

Summer 2025 Semester

June 23, 2025 – August 29, 2025

Title of Course: People of New York: How Individuals Shape History	
Number of Sessions: 6	Grade Levels: PK-12
Total Hours: 45	Total Number of Credits: 3
Course Start Date: Monday, July 14, 2025	Course End Date: Saturday, July 19, 2025
Course Location: Museum of the City of New York, 1220 Fifth Avenue, New York, NY 10029	
Maximum Course Enrollment: 30	
Instructor's Name: Maeve Montalvo & Sarah Farmer	Instructor's Telephone: 917.492.3356
Instructor's Email: pd@mcny.org	
Education Partner Fee: \$295	
Materials Fee if applicable: N/A	

Course Information

Course Description

This in-person, interactive, and powerful course for PK-12 educators draws on the Museum of the City of New York's groundbreaking exhibitions to examine the past, present, and future of New York through the lives of New Yorkers who have shaped and been shaped by the city they call home.

This course covers subject matter relevant to history/social studies, English language arts, civics, and the arts. Educators of all grade levels and subject areas, including those working with multilingual learners and students with special needs, have found this course useful and inspiring for their teaching.

Course participants will examine how the individual choices of New Yorkers have molded the city we live in, unpack how the urban environment has impacted people both past and present, and discover hidden voices that shine a light on New York's array of diverse communities and neighborhoods.

Through gallery experiences at the museum, hands-on art workshops, discussions, guest lectures, and writing exercises, educators will gain a deeper understanding of the city's history and find connections between their students' lives and those of New Yorkers past and present.

Developed in alignment with culturally responsive and sustaining education principles (CR-SE), People of New York tells the story of our city through the lens of individuals and communities who mirror New York City students today. This course equips educators with the tools to recognize and affirm their students' intersectional identities by centering and cultivating students' experiences and expertise. Educators will leave

this course understanding the central role culture plays in education and equipped to bring CR-SE principles to their own teaching practice.

This course is run by the Frederick A.O. Schwarz Education Center at the Museum of the City of New York and supported by the Museum's groundbreaking exhibitions. The course will utilize the *Hidden Voices* project, a collaboration between the NYCDOE Social Studies Department and the Museum that was initiated to help NYC students learn about and honor the innumerable people, often "hidden" from the traditional historical record, who have shaped and continue to shape our history and identity.

Hidden Voices allows students to find their voice as they become analysts of the past and make connections between the past and the present. This course will also explore the stories and struggles of activists in the Museum's exhibition *Activist New York*; the life and legacy of the first Black woman elected to US Congress Shirley Chisholm in *Changing the Face of Democracy*; the power of sharing cross-cultural community stories through the visual storytelling and messaging in *Above Ground: Art from the Martin Wong Graffiti Collection*; and the changing landscape of New York City through the Museum's photography collection, including the photographs of Jacob Riis.

Target Grade Levels

PK-12

Integration of *Danielson Framework for Teaching* Components

This course supports the following components from the Danielson Framework for Teaching:

Domain 1a: Demonstrating Knowledge of Content and Pedagogy. Through presentations, workshops, and guided tours led by experts in their respective fields, participants will not only learn valuable and informative content that can enrich their work with students, but they will have eye-opening conversations about how the disciplines of historical research, teaching in cultural institutions, and collecting oral histories have evolved into the 21st century, as scholars increasingly focus on respecting and upholding cultural diversity and the authenticity of individual lived experience. Daily exit tickets will ask participants to reflect on their understanding of these concepts and to articulate how the activities of the course model effective pedagogical strategies that they can adapt for their own student populations. Participants will be required to demonstrate their understanding of these concepts and their understanding of effective ways to engage students in this learning as they present their final lesson plans, during which they will also demonstrate their knowledge of pedagogy by explaining why they have chosen particular educational strategies for each lesson.

Domain 3C: Engaging Students in Learning. Participants will engage in various student-driven activities in this course that ignite participants' curiosity and intrinsic desire to learn more. Daily activities will invite participants to explore or share their memories and stories, engaging learners by integrating themselves into the group's collective learning. By connecting what they are learning to their own lived experience of New York City, participants will feel intricately connected to the place they are studying. Course instructors will build off this momentum to demonstrate how the activities can be effectively used with students to encourage meaningful engagement in their learning.

Integration of Standards (Student standards should address Next Generation learning Standards)

Through the delivery of content and strategies and the required online class participation of course participants, this course will meet the following New York State Next Generation Literacy Standards:

NYSNGLS.ELA.4R3 In informational texts, explain events, procedures, ideas, or concepts, including what happened and why, based on specific evidence from the text. Participants will practice analyzing documents and texts and will demonstrate skills learned during participation in small breakout room conversations and full group discussions. Course instructors will also model how to explain events based on specific information in a text, and on contrasting or supporting documents.

NYSNGLS.ELA.5SL1 Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively and build on those of others. Participants will engage in full-group discussions frequently throughout the course, and in small-group talks aimed at connecting scholarly and historical content to student instruction and engagement. Participants will have opportunities to collaborate on designing or adapting activities to fit their student population, provide feedback on one another's activity designs or unit plans, and benefit from feedback from their peers as they create the components that will comprise their final lesson plan for the course.

NYSNGLS.ELA.5SL1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. Facilitated discussion is a key component of this program. Participants will be required to build on the observations and comments of their peers during the course during group discussions and during Q&A sessions with the guest speakers. Our teaching workshop sessions focus on introducing participants to inquiry-based methods of analysis; participants will be asked to respond to artifacts and primary sources to learn from different perspectives.

NYSNGLS.ELA.5W8 Recall relevant information from experiences or gather relevant information from multiple sources; summarize or paraphrase; avoid plagiarism and provide a list of sources. Course participants will be required to complete a final lesson plan in which they demonstrate an ability to gather relevant information from sources, summarize key information to share with students, and provide a list of sources.

Reading Standards for Literacy in History/Social Studies 6-8: RH 2: Determine the central ideas or information of a primary or secondary source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions. Participants will be asked to analyze scholarly texts and primary sources and be able to summarize their interpretations of the texts verbally. Participants will be asked to consider the point of view, bias, and power dynamics as they analyze both primary and secondary sources and to contribute their understanding of these texts to a group conversation.

