



Case Study 3: Who were Constance Mitchell's allies that helped her make her community stronger?

Overview

Students will explore what a community is and investigate what Rochester's community was like in the 1950s-1960s through examining local images and a read aloud of 'Constance Mitchell Stands up'.



I can identify allies who helped Constance Mitchell make our community more safe, kind, and fair.

Teacher Resources

 [Day 3 Grade 2 Slide Deck](#)

[Constance Mitchell Stands Up By Leslie C. Youngblood](#)

[Spanish Translation Connie Mitchell Stands Up](#)

Share with Students

 [Day 3 Grade 2 Handout \(Spanish Version\)](#)

NYS Social Studies Framework

2.2b A community is strengthened by the diversity of its members, with ideas, talents, perspectives, and cultures that can be shared across the community.

Students will explore how different ideas, talents, perspectives, and culture are shared across their community

2.6b Continuities and changes over time in communities can be examined by interpreting evidence such as ... photographs, newspapers, biographies, artifacts, and other historical materials.

Next Generation NYS ELA Standards

2SL4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

NYS Culturally Responsive Framework

Reflect, honor, value, and center various identity perspectives as assets in policies and practices

Teaching Tolerance Standards

Identity 1 ID.K-2.1 I know and like who I am and can talk about my family and myself and name some of my group identities.

Identity 3 ID.K-2.3 I know that all my group identities are part of me—but that I am always ALL me.

Identity 4 ID.K-2.4 I can feel good about myself without being mean or making other people feel bad.

Identity 5 ID.K-2.5 I see that the way my family and I do things is both the same as and different from how other people do things, and I am interested in both.

Diversity 8 DI.K-2.8 I want to know about other people and how our lives and experiences are the same and different

Justice 12 JU.K-2.12 I know when people are treated unfairly.

Justice 13 JU.K-2.13 I know some true stories about how people have been treated badly because of their group identities, and I don't like it.

Justice 14 JU.K-2.14 I know that life is easier for some people and harder for others and the reasons for that are not always fair.

Justice 15 JU.K-2.15 I know about people who helped stop unfairness and worked to make life better for many people.

Action 18 AC.K-2.18 I will say something or tell an adult if someone is being hurtful or something is unfair, and will do my part to be kind even if I don't like something they say or do

Sequence of Instruction

Pre-Teaching/Introduction

Students will review vocabulary from Day 1 lesson

Vocabulary Teaching Tip



These definitions will provide foundational knowledge and understanding as they progress through the proceeding lessons on race and community. Using an Anchor chart will help teachers and students refer back to and build upon a common language with the following words:

Vocabulary

Identity
Community

Race
activist

Racism
ally, and



Social-Emotional Teaching Tip

This lesson focuses on the problems Constance Mitchell addressed in the Rochester community. This may bring up various feelings for students. It is important that the teacher gently supports students and affirms their feelings. For example
STUDENT: "They were not treating Black people fairly and that's sad."
TEACHER (Possible Response): "Thank you for sharing that. As I'm reading, this is making me a little sad too. Does anyone else have some feelings coming up? *Make space for other students to share and respond with affirmation and empathy.
TEACHER: "Let's keep reading so we can identify some of the people who helped Constance Mithell face these problems. Sometimes when we're having a hard time, it is a good idea to get our friends, or someone we trust, to help us."



Figure 1: Framework for Systemic Social and Emotional Learning. ©CASEL 2017

[2A.2a](#). Identify verbal, physical, and situational cues that indicate how others may feel.

[2B.2b](#). Demonstrate how to interact positively with those who are different from oneself.

Culturally Responsive Teaching Tip



Empathy is key here. Throughout the narrative, encourage students to empathize with Constance Mitchell and others in the text. Students can empathize with the difficulties Constance and others faced and the difficult decisions Constance and her allies had to make. Pause several times throughout to check in with students and ask them what people in the text may be feeling or how they would feel if they were Constance Mithcell or her allies. Using Constance's story can build greater empathy for students.

Class Activity 1/3: Warm-Up/Introduction

5 minutes

Note: Consider introducing gallery walk protocols, if you haven't already, before this activity so that they can focus on their task and the text their group examines. For second grade, this lesson has every group looking at one page at a time and then moving on to the next text with a share out at the end. **Do whatever works best for your students.** Consider viewing this short [video](#) about gallery walks in elementary classrooms as well as this [article](#) that goes with it..

