, participants will analyze each primary source in the gallery, recording layers of thinking about the sources written on “sticky notes”. Since each group uses a unique color of sticky notes, the additional layers of analysis and thinking by each group will be more visible and interactive.</p> 
BEST FOR	<p>This activity is best suited for educators of the following grade levels:</p> <ul style="list-style-type: none"> • Grades 4-12 <p>This activity is best suited for educators of the following content areas:</p> <ul style="list-style-type: none"> • Social Studies • Reading/Language Arts
GOALS	<p>Participants will experience a method for teaching analysis of primary sources. The goal is to promote deeper thinking and conversations within groups and to capture ideas to make thinking visible using “sticky notes”.</p>
TIME REQUIRED	<p>30-45 minutes in a professional development activity (45-55 minutes in a 4-12th grade classroom)</p>
OBJECTIVES	<p>Participants will:</p> <p>(During the exercise)</p> <ul style="list-style-type: none"> • Observe closely, reflect on observations, and share questions about each primary source (Resource: Library of Congress Analysis Tool) • Record their group’s thinking on “sticky notes” for each source • Reflect upon other groups’ observations, reflections, and/or questions • As a group, provide a concluding statement about their source (related to the focus question) • Individually, write an overall conclusion related to the information or explanations surrounding all sources within the gallery <p>(Discussion after exercise)</p> <ul style="list-style-type: none"> • Identify various strategies in having students share their conclusion and ways to extend their learning • Identify various skills students experience during the activity and how they would assess these skills during such an activity • Identify variations of this exercise due to the grade and subject being taught • Identify variations of this exercise to reach varying learning styles and abilities (such as grouping, using technology, incorporating a variety of primary sources, etc.) • Identify other exercises which promote deeper conversations between students and to make thinking more visible • Identify ways to locate, select, and share a set of primary sources using the Library of Congress website effectively to create their own museum gallery set

MATERIALS/ RESOURCES

SELECTION TIPS:

When selecting, consider asking yourself, “What do I want this source set to achieve during one exercise?”

- ✓ Consider utilizing an existing Primary Source Set from the Teachers Page at the Library of Congress to choose sources for this exercise.
- ✓ Consider geographic location, when it was created, by whom, and for what purpose to assist your selection.
- ✓ Consider the length it may take students to analyze each selected source (amount of text, level of difficulty including considerations of symbolism, reading level of text, etc.). This will help limit off-task conversations during gallery rotations.

Additional considerations when selecting primary sources from author Barbara Strippling of “Teaching Inquiry with Primary Sources”. *TPS Journal*.

Inquiry Learning (Summer 2009): Vol. 2, No. 3, *TPS Journal*. Webpage.
http://www.loc.gov/teachers/tps/quarterly/inquiry_learning/article.html

- ✓ Connect or represent major facets of overall topic or theme
- ✓ Connect to essential question and theme
- ✓ Provide enough detail to invite interpretation, provoke questions
- ✓ Represent a point of view with supporting evidence
- ✓ Represent alternative perspectives
- ✓ Provide in-depth information on relevant topics and questions
- ✓ Contains provocative or conflicting images and texts
- ✓ Allow students to corroborate evidence

This exercise will use the following primary sources from the Woman Suffrage – Primary Source Set,

<http://www.loc.gov/teachers/classroommaterials/primarysourcesets/womens-suffrage/>



- Gustin, E. W. Election Day! Political cartoon. c1909. From the Library of Congress (Digital Collections-American Memory), *By Popular Demand: “Votes for Women” Suffrage Pictures, 1850-1920*. <http://www.loc.gov/pictures/item/97500226/> (Considers gender roles and cultural-socio-political beliefs in US, 1909)



- Harris & Ewing. “National Anti-Suffrage Association.” [1911?]. From the Library of Congress (Digital Collections-American Memory), *By Popular Demand: “Votes for Women” Suffrage Pictures, 1850-1920*. <http://www.loc.gov/pictures/item/97500067/> (Considers societal and political support for suffrage and anti-suffrage movements in US, 1911)



- Mayer, Henry, artist. *The Awakening*. Illustration. *Puck*: volume 77, no. 1981, February 20, 1915, pages 14-15. From the Library of Congress Prints and Photographs Online Catalog. <http://loc.gov/pictures/item/98502844/> (Considers societal and political support for suffrage and anti-suffrage movements in US, 1915)



- “Part of the Vast Billboard Campaign of the Woman’s Party.” Photograph. 1916. From Library of Congress, (Digital Collections-American Memory) *Photographs from the Records of the National Woman’s Party*. <http://hdl.loc.gov/loc.mss/mnwp.159016> (Considers gender roles and cultural-socio-political beliefs in US, 1916)



- “Sojourner Truth.” Print. n.d. From the Library of Congress (Digital Collections-American Memory), *Miller NAWSA Suffrage Scrapbooks, 1897-1911*. <http://hdl.loc.gov/loc.rbc/rbcmil.scrp1000203> (Considers advocacy of suffrage movement--gender and race- in US before 1900’s and over time)