Pedagogical Approach

This course's first key pedagogical approach is to mirror the process of meaningful and deep learning by connecting concepts, histories, and experiences outside of the "self" with the lived, personal experience of the individual learner. The introduction of lived experiences very different than the "self" – as evidenced by the varied voices of historical and contemporary individuals that will be studied – will necessitate a broadening of understanding among participants; the simultaneous deep reflective and personal narrative work will help participants process their thoughts as they build empathy and, potentially, experience and work through internal resistance when hearing the stories of others that differ widely from their own lived experiences.

Drawing from the Danielson Rubric and the Common Core State Standards, participants will learn strategies such as interpreting information presented visually, orally, or quantitatively (CCSS.ELA-Literacy.RI.4.7), and use them to enhance language while understanding and learning more about the individuals that make New York City.

During all our sessions, participants will learn and practice the inquiry design model from the College, Career, and Civic Life (C3) Framework. This course makes learning accessible through various activities, resources, and workshops that engage participants in meaning-making reflection throughout the sessions and process their thinking and understanding. Instructors will be able to provide feedback on individual learning by listening to and reading these narratives.

This course promotes a strong, supportive peer environment. Led by fellow educators – museum educators – and integrating peer-to-peer participant interaction, this course relies on participants learning with and from one another and content experts. The midterm and final project peer reviews promote a sense of teamwork in developing lessons and culminate in a supportive shared learning experience as participants share with their peers the lesson plans they have created.

Application to Instruction and Student Learning

Learning to respect, empathize with, and truly hear the experiences of others is an essential skill for students of all ages. This course will emphasize the inclusion of personal stories in any exploration of the past or present, and participants will practice and see the benefits of incorporating personal narratives, oral histories, quotes, and other evidence of lived experiences into their lessons. Student curiosity will be piqued as they learn about the challenges and achievements of individuals from the past; their engagement will be further deepened as educators engage students in the personal narrative exercises modeled in this course, supporting students as they express their own stories and creating an inclusive classroom environment that reflects the individual expertise of each student and the shared, collective experience of the group.

Participants will practice and participate in various inquiry-based and hands-on activities that they can directly replicate in the classroom or adapt to their student population. As a requirement of the course, participants will write lesson plans that now incorporate into their classrooms, targeted for their specific teaching population (teachers currently out of the classroom will write for a student population of their choice). Peer and instructor feedback during midterms and final presentations will help strengthen the lessons. Students will benefit from cohesively designed, successfully researched, and engaging lessons that are exciting for both teacher and students.

Assessment

Participants will create three (3) lesson plans during this course. These lessons will utilize pedagogical strategies practiced in the course and incorporate the scholarly information shared in the course and participants' guided research. Course instructors and the museum's scholars will guide participants toward accurate and valuable sources. They will challenge participants to build lessons that encourage students to interact directly with primary sources (where developmentally appropriate) and secondary sources that allow them to learn about the lives of historical individuals that can shed light on a moment in time. During one-on-one meetings with the museum's instructors, participants will receive feedback as they hone their lesson plans, ensuring that final lesson plans are accurate and content-rich while incorporating engaging, source-based activities for their students and applying them to their classroom environment.

Participants will also receive guided feedback from their peers in the course, who will serve both as helpful voices and as "test subjects" for a lesson. Participants will choose one lesson to trial with their peers during the midterm of the course and will receive feedback on that lesson's a) depth and clarity of content, b) cohesion and structure (including scaffolding), c) level of engaging activity, and d) ability to create empathy and inclusion among students. Participants will be grouped together by the grade level they teach. At the end of each session, participants will write a brief exit ticket. This exit ticket is a chance for participants to reflect upon the content, narratives, and engagement strategies covered each day, as well as pose for themselves new challenges, opportunities, or questions that the course has inspired for them. Participants will draw upon

these exit tickets to write a final reflection essay addressing: a) how the course has impacted them as learners and educators, and b) how their lesson plans will impact student learning and experiences. They will submit this reflection along with their final two lessons.

Participants will be assessed on their lesson plans, their in-course class participation, their ability to work in small groups and provide feedback to their peers during peer workshopping sessions, and their final reflection essays. For their lessons, the instructor will assess participants' accuracy and depth of information, level of student engagement, and cohesion of design.

Connection to Culturally Responsive-Sustaining Dispositions & Practices (CR-SDP)

Goals clearly connect to supporting teachers in developing more equitable practices for all students, in particular those who have been historically underserved and marginalized (including but not limited to students of color, students with disabilities, and multilingual learners).

In our first course meeting and then throughout our sessions, course instructors will lay out and model for participants equitable teaching practices for all students. These practices will include modeling welcoming participants by name and with correct pronouns (where applicable), ensuring through body language and/or spoken remarks that participants' opinions and questions are essential, modifying vocabulary, language, and activities for multilingual and multimodal learners. Course discussions and teaching workshops will also be conducted with equitable practices, with instructors encouraging participants to consider the specific methods they can use to bring these practices to their student population.

Course integrates historical and contemporary resources and research that reflects and centers the experiences and perspectives of non-dominant racial and cultural groups.

One main focus of this course is on incorporating into classroom lessons the examples of a diverse array of individuals who have made a difference in history. The emphasis is on doing so in a meaningful, culturally respectful way so that New York City's diverse students can see themselves and their classmates reflected in the influential and courageous individuals being featured. As students learn more about the voices of those who have been historically silenced in the archives and historical record, they will be encouraged to think critically about the structural racism and inequities that have resulted in this omission; they will also be encouraged to think critically and then take action to restore the stories that resonate with them by creating showcases and research projects sharing these stories. Participants in the course will practice these activities so that they can then write them into lesson plans which they will implement in their classrooms.

Course builds participants' capacity to identify and question underlying personal and institutional beliefs, norms, practices, and assumptions that contribute to inequity.

This course will highlight individual narratives that reflect racially and culturally diverse voices in New York City and students will engage with their own narratives through exercises modeled throughout the course that will prepare them to create a more inclusive learning environment for all their students in the classrooms.

