



## Teaching Tip: Unpacking the Directions and Assigning Handouts

Use [this 'unpacking the directions' document](#) to easily access lesson targets, slide decks, and print or assign virtually, student handouts.

### Case Study 1: Restorative Circle

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**Guiding Question:** What do we know about and how have we experienced racism?

### Case Study 2: Box Protocol – Mystery Source Analysis

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**Guiding Question:** What questions do I have after analyzing a mystery source?

## Optional Day: The Great Migration

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### Guiding Question: Why did African Americans move to Rochester?

This lesson is marked as 'optional' only because this case study may be taught during a number of different times during the grade 4 school year. This lesson includes important context for this case study, but can be taught as a stand alone lesson during teachers Immigration and Migration units.



**Learning Target:** We can analyze the reasons that African Americans moved into northern cities.

#### Teacher Resources

Great Migration Case Study  
[Slide Deck for Great Migration](#)  
[Optional SEL Check Ins](#)  
[Teacher Discussion Guide](#)  
 (added April 2026)

#### Share with Students

[Great Migration Student Handout](#)  
[Great Migration Exit Ticket](#)

Microsoft Version: [2023 Office Gr. 4 Racist Policy and Resistance in Rochester Antiracist Curriculum Project](#)

### Case Study 3: Box Protocol – Common Source Analysis

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**Guiding Question:** Why did African Americans move to Rochester?

### Case Study 4: Jigsaw Source Sets Analysis

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**Guiding Question:** How have people responded to racism in Rochester?

## Case Study 5: Restorative Circle

**Guiding Question:** How do we create change in our community?

# Optional Day: The Great Migration

Based on a 30–45 minute class.

**Guiding Question:** Why did thousands of African Americans move to Rochester in the 1950s and 60s?

### Social Studies Framework Reference

**4.7b** Beginning in the 1890s, large numbers of African Americans migrated to New York City and other northern cities to work in factories.

Students will investigate the reasons that African Americans moved into northern cities.

Students will investigate artists, writers, and musicians associated with the Harlem Renaissance.

**S.S. Practices:** Gathering, Interpreting and Using Evidence, Comparison, and Contextualization

**Justice 12.** Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).

### New York State Standards: English Language Arts

**4R1:** Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences.

### Teaching Tolerance Standards

**Diversity 8.** Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.

**DI.3-5.8** I want to know more about other people's lives and experiences, and I know how to ask questions respectfully and listen carefully and non-judgmentally.

**Diversity 10.** Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.

**DI.3-5.10** I know that the way groups of people are treated today, and the way they have been treated in the past, is a part of what makes them who they are.

# Social Studies Practice: Compare & Contrast

## Overview

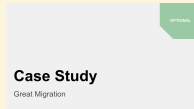
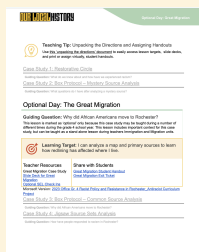
The lesson begins with students sharing stories about their experiences moving into a new family home and identifying reasons why they moved. They will be told that over 6 million people of color moved to Northern Cities like Rochester from 1910-1970. They will be tasked with investigating the reasons these families moved through reading primary and secondary sources about people of color who moved to Rochester. Students will see that moving North was a way people of color attempted to resist racism. It is important to help students connect the Great Migration to the challenges people of color faced with segregation and racist policy when they arrived in Northern cities. Close the lesson by showing the Brainpop video on [‘Jim Crow’](#).

This lesson is marked as ‘optional’ only because this case study may be taught during a number of different times during the grade 4 school year. This specific lesson fits in with the NYS S.S. Framework standard 4.7 IMMIGRATION AND MIGRATION FROM THE EARLY 1800S TO THE PRESENT. This lesson includes important context for this case study, but can be taught as a stand alone lesson during teachers Immigration and Migration units.