- *The Home Loving Women Do Not Want the Ballot*. Poster. San Francisco: Louis Roesch Co., October 1911. From the Library of Congress (Digital Collections-American Memory), *Photographs from the Records of the National Woman’s Party*. <http://hdl.loc.gov/loc.mss/mnwp.159004> (Considers gender roles and cultural-socio-political beliefs in US, 1911)



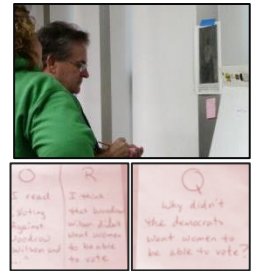
- *Votes for Women Broadside*. *Women’s Political Union*. Broadside. New York, January 28, 1911. From the Library of Congress (Digital Collections-American Memory), *Miller NAWSA Suffrage Scrapbooks, 1897-1911*. <http://hdl.loc.gov/loc.rbc/rbcmil.scrp7003401> (Only certain portions of this source are analyzed due to its length. The front image and two framed areas of text on the following page are to be analyzed. Considers gender roles and cultural-socio-political beliefs in US, 1911)

	<p>Other Resources and Materials:</p> <ul style="list-style-type: none"> • Library of Congress Analysis Tool, http://www.loc.gov/teachers/usingprimarysources/guides.html • Women’s Suffrage Teacher’s Guide (To become better acquainted with the topic of woman suffrage and consider any “Suggestions for Teachers”) http://www.loc.gov/teachers/classroommaterials/primarysourcesets/womens-suffrage/pdf/teacher_guide.pdf • Teacher’s Guide to Analyzing Photographs and Prints (To prepare scaffolding questions to facilitate discussion) http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Photos_and_Prints.pdf • 15-25 sticky notes per group; a different color for each group
<p>PREPARATION</p>	<p>Teacher:</p> <ul style="list-style-type: none"> • Read the Women’s Suffrage Teacher’s Guide • Choose and print 4 to 6 of the above primary sources depending on group size. Include a short source statement to include: the creator’s name, date created, intended audience and purpose if known on or near each source. Label each source with a letter for discussion purposes (Source A, Source B, Source C, etc.) • Post the primary sources around the classroom, giving enough space for movement and group discussions to occur • Post the focus question <p>Participants:</p> <ul style="list-style-type: none"> • Previous exposure to “sourcing” (Sourcing: “Considering a document’s attribution- both its author and how the document came into being.”) Historical Thinking Matters: Teacher Educators - Lessons, http://historicalthinkingmatters.org/ted/lessons/making/) • Previous exposure to primary source analysis with the Library of Congress Analysis Tool (Observe, Reflect, and Question) • Basic understanding in locating primary sources on the Library of Congress Website (encompassing the use of the loc.gov “Search” box, “Digital Collections” link, and “More Exhibitions” link)
<p>PROCEDURE</p>	<p>Setting up the exercise</p> <ol style="list-style-type: none"> 1. Divide into groups of 2-4 participants 2. Give each group a unique color of “sticky notes” and/or a group name; enough for each group to have 15-20 pieces 3. Assign each group to one of the primary sources (E.g. “The blue sticky group will begin with Source A.” “The yellow sticky group will begin with Source B.”) The facilitator should record the group and source assignment for discussion and recording purposes. 4. Post and share a focus question to “focus their analysis” of each source. <p>Example: What does this source tell you about voting rights for women in the United States during a particular time?</p>

Instruct participants on how to walk through the gallery

5. Instruct participants to first identify information about the source. Such as, A) what type of source it is, B) who created it, C) when it was created, and D) possibly, where it was created/published.

Next, they will analyze the primary source and record each observation with its corresponding reflection on a separate sticky labeled "O/R". Each question about the source should be recorded on a "sticky note" labeled "Q". (See images) Place "sticky notes" around the source.



Give participants 3-5 minutes to analyze the first source. Scaffold this analysis by floating from group to group utilizing some of the questions suggested on the Teacher's Guide to Analyzing Photographs and Prints and developing questions of your own

6. When the time is up, have all groups rotate to the next primary source.
7. Instruct groups to look at the source, read the observations, reflections and questions written by the first group, and then add any additional O/R/Qs they may have or even comment on something previously written. More time (additional 1-2 minutes) can be given for this source. Again, scaffold as needed by walking around to each group.
8. Repeat steps 7 and 8 for each primary source until the groups return to their first source to discuss what O/R/Qs and comments were added. Facilitator will ask each group to consider the focus question again as the groups discuss. Allow 3-5 minutes for this step.



Analyze and Synthesize, Going Deeper

9. Allow each group to pick one group member to share out to the whole group.
Task: As a group, provide a concluding statement about your source (relating to the focus question)
What did everyone conclude about the source?
How did the O/R/Qs change? What observations were most important?
Were the reflections "deeper"? Were the questions "deeper"? How do we know?
Offer 2 minutes for the group to organize their thoughts and ideas. Each group will have 2 minutes to share.
10. Have the participants return to their seats and do a "quickwrite" while considering the focus question as it applies to the entire set of sources: (3-4 minutes)

What do the sources in the gallery tell you about voting rights for women in the United States during a particular time? What other sources would we like to analyze?