The course provides participants with multiple opportunities to reflect on the complexities of their own and students' individual identities and cultures, including influences on teaching and learning.

This course also places a great emphasis on writing and reflecting through personal narratives. Participants will be asked to reflect on their beliefs, assumptions, and norms in several ways throughout the course: through written personal narrative statements, structured daily exit tickets, and the final reflection essay. Participants will be encouraged and challenged to listen openly, respectfully, and thoughtfully to experiences different than their own – both the experiences of their fellow course participants and the experiences of the historical and contemporary figures being studied (through texts: written, film, and oral history recordings).

Course incorporates clear structures and expectations for participation in a brave learning community.

During our first session, course instructors will share a code of conduct as a clear expectation for participation in the course. The code of conduct states: We will strive to create a space in our workshops that is respectful, open, empathetic, and inclusive of all, regardless of race, ethnicity, gender identity, religious beliefs, age, sexual orientation, or ability. Together, we are committed to speaking from our own experiences and honoring the experiences of others. We will show respect to presenters and other participants, as well as speaking and participating with care and curiosity.

The course helps participants design and implement a learning environment that affirms students' racial and cultural identities.

Throughout the course, participants will also be introduced to primary and secondary sources, images, and artifacts that have been created by and depict diverse racial and cultural identities that mirror the population of New York City students.

The course helps participants design and implement safe learning environments that engage students in critical inquiry.

The course will begin with a shared group building of group norms, with an emphasis on the use of the "Personal I" rather than "we" and "they" language when describing lived experiences. Each morning's reflection will reintroduce and rebuild this community. Instructors will model how to share their own experiences, learning, and vulnerabilities to encourage participants to feel that we are all partners in this learning environment. By practicing the techniques of visual inquiry, paying close attention to the silences and contradictions within our sources, and appreciating the political context and power dynamics that shaped the creation of these sources, participants will reflect on how to bring these techniques to their students.

Major Assignment	Due Date
Participation: Participation in the peer discussion sessions of the course, through voiced comments and contributions through the workshops, as well as short written responses to prompts.	Throughout the duration of the course.
Readings: Assigned readings	Throughout the duration of the course.
<p>Pre-course Assignment: Answer the following prompt:</p> <p>Every New Yorker has a unique story to tell. Each of their stories helps us better understand this city. Select one New Yorker (besides yourself) whose story is important to you. This can be anyone from the past or someone living today; it can be someone famous or it could be someone familiar to you, like a family member, colleague, or neighbor. Write one to four paragraphs about this person, answering the following questions:</p> <ul style="list-style-type: none"> • Who is this person? When did they live? • Why does their story matter to you? • How does their story connect to New York City? • What can their experience in NYC tell us about the city during a particular moment in time? 	Bring with you to the first day of class on Monday, July 14, 2025

<ul style="list-style-type: none"> • <i>Optional:</i> If you could have a conversation about New York City with this person today, what might you ask them? 	
Lesson Plan Project Part 1: Come prepared to share and discuss Full Lesson Plan Draft & 5 Minute Presentation for Peer Presentation and Feedback	Thursday, July 17, 2025
3 Final Lesson Plans, 1 page Reflection Essay, and 1 Final Presentation Slide Deck - Complete provided MCNY lesson plan template and slide deck and write final essay that speaks to the impact of the course on the participant's approach to student learning.	Saturday, July 19, 2025

Feedback

Participants will receive feedback on their understanding of key concepts and contribution to class discussions during the portions of this course. Participants will also receive feedback on their lesson plan drafts from their peers, and written feedback on their final lesson plans from Museum educators. Participants' final lesson plans will be assessed based on demonstrating their mastery of course content and approaches to teaching, as well as thoughtful interpretation of the course themes and topics, as indicated in the rubric.
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Grades

Participation = 40% Lesson Plan Presentation = 20% Final Lesson Plans = 30% Final Reflection Essay = 10%

Course Calendar

Session #1: Introducing – People of New York City!	
Date: Monday, July 14, 2025	Number of hours for this session: 7.5 hours
Time: 9am-5pm	Assignments due today: Pre-course assignment (see “Major Course Assignments,” above)
Standards and Components Alignment:	
<p>NYSNGLS.ELA.4R3 In informational texts, explain events, procedures, ideas, or concepts, including what happened and why, based on specific evidence from the text.</p> <p>NYSNGLS.ELA.5SL1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.</p> <p>NYSNGLS.ELA.5SL1c: Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p>	<p>Film as Text: Participants will practice analyzing films and be asked to explain what happened, key events and moments, and what resulted based on specific moments in the films.</p> <p>Participants will participate in full-group discussions frequently throughout the day, as well as in pairs and small groups during specific moments.</p> <p>Facilitated discussion is a key component of this program, and that modeling beings on this first day. Course instructors will demonstrate inquiry-based methodology throughout the tours, film analysis, and artifact inquiries. Course participants will be fully immersed in inquiry practices.</p> <p>Course instructors will build the beginning of a share understanding among participants about the value of including the stories of individuals when teaching, in particular the voices of those who have been marginalized in the historical record, but *also* that it is equally important to do so in a culturally appropriate and culturally responsive manner, rather than tokenizing or otherwise misrepresenting these individuals.</p> <p>This day will model a variety of student engagement activities that participants can integrate into their classrooms, including film screenings, living timelines, and gallery tours.</p>
Objectives:	
<p>Together we will:</p> <ul style="list-style-type: none"> • Discuss the value of introducing the study of individuals into the historical conversation • Explore the stories of individual New Yorkers who made an impact on the city and, therefore, on our lives today but whose names are not familiar to most New Yorkers 	

- Discuss the impact of learning about the lived experiences of strangers, and how we can work to build empathy in our students for one another and in ourselves for our students

Participants will:

- Gain a structure sense of key historical time periods and moments in NYC history, on which they will be able to scaffold their deeper historical learning throughout the week.