Teacher directions are directly connected to the slides in the slide deck.

(Slide 2)



Learning Target: I can identify allies who helped Constance Mitchell change our Rochester community.

Social and Emotional Learning check-in

(Slide 3) Social and Emotional Learning check-in

As the lesson is beginning, check in with your students to gauge how they are feeling. There may still be emotions or thoughts from the previous lesson that have not been processed, so it is important to check in with students to assess their social and emotional learning needs before the discussions and activities about building community. Invite students to show the class with their fingers which number 'animal' represents how they're feeling today. Or ask a student to pick one of these [SEL check-ins](#) for the class to use.

(Slide 4) Review the group norms established the day before. See the [day 1 teacher directions](#) for support. Consider asking students to pick one they want to work on today or have them share a compliment with a friend who is doing a good job with one of them.

Vocabulary Review (Slides 5-6)

Consider sharing the short PBS video "[Kids Talk About Race](#)". The video shows young kids discussing race and racism with their parents. Introduce the video with the text on the slide "Safe, kind, and fair communities are ones where people see their differences as strengths. A big problem Connie faced in her community was that some of her neighbors and leaders treated people unfairly and unkindly based on their race or the color of their skin. Before we take a second look at Connie's story, let's watch this video to learn more about what kids know about race and how it's one part of our identity that we can be proud of." After the video ask kids to share what they know about race, racism, and how people can treat each other equally. Make space for them to ask questions. It is ok if you don't have an answer to a tricky question. Let them know you want to think about their question. Then find a colleague or your DEI director to ask for some support with the question.

(slide 6) Review vocabulary and Introduce the two most important terms that will be the central focus of the lesson: **PROBLEMS** and **ALLIES**.

To introduce “problems” consider using the definition of **ACTIVIST** to highlight that an activist works to change problems. (Slide 5)

Introduce **ALLIES** as people who stand up for a group that they do not belong to. Remind students about what they learned on day 1.

Class Activity 2/3: CLASS READ ALOUD and FOUR STATION ROTATION (gallery walk) Identifying Problems and Allies

The heart of this instructional design and lesson is found in these four stations. Students will focus on identifying PROBLEMS and ALLIES in the book. There are four excerpts from the book that help narrow the scope of student analysis.

STEP 1: ANCHOR CHART

Create a T-chart that can be displayed in the classroom with one column labeled “PROBLEMS” and the other column labeled “ALLIES” which will be the continued focus of the lesson. (Note: consider leaving space for another column that could be utilized in Day 4)

Teaching Tip



The Anchor Chart can be especially helpful as a way to make student thinking visible. Furthermore, when constructing the Anchor Chart, consider leaving space for one more column on the far right. This column can be used for the Day 4 Activity. Thus, the Anchor Chart can pull together the learning from Days 3 and 4. This becomes an instructional strategy that can engage students in the full book read aloud and allows students to construct their own learning. Here is what an Anchor Chart might look like with one row of answers completed as a model.

CONSTANCE MITCHELL STANDING UP		
DAY 3		DAY 4
PROBLEMS	ALLIES	How did Constance and her allies respond as ACTIVISTS?
Unsafe housing No running water Need to be able to read (pg 9)	BADEN STREET SETTLEMENT (pg 9)	Volunteered at Baden St. settlement tutoring adults. (pg 9)

STEP 2: Review the Story of Constance Mitchell

If you have time consider re-reading the full story of Constance Mitchell Stands Up aloud with students. If you don't have time consider just skimming through the book, reminding students what happened, and asking them to share what they remember from the day before. There are two other options to consider during the read-aloud.

Option 1: READ-ALOUD THEN STATIONS --- Read the full story with students and stop at strategic points during the story to ask if students can identify problems and/or allies. “Do we see any problems at this point in the story?” “And do we see any allies helping Constance Mitchell at this point in the story?” Pause at three

specific moments that are NOT part of the Station Work that follows. Using the anchor chart to record student answers at these three moments will model the work that students will do late in stations.

