

Gallery Walk Activity Protocol

What is a Gallery Walk?

A “Gallery Walk” is an activity that allows participants/students to discuss and display their final work around a room much like artists would display their artistic pieces in an “exhibit.” It is a way that participants/students can share their group work projects or individual literary responses to a text in a non-threatening way with the assurance of getting some feedback from their learning community.

When do I implement a Gallery Walk? And, what specific steps would I take to implement it?

A “Gallery Walk” Activity can be used to share collaborative group work in the classroom in two (2) ways:

1. **It can be used to “exhibit” collaborative group posters around the classroom, as a culminating activity.**
 - a. An assigned task/activity is completed by a team of 4-6 students that form Home Base Teams.
 - b. When the Home Base Teams finish their collaborative work poster, the teacher displays each group’s final work around the classroom.
 - c. Then the teacher informs the Home Base Teams that they will visit each one of the posters to generate a discussion about their peer’s work/ poster with their immediate group, as well as to make comments and/or post Clarifying Questions using post-its.
 - d. Once each of the Home Base Teams has visited each of the posters, the Home Base Teams return to their work table/station.
 - e. The teacher then collects any clarifying questions that were posted on the posters with post-its and commences a Whole Group Discussion.
 - f. Each clarifying question is directed to the collaborative group that generated and/or created the poster. To facilitate the discussion, the teacher reads each clarifying question and then writes them on a white board/smart board/chart paper, identifying each question by Home Base Team numbers (i.e., Group 1, 2 or by the Groups invented name, if appropriate)
 - g. Then a discussion ensues; the facilitator/teacher gives each Home Base Team the floor when their question is brought up. The Home Base Team is afforded the opportunity to answer the clarifying question, which can be done by one representative from the group or by all the group members chiming in when appropriate and/or there is a pause after a team member adds a final comment.

2. **It can also be used to “exhibit” Literary Responses to an After-Reading activity/task of an entire text or a chapter of a text, which then moves into small group discussions and closing with a whole group discussion that contributes comments and clarifications to any questions posed through the process.**
 - a. The teacher posts three (3) chart papers with the following headings: Comments, Questions & Personal Responses.
 - b. The facilitator/teacher asks students to write a response to each of the headings in their writer’s notebook.
 - c. Participants/students then use a colored marker and copy their Literary Responses from their writer’s notebook under each of the headings.
 - i. To manage facilitation of this activity, the facilitator/teacher can divide the classroom in half and add three (3) chart papers on each side; each side has collaborative groups of 4 or 6.
 - d. Assigned teams of 4-6 students visit each of the chart papers (on the other side of the room) to see what the other half of students have written, and they can also write “Clarifying Questions” on post-its.
 - e. Then the participants/students are asked to return to their collaborative tables and ensue in a discussion of what they have seen. During this time the participants can ask for “clarification of comments made by participants/students, they might offer answers for any clarifying questions they saw and/or read, as well as elaborate on responses posted or question some of the posted responses.

Is there a way I can use this strategy with nonfiction texts (Expository)?

1. Yes. Simply change the headings of the three (3) chart papers to “Facts”, “Questions” & “Responses”
2. Follow the same steps as you would in activity #2 noted above.