Topics and Agenda:

9-9:30am **Welcome, Introductions, Assignment Share, Establishing Collective Agreement for Class Participation and Conversation**

9:30am-10am **Watch Video and Small Group Discussion: “Strangers Aren’t Strange”** (Museum of the City of New York, 2016) This film showcases individuals who come in contact every day – a customer and a coffee stand owner, two neighbors in an apartment building, and more – who know nothing about one another’s lives. By sitting down for a joint interview, these individuals from different racial, ethnic, and religious backgrounds speak in depth for the first time, building empathy and gaining insights into the very different lived experiences of the New Yorkers they see every day.

10am-10:45am **Full Group Discussion: Why do we study history through the lens of individuals?** What is the utility of focusing on an individual life in connection to the context of its time? How can studying individuals help our students to better understand history and better understand how the current historical moment might be helping to shape their own lives?

11:30am Break

11:40am – **Watch the Museum’s introductory film *Timescapes***, created by Jake Barton of Local Projects and James Sanders, co-author of the *PBS series New York: A Documentary History*, bringing viewers along on a 28-minute journey through 400 years of history.

12:15-12:45 - Lunch

12:50- 2:05pmpm **Museum Gallery Tour: People in New York** – this interactive, inquiry-based tour will highlight individuals whose stories are on view in the Museum’s galleries. These will include Jennie June, a gender-nonconforming individual from the Victorian era (whose story is featured in the NYCDOE LGBTQ Hidden Voices project); Ella Baker, an African American leading civil rights and human rights activist; and Yuri Kochiyama, a Japanese American civil rights activist. We will ask why the stories of these individuals are less well-known than those of their contemporaries and discuss how to ensure that we represent the historical stories of a diverse array of individuals in our classrooms.

2:05pm Break

2:15-3:45pm **Guided Writing Workshop & Living Timeline: Crafting Personal Narratives** – In a guided process, participants will begin to craft their own stories of how historical moments have affected their lives, and about the impacts, they have had on the people and places around them.

3:45-4:30pm **Review of Course assignments, Q&A**

4:30-5pm **Final Reflection and Exit Tickets**

Connection to Culturally Responsive-Sustaining Dispositions & Practices (CR-SDP):

Criteria from Rubric (the criteria marked by an asterisk (*) will be evaluated this year but providers may address other criteria):

* Goals clearly connect to supporting teachers in developing more equitable practices for all students, in particular those who have been historically underserved and marginalized (including but not limited to students of color, students with disabilities, and multilingual learners)

Activity (list the corresponding activities for each criteria below):

Welcome, Course Introduction, and Establishing Collective Agreement for Class Participation and Conversation

Museum Gallery Tour: People in New York

<p>* Course integrates historical and contemporary resources and research that reflect and center the experiences and perspectives of non-dominant racial and cultural groups</p> <p>* Course builds participants' capacity to identify and question underlying personal and institutional beliefs, norms, practices and assumptions that contribute to inequity</p> <p>□ Course provides participants with multiple opportunities to reflect on the complexities of their own and students' individual identities and cultures, including influences on teaching and learning</p> <p>□ Course incorporates clear structures and expectations for participation in a brave learning community</p> <p>□ Course helps participants design and implement a learning environment that affirms students' racial and cultural identities</p> <p>□ Course helps participants design and implement a learning environment that cultivates critical inquiry</p>	<p>Guided Writing Workshop & Living Timeline: Crafting Personal Narratives</p> <p>"Strangers Aren't Strange" video and discussion</p> <p>Establishing Collective Agreement for Class Participation and Conversation</p> <p>Exit tickets</p>
Application to Instruction and Student Learning:	
Students will benefit from participants who are able to teach with empathy and seek to understand the lived experiences of their students. Students will benefit from classroom instruction that prioritizes the inclusion of a diverse variety of individuals as historical examples.	
Assessment and Feedback:	
Participants will be assessed on their participation in the class discussions and activities. Participants will receive feedback in a group as the instructor guides this initial day of learning and scaffolds the basic principles for all course participants.	

Session #2: Hidden Voices in NYC History	
Date: Tuesday, July 15, 2025	Number of hours for this session: 7.5
Time: 9am-5pm	Assignments due today: Reading: Introduction to The <i>Hidden Voices</i> Project, pp 3-20, NYCDOE/Museum of the City of New York
Standards and Components Alignment:	
NYSNGLS.ELA.4R3 In informational texts, explain events, procedures, ideas, or concepts, including what happened and why, based on specific evidence from the text.	Participants will practice analyzing documents and texts and will demonstrate their ability through small and full group participation. Course instructors will also model how to explain events based on specific information in a text, as well as based on contrasting or supporting documents.
NYSNGLS.ELA.5SL1 Engage effectively in a range of collaborative discussions with diverse partners;	Participants will participate in full-group discussions frequently throughout the day, as well as in pairs and small groups during specific projects.

<p>express ideas clearly and persuasively, and build on those of others.</p> <p>NYSNGLS.ELA.5SL1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>NYSNGLS.ELA.5SL1d Consider the ideas expressed and draw conclusions about information and knowledge gained from the discussions.</p> <p>Domain 1a: Demonstrating Knowledge of Content and Pedagogy</p>	<p>Facilitated discussion is a key component of this program. Course instructors will demonstrate inquiry-based methodology throughout the tours and artifact inquiries. Course participants will be fully immersed in inquiry practices.</p> <p>Participants will be required to present the findings of small group work to the larger group, expressing key ideas from the readings and/or source analysis. Participants will be required to incorporate ideas and conclusions from the day's tours, discussions, and activities when analyzing sources.</p> <p>Course instructors will continue to encourage a shared understanding among participants about the value of including the stories of individuals when teaching, in particular the voices of those who have been marginalized in the historical record, but <i>*also*</i> that it is equally important to do so in a culturally appropriate and culturally responsive manner, rather than tokenizing or otherwise misrepresenting these individuals.</p>
<p>Objectives:</p>	
<p>Participants will:</p> <ul style="list-style-type: none"> • Learn about a diverse array of marginalized New Yorkers whose stories provide key insights into the development of New York City • Become familiar (in small groups) with a single New Yorker who affected New York City's development or who took action during their lifetime to make a difference in their life and/or the lives of others • Practice doing scholarly research using the artifacts and materials available in the museum • Celebrate and showcase the lives of the individual New Yorkers they study by creating posters about and sharing the impact and importance of their individual • Be able to articulate the value of incorporating a diverse variety of individuals as historical examples 	
<p>Topics and Agenda:</p>	
<p>9-9:45am Welcome, Reading Reflection, Primary Source Workshop: The <i>Hidden Voices</i> Project Participants will practice using visual inquiry and textual source analysis to understand the perspective of the viewer and viewed in historical photographs taken by progressive era photographer Jacob Riis, author of <i>How the Other Half Lives</i>.</p> <p>9:45-10:45am Group Work: <i>Hidden Voices</i>: New York Stories Using the <i>Hidden Voices</i> Project materials, small groups will work together to read and learn about their individual historical person. They will compose research questions to learn more about their individual's time period before going into the gallery. Instructors will model this process using the <i>Hidden Voices</i> materials on New Yorker, Susie Rocco, a child growing up in a Lower Eastside Tenement building in the 1890s who was photographed by Jacob Riis. Other featured New Yorkers include: Eliza Jennings Graham, a "19th-century Rosa Parks"; Wong Chin Foo, a writer about Chinese America during the time of the Chinese Exclusion Act; and David Ruggles, a leader in the African American freedom struggle and a participant in the Underground Railroad who helped Frederick Douglas on Douglas' escape to freedom.</p>	