**Learning Target:** We can analyze the reasons that African Americans moved into northern cities.

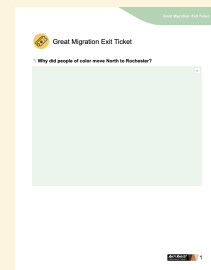
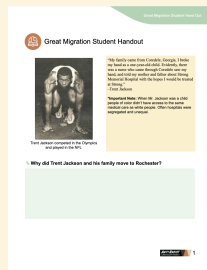
### Teacher Resources



Great Migration Case Study

Great Migration Slide Deck

### Share with Students



Great Migration Student Handout & Exit Ticket

# Sequence of Instruction

## Pre-Teaching/Introduction

Consider the following instructional strategies and suggestions as part of this Case Study.



### Vocabulary Teaching Tip

Students may benefit from an Anchor Chart that introduces the vocabulary for the case study. Consider picture books, flash cards and other scaffolds that best meet the needs of your learners. Here is a list of terms, concepts, and ideas for all case studies. Here is a list for the Jigsaw case study.

Vocabulary		
Migration Moving	Racism Stanford, FL	Antiracism



### Social-Emotional Teaching Tip

The focus of this lesson is on the subject of moving and why people move. The lesson asks students to empathize with the reasons why people moved to Rochester and to connect those reasons with the reasons why their own families may have moved. Some students move for difficult reasons such as eviction, poverty, and family issues. This lesson may bring up sad memories and difficult feelings. Encouraging students to be self aware about these feelings is important. Encouraging students to have social awareness and consider the effects moving can have on their peers is also worth inviting.



### Culturally Responsive Teaching Tip

In this lesson students will be asked to consider the role both racist policies and actions had on causing people of color to move from the south to Rochester. Create space for students to share connections and ask questions. Often students want to know why people are racist or do racist things. It isn't the facilitators job to answer all these questions. Let them know in the following days they will be exploring answers to some of these questions. It is important to emphasize that racism isn't the fault of people directly affected or done because something is wrong with them. Diversity 9 Students will respond to diversity by building empathy, respect, understanding and connection

Justice 12. Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).

### **Class Activity 1/3: Warm-Up/Introduction**

5 minutes

Students will analyze the Learning Target for the Case Study. Teachers can guide this analysis by focusing on words and activities which are embedded in the Learning Target. Here is the Learning Target (**Slide 4**):



**Learning Target:** We can analyze the reasons that African Americans moved into northern cities.

**Slide 6:** Introduce students to restorative circle protocol. Let students know that these group norms will be followed throughout this social studies unit and that the norms can be added to or adapted. Model a group norm that you need in order to feel supported and challenged during both the circle and for this whole unit then pass the talking piece around the circle.

Round One: Have you and your family ever moved? What are your reasons for moving?

**Slide 6:** Ask students if they have ever moved before and what were their reasons for moving? Let them know that today we are going to learn about a group of people who moved to Rochester and we're going to investigate why they moved.

**Slide 7:** Tell students that today we're going to learn about a historical event called 'The Great Migration'. From 1910-1970 at least 6 million African Americans moved from the South to northern cities like Rochester. Rochester went from having around 5,000 people of color in 1910 to almost 100,000 in 1970. Today we will investigate what caused so many people of color to move North by reading the stories of people who moved to Rochester during this period of time.

### **Class Activity 2/3: Introduce Common Source**

20 minutes

**Slide 8:** To introduce students to the great migration and get them engaged watch the first 2:37 minutes of the trailer for the documentary July 64. Invite students to think about and share why these people moved to Rochester.

**Slides 9-16:** Invite students to work in pairs to take turns reading about people of color who moved to Rochester and responding to the questions on the handout.

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### **Class Activity 3/3: Academic Closing Circle**

10 minutes

Why did people of color move to Rochester during the Great Migration? Be sure to provide specific examples from the primary sources you just explored.

**Slide 17-18:** Gather students back into a circle. Remind them of your group norms and then ask them to discuss why they think people of color moved to Rochester during the Great Migration. Be sure to have them give evidence from the primary sources they read. Ask them to consider what the most common reasons seem to be. Lastly, Invite them to share their reactions and feelings to what they read.

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### **Check for Understanding: Exit Ticket**

**Slide 19-20:** Have students complete the exit ticket by recording four reasons people of color moved to Rochester during the Great Migration.