



NEW BEDFORD FISHING HERITAGE CENTER

Gallery Walk Activity

Activity Overview: Help students *think critically about race, power, and privilege* by having them engage in a **Gallery Walk**.

- This activity focuses specifically on the audio clip titled "[Worker's Rights](#)" in the "Central American Women in Seafood Processing" section of the [Changing Way of Life](#) digital exhibit.

Grades: This activity was created for students in middle or high school and should be adjusted accordingly.

Materials:

- Print out charts from [this website](#)
- Sticky notes
- Pens/markers

Activity Directions:

- Say: During the covid pandemic, "essential workers" had to go to work even when everyone else was sheltering in place in order to keep us fed, cared for, and protected. Farmers, trash collectors, truck drivers, nurses, grocery store baggers, firefighters, and even the fish cutters you see in this photo were "essential workers," but just because we needed them to survive the pandemic, doesn't mean that they were (or are) well-paid. We are going to take a minute to look at some statistics about "essential workers," but before we take a look, take a minute to observe this photograph. What do you notice about who these essential workers are, where they work, or what kind of work they do? What questions does this photo bring up for you?
- Print out charts from [this website](#). Have students do a Gallery Walk where they make comments on each chart using a sticky note, encouraging them to pay particular attention to how the education levels, pay, and race/gender of essential and non-essential workers differ. Have each student walk back through the gallery of comments they've created and leave questions, comments, and reactions on other students' comments. Regroup and ask the whole group: What did you notice about essential vs. nonessential workers? How did that make you feel?
 - Possible answers: Essential workers tend to have less formal education and lower pay. If you're a woman or a person of color working an essential job you get paid less than if you're a man or a white person.
- Extension: Have students **Take A Stand**. Name two jobs and ask students to indicate which one they think should be paid more by standing on 1 side or the other side of the

room. (Ex: Fisherman + welder, basketball player + teacher, fish cutter + doctor, actress + grocery store bagger, nurse + football player)

- Ask someone from each side to explain their reasoning, citing something they know about the occupation as evidence. Note that we all place different value (in the form of pay and respect) on different skills and that's okay, as long as we make sure that everyone is paid and respected enough to live comfortably.
- Have students listen to the audio and ask them if their opinion of the value of "essential workers" or fish cutters changed after listening. If so, what changed their mind?

Activity Created by:

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