10:45am-12:15pm **Museum Gallery Work: Research Using Archival Material:** Small groups will continue to explore the lives of their individual by doing additional research in the *New York at Its Core* exhibition, where they can gain access to artifacts, documents, images, and maps to aid in their research on the over two dozen individuals featured in the *Hidden Voices* materials, all of which content comes directly from the Museum's galleries.

12:15-12:45pm Lunch on own

12:45-2pm **Group Work: *Hidden Voices* Poster Making**

Small groups will continue to work together as they create poster presentations that teach their individuals' story and connect that story to the historical context of their moment in NYC

2-3pm **"Gallery" Walk and Poster Presentations:** Everyone will have an opportunity to walk around the poster presentations and read the descriptions. Following that, each small group will present on their individual to the full group.

3-3:45pm **Connecting to the Classroom Reflection Conversation:** What is the utility of focusing on individuals in our studies? How can individual lives be case studies that provide insights into a time period? How can we take what we did today and make use of this in our classrooms or teaching spaces?

3:45-4:45pm **Independent Lesson Planning Time**

4:45-5pm **Wrap up and Exit Tickets**

Connection to Culturally Responsive-Sustaining Dispositions & Practices (CR-SDP):

Criteria from Rubric (the criteria marked by an asterisk (*) will be evaluated this year but providers may address other criteria):

Goals clearly connect to supporting teachers in developing more equitable practices for all students, in particular those who have been historically underserved and marginalized (including but not limited to students of color, students with disabilities, and multilingual learners)

* Course integrates historical and contemporary resources and research that reflect and center the experiences and perspectives of non-dominant racial and cultural groups

* Course builds participants' capacity to identify and question underlying personal and institutional beliefs, norms, practices and assumptions that contribute to inequity

☐ Course provides participants with multiple opportunities to reflect on the complexities of their own and students' individual identities and cultures, including influences on teaching and learning

☐ Course incorporates clear structures and expectations for participation in a brave learning community

☐ Course helps participants design and implement a learning environment that affirms students' racial and cultural identities

☐ Course helps participants design and implement a learning environment that cultivates critical inquiry

Activity (list the corresponding activities for each criteria below):

Morning Reflection

Primary Source Workshop
Group Work: *Hidden Voices*: New York Stories

Museum Gallery Work: Research Using Archival Material (through discussion of voices missing in the archives and the work that goes into righting inequities)

Group Work: *Hidden Voices* Poster Making

Connecting to the Classroom Reflection Conversation

Morning Reflection
Exit Ticket

Application to Instruction and Student Learning:
This day will provide resources that educators can use directly in the classroom to teach about a diverse array of historical New Yorkers. This will benefit students as it will help students understand a key concept of historical inquiry: that history “changes” (or, rather, that the interpretation and understanding of it changes) based on whose voices you include and who you do not. Students will be encouraged to ask <i>why</i> certain voices have been left out of the historical narrative. The research, poster, and sharing session will model for participants how they can help students rectify this wrong by telling the stories of these individuals.
Assessment and Feedback:
Participants will be assessed on their participation via their contribution to their group projects. Groups will be assessed on how thoughtfully they integrate and present the historical information on their individual.

Session #3: Activist New York & Civic Engagement	
Date: Wednesday, July 16, 2025	Number of hours for this session: 7.5
Time: 9am-5pm	Assignments due today: Readings: Civil Rights in New York, LGBTQ History in New York and Immigrant Activist in New York City, <i>Activist New York</i> Educator Resource Guide
Standards and Components Alignment:	
<p>NYSNGLS.ELA.6R8: Trace and evaluate the development of an argument and specific claims in texts, distinguishing claims that are supported by reasons and relevant evidence from claims that are not.</p> <p>NYSNGLS.ELA.8SL2: Analyze the purpose of information presented in diverse formats (e.g., including visual, quantitative, and oral) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p>NYSNGLS. ELA.R.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NYSNGLS. ELA.RH9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>NYSNGLS.ELA.5R3: In informational texts, explain the relationships or interactions between two or more</p>	<p>Participants will practice analyzing documents and texts from the <i>Activist New York</i> Educator Guide and exhibition materials and will need to explain in full group and partner share what happened and why..</p> <p>Course instructors will also model how to explain events based on specific information in a text, as well as based on contrasting or supporting documents.</p> <p>Participants will participate in full-group discussions frequently throughout the day, as well as in pairs and small groups during specific projects.</p> <p>Effective group discussion is an active part of the Museum gallery tours and the class interview with the invited guest speaker on this day, and participants will need to listen attentively to their classmates and build on the remarks of others during these sessions.</p> <p>During the activist interview, participants will need to consider the ideas and opinions presented, draw conclusions and gain knowledge, and then share their takeaways with the class after the speaker leaves.</p> <p>This day will model a variety of student engagement activities that participants can integrate into their</p>