(A "quickwrite" is a literacy support strategy where students are given a limited amount of time (normally 5 or less minutes) to write a response to an open-ended question. All students (participants) are encouraged to write for the entire time. There is no single right way to answer. Writing must be supported by evidence from the primary sources used during the exercise and through discussion.)

11. Ask participants to share in groups. Ask two volunteers to share their quickwrite with the whole group. During group sharing, facilitate conversations by noticing:
 - To what extent did their writing support ideas using evidence from a source(s)?
 - To what extent did their writing synthesize information by referring to how multiple sources prompted a new idea or understanding of a topic or in this case, woman suffrage in the United States?
 - If a participant shares a new idea or understanding and does not reference evidence from the source, be ready to ask, "What sources helped you come to that understanding?"
 - Or if they reference a new idea with one source ask, "What other sources may have influenced your thinking?"

Begin a discussion about assessing a quickwrite in a 4th-12th grade classroom. Possible predictors:

- (1) accurately reports information from the sources using different phrases and sentences[or details from the source];
- (2) is organized in such a way that readers can immediately see where the information from the sources overlap; and
- (3) makes sense of the sources and helps the reader understand them in greater depth. (Resource: Resources for Writers: Synthesis Writing- Drew University On-Line Resources for Writers, <http://www.users.drew.edu/sjameso/synthesis.html#key%20features>, Accessed 09/2012)

	<p>Implications in Teaching and Learning with Primary Sources Using a Gallery Walk Strategy</p> <p>12. Discussion with participants- Possible prompts or ideas:</p> <p><i>Engagement and personal interest</i></p> <ul style="list-style-type: none"> • How would you rate your level of engagement in the exercise? • How did the exercise influence your engagement? • How did the exercise influence your curiosity on the topic of woman suffrage in the United States? <p><i>Identify variations of this exercise to reach varying learning styles and abilities</i></p> <ul style="list-style-type: none"> • How could we offer variations to reach multiple learning styles and abilities? <ul style="list-style-type: none"> ○ Consider using different grouping and pairing strategies ○ Incorporate virtual sticky notes with Stixy.com, example: http://www.stixy.com/guest/215914 If you teach several sections of the same class, have one class offer the first layer, then have the second class offer the second layer, etc. On the next day, all the classes will see all the responses from several classes which will serve as a discussion starter. ○ Offer a teacher-created vocabulary or glossary sheet for students to use during analysis <p><i>Identify other exercises which promote “deeper-layered thinking”</i></p> <ul style="list-style-type: none"> • What other activities do we use that could promote “deeper-layered thinking” with primary sources? Share how it promotes deeper thinking? <ul style="list-style-type: none"> ○ Example: A fishbowl-type of exercise could allow students to watch and respond to an analysis of a difficult primary source. When the fishbowl analysis ends in 5-7 minutes, the students watching can share comments and questions with the students in the fishbowl. Several fishbowls can occur simultaneously with a whole group discussion following. Modeling the exercise and sharing comment stems can strengthen the learning experience (I agree, but..., I also noticed __, but disagree...). <p>Resource listing that inspired the gallery walk and fishbowl exercises: Facing History and Ourselves, http://www.facing.org/teachingstrategies</p> <p><i>Possible extensions...where do we go from here?</i></p> <ul style="list-style-type: none"> • Students (or with teacher) can organize sticky notes into big ideas, themes, or concepts (Technology example from TPS Colorado: Spicynodes, http://www.spicynodes.org/a/1556863ba7e841870e7bc3c84fcd38b0) • Students can revisit the gallery throughout the study of the topic • Students can hold a debate/create a product utilizing all sources and “thinking” from the gallery walk exercise
<p>Researching Loc.gov</p>	<p>Locating Primary Sources and Creating a Personalized Set Using www.loc.gov</p> <p>This exercise is a nice prelude in showing useful areas from the Library of Congress Website to gather sets of sources by topic. Show the following areas of the Library’s website and allow additional time for individual searching. All paths begin with www.loc.gov.</p> <ul style="list-style-type: none"> • The Teachers Page > Primary Source Sets, http://www.loc.gov/teachers/classroommaterials/primarysourcesets/ • Digital Collections > Historic Newspapers > Recommended Topics (in Chronicling America), http://www.loc.gov/rr/news/topics/topics.html • Resources for...Kids & Families >America’s Story from America’s Library, http://www.loc.gov/rr/news/topics/topics.html • More Exhibitions, http://www.loc.gov/exhibits/
<p>ASSESSMENT/ REFLECTION of EXERCISE</p>	<ul style="list-style-type: none"> ➤ How did the facilitator’s actions and prompts promote or not promote group discussions, additional observations, reflections, and questions? ➤ Was the layer of thinking evident on the sticky notes? ➤ Did the participants want to know more (E.g. revisited the sources at break and continued personal discussions)? ➤ Did their conclusions help them reconsider the understanding of the topic? ➤ Did they apply or integrate any skills from the exercise (in learning or teaching with primary sources) as they created their activity?