

99d Comparative History Lesson Design Muskegon & The Great Migration

Workshop 1: July 24th, 2025 9:00am - 3:00pm ****Trip Participant Guide****

Activity	Details	Resources
Connect & Ground	Welcome back together, everyone! + Connect: My Summer has been like... + Ground: Journey Map	Miniature Metaphors Journey Map (pg. 64)
Inquiry Incubation: Driving Question Board Activity	<u>DQ</u> : "How can students use historical thinking to explore themes of the Great Migration and tell a fuller, more inclusive story of Muskegon?" <u>Compelling Q</u> : "How can I design a comparative history lesson around the larger, standards based narrative of Great Migration history, as well as Muskegon Great Migration history, that fosters cultural competency, engages students in meaningful inquiry, and creates space for reflection and iteration?"	Kristen's Slides - Designing Driving Questions Learning by Inquiry Article PBL Pg. 14 - Driving Question Board (DQB) → borrowed from our Science friends and... " Question Storming " or... - Question Formulation Technique *Revisiting the Trip Participant Guide for theme/topic ideas (see the "Day by Day Location Resources")
Building Background: The Great Migration & Muskegon	"Up From the Bottoms" Documentary presentation & discussion w/ film maker Jim Schaub	Use code: UFB2025 to access the film
Break	10 mins	(NONE)
C3, IDM & 99d Comparative History Lesson Design using Inquiry	Dave Johnson presents a refresher on the C3 Framework and Inquiry Design with the Four Dimensions of the C3	Dave's Slides C3 Quick Start Slides 99d Shared Drive - Template
Leveled Up Research Methods/Best Practices for Researching Local History	Dr. Matthew Daley walks us through effective and efficient methods for local history research & researching like a historian.	Repository Draft Repository Local History Research Resources
Lunch	30 mins	
Developing the Comparative History Unit/Lesson(s) & Planning Time	Facilitators support participants with creation of their inquiries and creating an outline with their "one pager" template	(*Go to your 99d shared folder if you haven't and find your template)
Break (as needed)	5 - 10 minutes	(NONE)
Planning Time cont.	Individual Work Time	
Next Steps & Closer	Announcements & Closing Activity	Feedback Form : "What I Need"

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Workshop 2: Aug. 7th, 2025 9:00am - 2:30pm [**Trip Participant Guide**](#)

Activity	Details	Resources
Connect & Ground	Welcome back together, everyone! + Ground & Connect: Journey Map cont. Review DQB from Workshop Day 1	Post-Cards Journey Map (pg. 64)
Cultural Competency & Learning Design	<u>Cultivating Genius</u> : Historically Responsive Literacy (HRL) > All Read Pgs. 45 - 61 Reading groups - > Group 1 - Identity: 67-70, 71-77, 78-81 > Group 2 - Skills: 85-89, 88-94, 95-99 > Group 3 - Intellect: 104-108, 108-111, 112-115 > Group 4 - Criticality: 120-123, 123-126, 127-132	Books: Cultivating Genius & What's Your Life Blueprint & Place-Based Learning: Connecting Inquiry, Community, and Culture
Break		
C3 Dimension 4 Review: Communicating Conclusions & Taking Informed Action	Looking over Step #3 on the Trip Participant Guide, decide what “product” students will produce for this lesson/unit? Leveling up “communicating conclusions” to include student voice and choice, and an authentic audience through place based design.	Trip Participant Guide → “Teaching and Learning Through Inquiry Design”, see Step #3 Book: Place-Based Learning: Connecting Inquiry, Community, and Culture
Work Time		Facilitators supporting
Lunch		
7 Minute Tuning Protocol: Giving and Receiving Feedback	In groups of 3, we will be walking though a small group “tuning” protocol to receive feedback on your project so far.	7 Minute Tuning Protocol (Feedback and Reflection)
Building in Assessment Criteria	What to include in the lesson (or unit) for assessment options	Beckie's Slides
Break (as needed)		
Work Time	Time to work on your final product Due Date for Stipend Work: Sept. 5, 2025	Use resources from Workshop Day 1 & the Participant Guide
Next Steps & Closer	Announcements & Closer	Feedback