<p>individuals, events, ideas, or concepts based on specific evidence from the text. (RI)</p> <p>NYSNGLS.ELA.5SL1d Consider the ideas expressed and draw conclusions about information and knowledge gained from the discussions.</p>	<p>classrooms, including gallery tours, walking tours, interviews, art making, and readings.</p>
Objectives:	
<p>Participants will:</p> <ul style="list-style-type: none"> • Become familiar with key challenges and opportunities brought by NYC’s history of diversity, including how segregation and structural racism have affected opportunities for individuals and communities • Learn how the actions and struggles of activists have shaped the New York City we live and/or work in today • Express their own commitment to a cause of their choice • Meet and talk with an activist scholar • Explore how activists consider their work in the context of how they are shaping the city and how the city is shaping them. 	
Topics and Agenda:	
<p>9-10:30am Morning Reading Reflection & Dialogue: What is Activism? What is Civic Engagement? How do we aim to engage our students with these topics?</p> <p>10:45am-12pm Museum Gallery Tour: Changing the Face of Democracy: Shirley Chisholm at 100</p> <p>This tour will explore the first major museum exhibition on the life and legacy of Shirley Chisholm, the pathbreaking politician and New Yorker who was the first Black woman elected to Congress and the first woman to run for president on a major party ticket. Set against the broader landscape of New York politics, Caribbean communities, and Black women’s activism, this exhibition explores Shirley Chisholm’s life, from her early year in Brooklyn and Barbados to her lasting impact on U.S. politics.</p> <p>12-12:30pm Lunch on Own</p> <p>12:30-1:45pm Museum Gallery tour: Activist New York – This tour will use the stories of individual New Yorkers featured in the exhibition to explore the five themes of the <i>Activist New York</i> Gallery: political and civil rights, religious freedom, immigration, gender equality, environmental advocacy, and economic rights. Participants learn about the passions and conflicts that underlie the city’s history of agitation and the New Yorkers who have mobilized to fight for the city they want to see.</p> <p>Break</p> <p>1:45pm-2pm Self Expression: Button Making</p> <p>Participants will create a wearable button symbolizing a cause that they care about. Instructors will discuss the interwoven use and impact of symbols and text and view examples of different buttons to provide inspiration for participants of what effective messaging can look like.</p> <p>2-2:45pm Activist New York Lesson Plan Workshop</p> <p>Participants will use the Activist New York lesson plans to explore themes of civic engagement, including voting rights, housing access, and disability rights activism.</p> <p>2:45-3pm Break</p> <p>3-3:45pm Guest Speaker: Interview with Curator of Community Histories, Sarah Seidman</p> <p>3:45-4:45pm Independent Lesson Planning Time</p> <p>4:45-5pm Wrap up and Exit Tickets</p>	
Connection to Culturally Responsive-Sustaining Dispositions & Practices (CR-SDP):	

<p>Criteria from Rubric (the criteria marked by an asterisk (*) will be evaluated this year but providers may address other criteria):</p> <p>* Goals clearly connect to supporting teachers in developing more equitable practices for all students, in particular those who have been historically underserved and marginalized (including but not limited to students of color, students with disabilities, and multilingual learners)</p> <p>* Course integrates historical and contemporary resources and research that reflect and center the experiences and perspectives of non-dominant racial and cultural groups</p> <p>* Course builds participants' capacity to identify and question underlying personal and institutional beliefs, norms, practices and assumptions that contribute to inequity</p> <p><input type="checkbox"/> Course provides participants with multiple opportunities to reflect on the complexities of their own and students' individual identities and cultures, including influences on teaching and learning</p> <p><input type="checkbox"/> Course incorporates clear structures and expectations for participation in a brave learning community</p> <p><input type="checkbox"/> Course helps participants design and implement a learning environment that affirms students' racial and cultural identities</p> <p><input type="checkbox"/> Course helps participants design and implement a learning environment that cultivates critical inquiry</p>	<p>Activity (list the corresponding activities for each criteria below):</p> <p>Morning Reflection</p> <p>Museum Gallery Tour and Lesson Plan Workshop: Activist New York</p> <p>Guest Speaker: Interview with Curator of Community Histories, Sarah Seidman Museum Gallery Tour: Activist New York</p> <p>Self Expression: Button Making Independent Lesson Planning Time</p> <p>Morning Reflection Exit Ticket</p>
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Application to Instruction and Student Learning:

This day models multiple student engagement techniques that participants can incorporate into their classroom or teaching environments. Students will benefit from activities that engage them directly in their learning, such as: choosing a cause they care about when learning about the motivating causes of historical figures; conducting a walking tour of their neighborhood, and learning about the activism and community work of the area, and hearing directly from those working on demanding visibility and a voice for their communities.

Assessment and Feedback:

Participants will be assessed on their participation in the day's activities and workshops. During independent lesson planning time, the course instructors will work with each participant to answer participant questions and concerns about their lessons and discuss their ideas for their lessons.

