Title: Gallery Walk (Carousel)

The Basics

What? A structured discussion in which small groups rotate and respond to prompts or questions posted around the classroom

When? After reading a text to discuss ideas raised by the text

Why? Allows students to move around while discussing texts with peers and promotes thinking about and reflecting on texts

Student Outcomes

This strategy helps students refine their understanding of texts to meet reading expectations and engage in group conversations to meet speaking and listening expectations.

How to Implement

1. Create or locate various stimuli for students to review and respond. The stimulus can be a quotation or short passage, picture, question, student response to a question, etc. and should be about the ideas or themes of the texts being read.
2. Post each stimulus on an individual poster or chart paper in different areas of the room.
3. Assign students to small groups.
4. Provide students with questions or prompts to respond to as they review the stimulus.
5. Assign each group to a stimulus. Allow students a structured amount of time to discuss and respond to the provided questions or prompts on sticky notes or directly on the chart paper.
6. After the designated time, have groups walk to the next stimulus and allow the same amount of time to respond. Continue until each group has reviewed all stimuli.
7. Conclude the gallery walk by discussing student learning from the task as a whole class.

Resources for Additional Information

- Video of a gallery walk used in a 7th grade ELA classroom. Following the video, is an article that offers step-by-step implementation and variations for this strategy
- Directions for how to plan a gallery walk
- Brief article about gallery walks in the elementary classroom
- Article from ReadWriteThink.org about gallery walks, referred to as “Carousel”
- Examples of how to use in lessons: Grades 3-5, Grades 6-8, Grades 9-12