Option 2: READ ALOUD WITHOUT STATIONS -- Read the full story with students and stop at least four specific points during the story to identify problems and allies. In this option, there is no independent station work following the read-aloud so the identification of problems and allies as well as the full conversation takes place as a whole class. Consider using the handouts with students as the class discusses the problems and allies. Use the anchor chart to record student answers when asking these questions: “Do we see any problems at this point in the story?” “And do we see any allies helping Constance Mitchell at this point in the story?” Teachers can stop at other points in the story to debrief problems and/or allies, but the four stopping points in this option are the four used in the station work. Here are three suggested stopping points in the story:

1. Slide 6 of the book
2. Slide 9 of the book
3. Slides 14-15

STATION	SLIDE	PROBLEMS	ALLIES
1	6	- farm workers living in unsafe houses - farm workers had no running water - adults and kids needed to learn to read	Baden Street Settlement
2	9	- overcrowding - lack of running water - dangerous pests - fires hurt people - white landlords did not fix houses	community leaders
3	14	no right to vote for all Black people	- husband John Mitchell - Martin Luther King Jr. - other civil rights leaders - sea of everyday people
4	15	not the same opportunities for Black people and White people in Rochester	- Malcolm X - community and world leaders - Mayor Bill Johnson

STEP 3: Four Station Rotation

Students work to identify the **PROBLEMS** and **ALLIES** in the four excerpts. Consider setting up four stations for students to rotate to and complete the tasks.

Introduce the four stations using the slide as a preview. (Slide 8)

Each station contains **ONE** excerpt from the story and students will work independently, first to think on their own, then collaboratively in small groups to identify two things:

- 1) Problems in the community
- 2) Allies of Constance Mitchell

Station 1

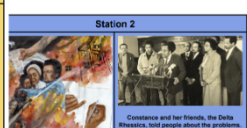


And there were others ready to get to work. Constance remembered at the Delta Residence. Together, they helped the weaker children, who didn't have running water or safe spaces to live, learn to read. They helped adults, too.

What is a PROBLEM in this picture?

Who are Constance Mitchell's ALLIES?

Station 2



Constance and her friends, the Delta Residence, told people about the problems.

What is a PROBLEM in this picture?

Who are Constance Mitchell's ALLIES?

Station 3

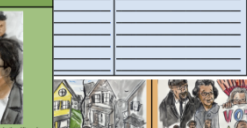


In 1960, John and Constance Mitchell traveled to Selma to march with Dr. Martin Luther King Jr. and other civil rights leaders. They were arrested for protesting against the unfair laws that kept Black people from voting.

What is a PROBLEM in this picture?

Who are Constance Mitchell's ALLIES?

Station 4



In 1964, she helped the first Black mayor of Rochester get elected, William D. Johnson.

What is a PROBLEM in this picture?

Who are Constance Mitchell's ALLIES?

These slides can be used to project the pages of the text during the introduction, as a Station, and/or during the whole group debrief. (Slides 9-12)

Note that the background color of the excerpt is the same as the [response sheet](#) for each station.

Students can record their answers on the response sheets. Direct students to identify the **PROBLEMS** and **ALLIES** at each station.



Teaching Tip

Students could work in pairs, in small groups, or independently. Students might need more time at each station to understand the story and identify the problems and allies. Analyzing all four stations can provide a greater breadth of understanding and help students see the numerous problems and allies. Take the time your students need.

Class Activity 3/3: Check for Understanding - Academic Circle

10 Minutes (optional if you run out of time)

Consider selecting 4 students in advance and preparing them with a quick conversation to present the Problem and Allies for each page. Or invite the entire class to participate in the circle.

Record student answers on the Anchor Chart. Consider matching the color of the marker used to record the answers on the Anchor Chart to the color of the page and handout.

- 1) Invite students to sit in a circle. Remind them of the group norms set during the previous circle. (Slide 14)
- 2) Have students share what conclusions they have come to after analyzing the four excerpts in the four stations. This is also a time when students might raise questions they have. Focus question to ask the class:

What did we learn about the allies who helped Constance Mitchell and the problems they faced?

Teaching Tip



It is important to note that students may conclude that these problems are from the past and we are “better now.” While this idea may help students “feel better,” it can be harmful to perpetuate this belief that we are post-racial. Some of these problems are still being faced by many people in our community today. Change has happened in Rochester AND we have a long way to go to build a more equitable community. Let students know that both are true.

SEL Check-In and Optimistic Closure (Slide 16-17)

Invite students to share what zone or zones they are in. Read the quote from Dr. Cooper. Ask students to share who inspires them to never give up. (Slide 16)

Teaching Tip



Plan to leave time for individual student reflection and time to debrief their answers with the whole class which can and may lead to rich insights and questions.

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