Session #4: Art and Community History

Date: Thursday, July 17, 2025

Number of hours for this session: 7.5

Time: 9am-5pm	Assignments due today: Midterm Lesson Plans: bring in one lesson plan ready to workshop with partner during the morning midterm workshop
Standards and Components Alignment:	
<p>NYSNGLS.ELA.4R3 In informational texts, explain events, procedures, ideas, or concepts, including what happened and why, based on specific evidence from the text.</p> <p>NYSNGLS.ELA.5SL1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.</p> <p>NYSNGLS.ELA.5SL1c: Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>Reading Standards for Literacy in History/Social Studies 6-8: RH 2: Determine the central ideas or information of a primary or secondary source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.</p>	<p>Participants will practice analyzing visual “texts” and will demonstrate their ability to comprehend the information being presented and analyze what happened to the individuals and why through small and full group participation.</p> <p>Participants will participate in full-group discussions during their midterms and after visiting the exhibits. During the midterm presentation, participants will review one another’s lesson plans and provide suggestions and feedback, helping craft stronger lessons with ideas from their peers.</p> <p>Facilitated discussion is a key component of this day.</p> <p>During their midterms, participants will demonstrate their command of Domain 1a through how they are structuring their lesson plans and Domain 3c through the choices of student engagement activities they are including.</p>
Objectives:	
<p>Participants will:</p> <ul style="list-style-type: none"> • Receive feedback on the lesson-plans-in-progress from their peers • Hear the personal stories of graffiti writers-turned-artists who grew up in NYC in the 1970s, 80s, and 90s, and how they have worked to break barriers for and support their communities • Feel the power of personal narrative as a teaching tool to build empathy 	
Topics and Agenda:	
<p>9-9:30am Morning Reflection</p> <p>9:30-10:30am Lesson Plan Outline & Midterm Overview</p> <p>Break</p> <p>10:45am-12pm Midterm Lesson Plan Workshop:</p> <p>Participants will work in groups of 2 or 3 to workshop their lesson plans with one another, sorted by grade band and/or subject matter. Participants will each share their lesson and receive feedback from their peers on clarity of goals and lesson scaffolding, use of images and/or source material, and student engagement activities.</p> <p>12pm-12:30pm Lunch</p> <p>12:30-2:00pm Museum Tour: <i>Above Ground: Art from the Martin Wong Graffiti Collection</i></p> <p>2-3:30pm Independent lesson plan work time to incorporate feedback from the morning session</p>	

3:30-4:30pm **Black Book Visual Literacy Workshop** Led by Sean Corcoran Senior Curator, Prints and Photographs, participants will learn how to “read” a graffiti writer’s black book. An important primary source, the “black book” or “piece book” illuminates a graffiti writer’s unique artist practice. Participants will practice visual literacy skills by identifying symbols and motifs in the writers’ sketches that reveal their inspirations and underlying meanings of their artworks.

4:30-5pm Exit tickets and close of day

Connection to Culturally Responsive-Sustaining Dispositions & Practices (CR-SDP):

Criteria from Rubric (the criteria marked by an asterisk (*) will be evaluated this year but providers may address other criteria):

* Goals clearly connect to supporting teachers in developing more equitable practices for all students, in particular those who have been historically underserved and marginalized (including but not limited to students of color, students with disabilities, and multilingual learners)

* Course integrates historical and contemporary resources and research that reflect and center the experiences and perspectives of non-dominant racial and cultural groups

* Course builds participants’ capacity to identify and question underlying personal and institutional beliefs, norms, practices and assumptions that contribute to inequity

□ Course provides participants with multiple opportunities to reflect on the complexities of their own and students’ individual identities and cultures, including influences on teaching and learning

□ Course incorporates clear structures and expectations for participation in a brave learning community

□ Course helps participants design and implement a learning environment that affirms students’ racial and cultural identities

□ Course helps participants design and implement a learning environment that cultivates critical inquiry

Activity (list the corresponding activities for each criteria below:

Morning Reflection

Midterms Lessons Review

Black Book Visual Literacy Workshop

Exhibition tour

Exhibition Tour
Black Book Workshop

Exit Ticket

Morning Reflection

Application to Instruction and Student Learning:

Students love hearing stories – and students, even more, find it powerful to hear the voices of people telling their own stories. This day will incorporate recorded and written oral histories and will enable participants to understand how to effectively and respectfully utilize these sources in the school. Students will benefit from exposure to a broader variety of lived experiences, building their listening, understanding, and empathy skills.

Assessment and Feedback:

Participants will receive feedback from their peers on their midterm lesson plan presentation. Participants will be assessed on their cultural sensitivity and adherence to the group norms – “I statements,” etc. – developed at the beginning of the class when discussing the stories and experiences of contemporary New Yorkers.

Session #5: History Making Through Personal Narrative	
Date: Friday, July 18, 2025	Number of hours for this session: 7.5 hours
Time: 9am-5pm	Assignments due today: Draft of final presentation slides Watch: Oral history videos
Standards and Components Alignment:	
<p>NYSNGLS.ELA.5SL1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.</p> <p>NYSNGLS.ELA.5SL1c: Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>Reading Standards for Literacy in History/Social Studies 6-8: RH 2: Determine the central ideas or information of a primary or secondary source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.</p> <p>NYSNGLS.ELA.4R3 In informational texts, explain events, procedures, ideas, or concepts, including what happened and why, based on specific evidence from the text.</p>	<p>Participants will need to analyze and gain information about the lived experiences of the individuals featured in the first workshop, based on both direct and inferred information from the texts.</p> <p>As they write their reflection essay, participants will need to consider what they have learned in the course and how that has shaped how they understand effective and culturally responsive practices for utilizing personal narrative and individual stories. Participants will also write about what effective strategies for engaging students in learning they will include for their students, as modeled in the course.</p>
Objectives:	
<p>Participants will:</p> <ul style="list-style-type: none"> Express their own lived experience through an oral history interview and narrative writing Understand the impact of allowing historical and contemporary figures to “speak for themselves” by including the voices and/or words of individuals – through speeches, quotes, memoir, or etc. – rather than simply talking “about” historical or contemporary figures Consider how this course has impacted their teaching and thinking 	
Topics and Agenda:	
<p>9-9:30am Morning Reflection</p> <p>9:30am-11:30am Oral History Training and Archiving with Rochelle Kwan</p> <p>Participants will learn about <i>Self-Evident’s</i> Oral History Toolkit created to amplify the voices and stories of Asian Americans. Participants will be introduced to the toolkit by <i>Self Evident’s</i> Community Producer Rochelle Kwan. With Rochelle’s lead, students will prepare to interview each other as part of their personal narrative project.</p> <p>11:30am-12:30pm Independent Lesson Planning Time</p> <p>12:30pm - 1:00pm Lunch on own</p> <p>1:00pm-2:30pm Oral History Recording</p>	

Participants will apply their learnings from the oral history training to interview a fellow participant about their journey as an educator in New York City.

2:30pm-2:45pm **Break**

2:45pm-3:45pm **Guided Writing Workshop: Narrating A Personal Learning Trajectory**– Participants will compile their personal narratives from the second day of the course and all of their daily exit tickets. From these, they will write a reflection essay on their own growth in the course, detailing what they have learned and how their learning will impact their future work with their students.

