



Viewing Guide: Teaching Strategy: Gallery Walk

Overview

History teacher Jenny Staysniak asks her students to consider images of monuments and memorials using the “[gallery walk](#)” teaching strategy before they embark on a culminating memorial “Action Project” in her elective Catholic Social Justice in Action course. During a gallery walk, students explore multiple texts or images that are placed around the room. Because this strategy requires students to physically move around the room, it can engage students in a different context than when they are sitting in their seats.

As you watch, consider the following:

1. When considering monuments and memorials, why would a gallery walk be a useful classroom strategy?
2. What instructions does Ms. Staysniak give her students before they begin the gallery walk? Why do you think these are important? What instructions might you give when using this strategy?
3. Once the students complete the gallery walk, they have an opportunity to debrief in small groups. Why is this an integral part of the strategy? What framing might you give this portion of the strategy?



In this video:

Jenny Staysniak, teacher
10th–12th grades, Mount Alvernia High School
Newton, MA

Video Goals:

The purpose of watching this video is to:

- Witness how a gallery walk can be used with several images
- Consider the “conversations” that can happen on paper during a gallery walk, and how these conversations can deepen student engagement with the material
- See the gallery walk teaching strategy “in action”



Lesson Resources:

- [Teaching Strategy: Gallery Walk](#)
- [Gallery: Holocaust Monuments and Memorials](#)
- [Gallery: Introducing Memorials and Monuments](#)