

# Historical Overview Gallery Walk Lesson

By Liz Morrison

## Overview

This lesson introduces students in grade levels 6-12 to the history of Jim Crow in the United States. Students first define the words "terror" and "triumph." Working in groups of three, the students then analyze events from each phase of Jim Crow in the United States and determine if the event is categorized as part of the "terror" or part of the "triumph." Finally, each student will create a visual representation of the history of Jim Crow in the United States.

## Curriculum Standards

For a list of standards that this unit addresses, [click here](#).

## Time Required

- One week to prepare
- One to three class periods for the gallery walk

## Materials Needed

- **From Terror to Triumph: Historical Overview essay** (one per student)
- Highlighters (two different colors per student)
- From Terror to Triumph: Historical Overview Reading Chart (one per student)
- Visual Representation Instructions and Rubric sheet (one per student)
- Computer and projector system with internet access (teacher)
- Video of PBS Series, *The Rise and Fall of Jim Crow* (teacher)

## The Lesson

### Anticipatory Set

Write the words "terror" and "triumph" on the board. Then, have the class determine a definition of each word. Discuss the question "Can there be triumph in a time of terror?" Record the student definitions of each word and their responses on the board for reference during the class discussion of the Reading Chart.

Key question: Based upon Lincoln's letter, what specific things do you think need to be done to have a "lasting peace"?

### Procedures

1. Discuss anticipatory set. Project the web site and introduce **From Terror to Triumph: Historical Overview**.
2. Hand out **copies of the essay**. Then, you can proceed in either of these two ways:

Option 1. Independent Reading Strategy:

- a. Provide time for the students to read the essay.

- b. Have students use the highlighters to mark the events they consider to be part of the "terror" and those they consider part of the "triumph." (One color indicates "terror" and one color indicates "triumph.")

Option 2. Guided Reading Strategy:

- c. Read the overview as a class.
- d. Have the students determine the events they consider a "terror" from the reading selection and highlight it.
- e. Have the students determine the events they consider a "triumph" from the reading selection and highlight it.

3. Distribute the **Reading Chart**.
4. Read the directions. Divide the students into groups of three to complete the chart. Assign each group one of the themes from the overview to begin discussing.
5. Give students 30 minutes to complete the chart. On the board, make a "t" chart with Terror on one side and Triumph on the other side. Then, proceed with the class discussion, where each group shares one event they considered part of the terror and one event they consider part of the triumph. Record responses on the "t" chart.
6. Have students respond to the essential question, "To what extent does the history of Jim Crow in the United States illustrate the idea of triumph in a time of terror?" Then, refer them to their responses from the anticipatory set question, "Can there be triumph in a time of terror?" Ask the students if their responses, opinions, or beliefs have changed after reading the article and have them explain why or why not.
7. Give students this homework assignment, Visual Representation sheet (below) of the History of Jim Crow, and allow them one week to complete it.
8. After collecting the Visual Representation Chart, begin the Gallery Walk. Hand out Gallery Walk sheet (below).

## Assessment

1. Use the attached Visual Representation scoring rubric.
  2. Also, factor in the students' assessment of their peer's work.
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Name: \_\_\_\_\_

### Visual Representation Instructions and Rubric Sheet

Due Date: \_\_\_\_\_

Directions: Create a visual representation of the "terror" and "triumph" associated with the history of Jim Crow in the United States.

Suggestions for types of visual representations:

- Collage (you may want to use images from the **image gallery**)
- Political Cartoon
- Drawing, Sketch, Painting
- Sculpture
- Diorama (monument using a shoe box or other container)
- Other: \_\_\_\_\_ (Teacher approval is needed.)

Refer to the scoring rubric below for details regarding the exact criteria for the visual representation.

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### Scoring Rubric

	<b>Excellent</b>	<b>Very Good</b>	<b>Average</b>	<b>Needs Improvement</b>
<b>Historical Content</b>	<p>The visual representation clearly conveyed the themes of "terror" and "triumph" from each phase of Jim Crow in the United States. The images were accurate and thought provoking.</p> <p style="text-align: center;">10 - 9</p>	<p>The visual representation conveyed the themes of "terror" and "triumph" for four of the five phases of Jim Crow in the United States. The images were accurate and somewhat thought provoking.</p> <p style="text-align: center;">8 - 7</p>	<p>The visual representation attempted to convey the themes of "terror" or "triumph" for three of the five phases of Jim Crow in the United States. The images were accurate.</p> <p style="text-align: center;">6 - 5</p>	<p>The visual representation was related to the idea of Jim Crow in the United States.</p> <p style="text-align: center;">4 - 0</p>
<b>Visual Appeal</b>	<p>The visual representation was neat, error-free, and organized as well as creative and original. The product engaged the viewer and created interest in the history of Jim Crow.</p> <p style="text-align: center;">5</p>	<p>The visual representation was neat and error-free. The product engaged the viewer and created an interest in the history of Jim Crow.</p> <p style="text-align: center;">4</p>	<p>The visual representation was neat. It did not create a real interest in the history of Jim Crow.</p> <p style="text-align: center;">3</p>	<p>The visual representation had little or no visual appeal. It did not create an interest in the topic.</p> <p style="text-align: center;">2 - 0</p>
<b>Quality of Work</b>	<p>The work showed clear evidence of time and effort. The work was completed on time.</p> <p style="text-align: center;">5</p>	<p>The work showed evidence of time and effort. The work was completed on time.</p> <p style="text-align: center;">4</p>	<p>The work lacked several elements indicating only some time and effort. The work was not completed on time.</p> <p style="text-align: center;">3</p>	<p>The work showed little evidence of time and effort. The work was not completed on time.</p> <p style="text-align: center;">2</p>
<b>"Terror" and "Triumph"</b>	<p>The work clearly evoked images of "terror" and "triumph" in the five stages of Jim Crow.</p> <p style="text-align: center;">10 - 9</p>	<p>The work evoked some images of "terror" and "triumph."</p> <p style="text-align: center;">8 - 6</p>	<p>The work attempted to illustrate the idea of "terror" or "triumph."</p> <p style="text-align: center;">5 - 1</p>	<p>No attempt was made to show "terror" and "triumph."</p> <p style="text-align: center;">0</p>

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Name: \_\_\_\_\_

### Gallery Walk

Directions: After walking around the "gallery," select four of your classmates' visual representations to evaluate. Write the number in the lower right hand corner of the visual representation in the column on the evaluation sheet labeled "Product #". Complete the rest of the evaluation sheet citing direct evidence from the work to support your rating. Note that the teacher will consider your evaluation when calculating your grade.

#### Overall Evaluation

4 = Excellent    3 = Very Good    2 = Average    1 = Needs Improvement

Product #	What I liked about the visual representation	What I learned from the visual representation	Overall Evaluation Comments
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