3:45pm-4:30pm **Group Discussion: Connecting to the Classroom**

4:30pm-5:00pm **Exit tickets and Wrap Up**

Connection to Culturally Responsive-Sustaining Dispositions & Practices (CR-SDP):

Criteria from Rubric (the criteria marked by an asterisk (*) will be evaluated this year but providers may address other criteria):

* Goals clearly connect to supporting teachers in developing more equitable practices for all students, in particular those who have been historically underserved and marginalized (including but not limited to students of color, students with disabilities, and multilingual learners)

* Course integrates historical and contemporary resources and research that reflect and center the experiences and perspectives of non-dominant racial and cultural groups

* Course builds participants' capacity to identify and question underlying personal and institutional beliefs, norms, practices and assumptions that contribute to inequity

☐ Course provides participants with multiple opportunities to reflect on the complexities of their own and students' individual identities and cultures, including influences on teaching and learning

☐ Course incorporates clear structures and expectations for participation in a brave learning community

☐ Course helps participants design and implement a learning environment that affirms students' racial and cultural identities

☐ Course helps participants design and implement a learning environment that cultivates critical inquiry

Activity (list the corresponding activities for each criteria below):

Morning Reflection
Oral History Training and Archiving with Rochelle Kwan

Oral History Training
Oral History Videos

Oral History Training
Oral History Recording
Guided Writing Workshop

Oral History Recording
Guided Writing Workshop: Narrating A Personal Learning Trajectory

Group Discussion: Connecting to the Classroom

Application to Instruction and Student Learning:

Participants will learn effective strategies for guiding students to produce written documentation of their lived experiences. Students will benefit from a classroom that values and showcases students' own stories.

Assessment and Feedback:

Participants will be assessed on their participation in the day's activities and workshops. During the guided writing workshop, the course instructors will work with each participant to answer participant questions and concerns about their lessons and discuss their ideas for their reflection essays.

Session #6: Final Lesson Shares and Conclusion	
Date: Saturday, July 19, 2025	Number of hours for this session: 7.5 hours
Time: 9am-5pm	Assignments due today: Final Lesson Plans, Final Reflection Essay, Presentation
Standards and Components Alignment:	
<p>NYSNGLS.ELA.5SL1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.</p> <p>NYSNGLS.ELA.5SL1c: Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>NYSNGLS.ELA.5SL1d Consider the ideas expressed and draw conclusions about information and knowledge gained from the discussions.</p> <p>Reading Standards for Literacy in History/Social Studies 6-8: RH 2: Determine the central ideas or information of a primary or secondary source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.</p> <p>NYSNGLS.ELA.5W8 Recall relevant information from experiences or gather relevant information from multiple sources; summarize or paraphrase; avoid plagiarism and provide a list of sources.</p> <p>NYSNGLS.ELA.4R3 In informational texts, explain events, procedures, ideas, or concepts, including what happened and why, based on specific evidence from the text.</p>	<p>During their final presentations, participants will clearly explain their lesson design – including their choice of sources and pedagogical strategies - and how their students will glean information from those sources.</p> <p>Participants will discuss their goals for the lessons, why and how they chose their particular student assessments, and what feedback they hope to receive from the assessment tools.</p> <p>Participants will be required to listen to fellow participants’ presentations and draw conclusions about and offer feedback on how the lessons will impact student learning.</p> <p>Course participants will be required to complete lesson plans in which they demonstrate an ability to gather relevant information from sources, summarize key information to share with students, and provide a list of sources.</p> <p>Participants will present lesson plans that include a clear demonstration of how they will effectively engage students in learning.</p>
Objectives:	
<p>Participants will:</p> <ul style="list-style-type: none"> • Be able to articulate their choices in instructional planning as they present their lesson plans • Learn from the work of fellow participants as they listen and provide feedback on their classmates’ lesson plans 	
Topics and Agenda:	
<p>9-10am -Morning Reflection Conversation: What skills and insights have we gained this week?</p> <p>10am-11am Independent Prep Time</p> <p>11am-12:30pm Lesson Plan Presentations: Group 1</p>	

12:30-1:00pm Lunch on own 1:00-2:30pm Lesson Plan Presentation: Group 2 2:30-2:45pm Break 2:45-3:45 Lesson Plan Presentations: Group 3 3:45-5pm Final Course Reflection Discussion and Evaluations	
Connection to Culturally Responsive-Sustaining Dispositions & Practices (CR-SDP):	
<p><i>Criteria from Rubric (the criteria marked by an asterisk (*) will be evaluated this year but providers may address other criteria):</i>* Goals clearly connect to supporting teachers in developing more equitable practices for all students, in particular those who have been historically underserved and marginalized (including but not limited to students of color, students with disabilities, and multilingual learners)</p> <p>* Course integrates historical and contemporary resources and research that reflect and center the experiences and perspectives of non-dominant racial and cultural groups</p> <p>* Course builds participants' capacity to identify and question underlying personal and institutional beliefs, norms, practices and assumptions that contribute to inequity</p> <p><input type="checkbox"/> Course provides participants with multiple opportunities to reflect on the complexities of their own and students' individual identities and cultures, including influences on teaching and learning</p> <p><input type="checkbox"/> Course incorporates clear structures and expectations for participation in a brave learning community</p> <p><input type="checkbox"/> Course helps participants design and implement a learning environment that affirms students' racial and cultural identities</p> <p><input type="checkbox"/> Course helps participants design and implement a learning environment that cultivates critical inquiry</p>	<p>Activity:</p> <p>Morning Reflection Conversation</p> <p>Participant Presentations</p> <p>Final Course Reflection Discussion and Evaluations</p> <p>Final Course Reflection Discussion and Evaluations</p> <p>Morning Reflection Conversation</p>
Application to Instruction and Student Learning:	
The lessons presented in the final project will be used in the classroom, and final peer and instructor feedback will make them as strong as possible.	
Assessment and Feedback:	
<p>Assessment: The rubric will be used to assess how well the lessons met the goals for the course.</p> <p>Feedback: Participants will receive feedback on their lessons from their peers and from the course instructors regarding how well they meet the lesson rubrics.</p>	