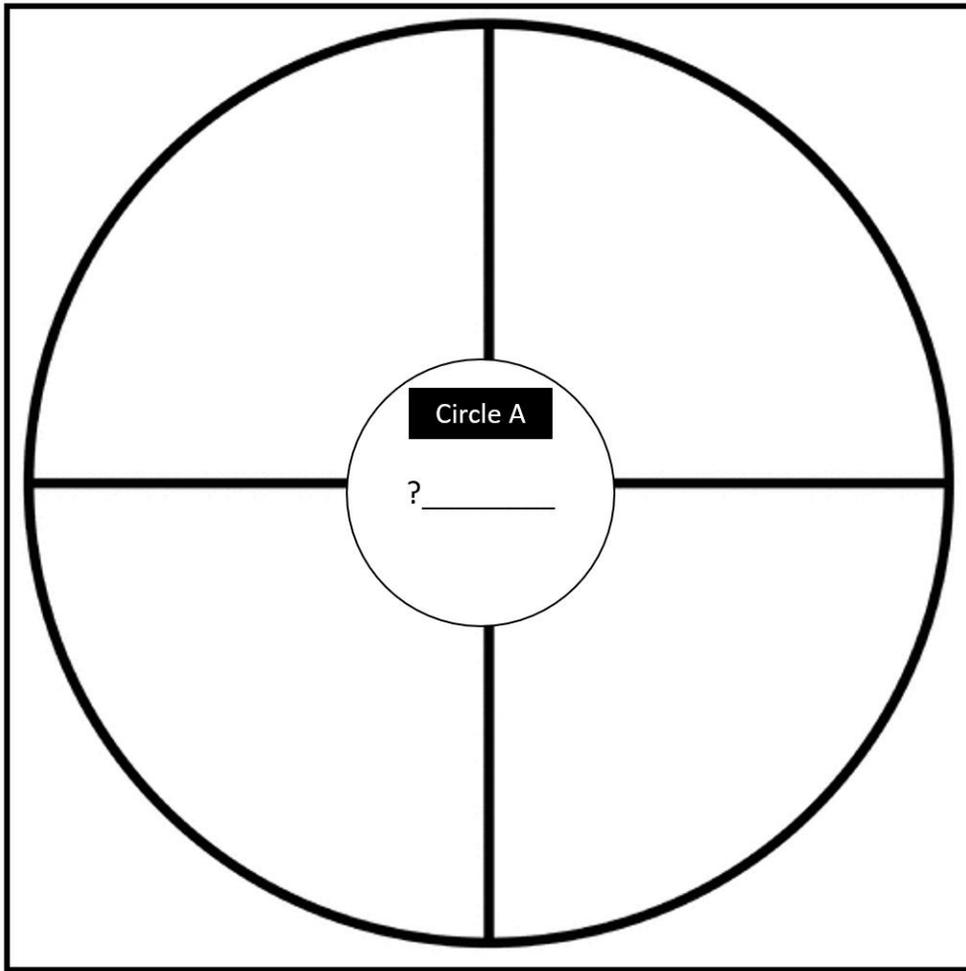


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Concept Circle & Gallery Walk

Using Concept Circles to Review the Enlightenment & French Revolution



In each of the 4 quadrants, write a *Revolutionary Era* term AND create a colorful image that represents that term.

Leave the circle in the center as is. Other teams will try to guess what common term, idea, theme, or event is represented by the terms you placed in the 4 quadrants.



Activity Overview

Concept Circles is a strategy designed to encourage students to think thematically and to make connections between what might appear to be seemingly unconnected ideas. Likewise, *Concept Circles* helps students bolster their understanding of content by asking them to embed their knowledge into a larger intellectual context. Finally, the use of Concept Circles stimulates small group student discussion as students explain their interpretations of content and make a case for how various pieces of evidence can indicate or lead to a common theme.

To prepare for this strategy, I first engage in pre-teaching the content. This can range anywhere from multiple days of reading, lecture, and quizzes to an in-class 30-40 minutes exploration of a single topic. What is essential is that before students begin, they have had access to any terms, information, or ideas that will emerge in the activity. In support of this, I will often include a list of terms, ideas, or themes, to which they can refer during the activity.

At this point, I will actually print out blank Concept Circle handouts that the small groups will use to design their thematic quadrants, as well as small answer sheets that the groups will use in their gallery walk. I make sure that each of the Concept Circles I print out has a different identifying number or letter on it. This will be helpful in the gallery walk later on.

To get students started, I tell them that they are going to work in small groups to create a Concept Circle based on the current content we are learning. I hold up a blank, pre-printed Concept Circle and describe what they will do and I also hold a up completed Concept Circle so they can get an idea of what they are meant to be doing.

To get students started, I tell them that they are going write four thematically linked terms in the four empty quadrants of the Concept Circle handout I am providing them and that they are going to draw a visual for each term that represents its meaning. I tell them to select their four terms from the list of terms we have been exploring. These can also be written on the board. I tell them to make sure that they have a clear theme in mind that links the four terms, themes, or ideas.

As students are crafting their circles, I go from group to group and confirm that they both have four terms and that they have an idea of what broader theme those terms collectively point to or represent. Likewise, I have remind them to create fun, colorful images that thematically or literally reflect each of their four terms. I keep checking on time, and make sure the students are on task.

After the circles are created, I then direct students to take a piece of tape and post them around the room at eye level, reminding them that their fellow students are going to exploring their work. I then hand out to each group a smaller Concept Circle answer sheet that essentially says: Concept Circle A Theme, Concept Circle B Theme, and so on and leaves a space for the small groups to write down their predictions of what theme each Concept Circle is portraying. I tell them there is no right answer, and that they free to discuss with each other what theme seems to emerge. I have each team start at a different circle and then move them every couple of minutes to the next one until all Concept Circles have been seen by all groups.

After the students have completed the Gallery Walk, I take down all the Concept Circles and as a full class we verbally go over all the predictions as to the common theme of each Concept Circle. Then I check with the group that created each Concept Circle to see how their intent compares.

Before the activity ends, I collect the small group response sheets.