Teaching Tip: Unpacking the Directions and Assigning Handouts

Use the 'unpacking the directions' document to easily access lesson targets, slide decks, and print or assign virtually, student handouts.

Case Study 1: Box Protocol – Mystery Source Analysis

Guiding Question: What have I learned after analyzing a mystery source?

Case Study 2: Box Protocol – Mystery Source Analysis

Guiding Question: What role did the government play in segregating our community?

Case Study 3:
Box Protocol – Jigsaw Source Sets Analysis

Guiding Question: How have people responded to racism in Westchester?

The goal of this case study is to investigate racism and resistance in Westchester through an analysis of four different sets of sources and group conversations.

Learning Target: I can analyze a map and primary sources to learn how redlining has affected where I live.

Teacher Resources	Share with Students
Day 3 Case Study Directions Slide Deck for Day 3 SW	Jigsaw 1 Racial Covenants in Westchester SW, SW Jigsaw #2 KKK in Westchester and Rochester, NY, SW Jigsaw #3 Errold Collymore, Jigsaw #4 SW Runyon Heights and Homefield Exit Ticket Print all at once

Case Study 5: Restorative Circle

Guiding Question: How do we practice antiracist strategies?

Case Study 3: Box Protocol Jigsaw Source Set Analysis

Based on a 30–45 minute class.

Guiding Question: What have I learned after analyzing a mystery source?

Social Studies Framework Reference

8.5c President Roosevelt issued the New Deal in an attempt to revive the economy and help Americans deal with the hardships of the Great Depression. These New Deal reforms had a long-lasting effect on the role of government in American society and its economic life, but did not resolve all of the hardships Americans faced.

- Students will identify key programs adopted under the New Deal and discuss the racist impact on individual and systemic levels.

New York State Standards: English Language Arts

8SL1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.

Learning for Justice Standards

Diversity 10. Students will express comfort with people who are both similar to and different from them and engage
respectfully with all people
DI.6-8.10 I can explain how the way groups of people are treated today, and the way they have been treated in the past, shapes their group identity and culture.

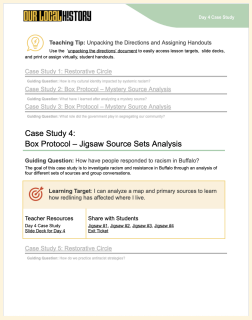
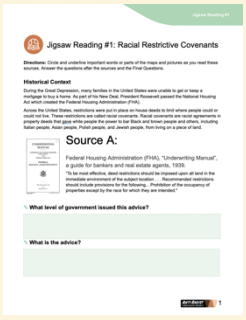
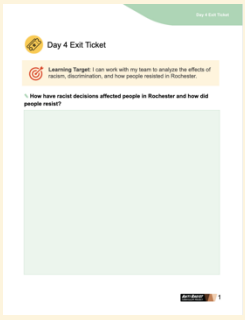
Justice 12. Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or
systemic level (e.g., discrimination).
DI.6-8.10 I can explain how the way groups of people are treated today, and the way they have been treated in the past, shapes their group identity and culture

Social Studies Practice:
Gathering, Using, & Interpreting Evidence

Overview

Students will explore race and equity in Westchester through a structured analysis of four jigsaw source sets. This is the third stage of a multi-step instructional strategy referred to as the Boxing Protocol. This activity is designed to help students practice their source-analysis skills and deepen their understanding of racial segregation and resistance through four sets of sources. All sources are related to specific racist policies in Westchester and/or the people who resisted.

Learning Target: I can work with my team to analyze the effects of racism, discrimination, and how people resisted in Westchester.

Teacher Resources	Share with Students
 Day 3 Case Study	 Slide Deck for Day 3 SW	 Jigsaw Handouts #1, #2, #3, #4	 Day 4 Exit Ticket

Sequence of Instruction

Pre-Teaching/Introduction

Consider the following instructional strategies and suggestions as part of this Case Study. There is a Quizlet that could be used as part of this vocabulary focus and introduction.

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		
Segregation	Integration	Protest
Racial	Social	Domicile
Real Estate Agent	Developers	Colleagues
Chaired	Executive	White Collar
	Redlining	

Social-Emotional Teaching Tip

Helping students realize they are part of a team can be a foundational first step. Each of them will become an expert on the assigned jigsaw source. Together they will be able to tell a more complete story. Encourage students to use a talking piece and take turns sharing about their jigsaw sources in their groups.

Culturally Responsive Teaching Tip

This lesson is designed to connect students to the legacy of civic action for racial justice in Westchester. When students learn about individuals and groups that have worked to bring more justice and fairness to the world they see themselves and realize their responsibility and agency in continuing this legacy (TT Justice 15) When students are connecting the jigsaw sources back to the inquiry question and the racial dot map in the mystery source, it is important for them to them to make the connection that the segregation of today is rooted in these policies from the past (Diversity 10). Encourage students to wrestle with the text. Help them notice the perseverance, struggle, and courage of people of color.

Class Activity 1/3: Warm-Up/Introduction

5 minutes

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



Learning Target: I can work with my team to analyze the effects of racism, discrimination, and how people resisted in Westchester.

Class Activity 2/3: Jigsaw Protocol

Set-Up

Teachers should display the jigsaw slide deck which begins with the Learning Target (use **Slide 4**) which can lead into a focus on Causation. This Case Study looks at both causes and effects but largely centers on the effects that racism and discrimination have had on the community of Westchester. Review the definitions from day 1 (slides 5-7) and both the Mystery Source and Common Source (use **Slides 10-11)**.

Introduce them to each of the four jigsaw source sets (use **Slides 12-16)** and emphasize that each student will be responsible to learn and teach their Table Group about their set of sources. Let them know they will have questions to answer for their sources. Then they record what they thought was most important on their chart paper. When students are done, have each student share with their group about what they learned and how it connects to the inquiry question. Below is some background knowledge for teachers to consider for the first two jigsgaws.

Jigsaw Reading 1: **Racial Covenants and Resistance to Housing Discrimination in Westchester County**

About the source: Across the United States, restrictions were put in place on house deeds to limit where people could or could not live. These restrictions are called racial covenants. Racial covenants are racist agreements in property deeds that gave white people the power to bar Black and brown people and others, including Italian people, Asian people, Polish people, and Jewish people, from living on a piece of land. From 1939-1948 the Federal Housing Authority (FHA) enforced a policy that required federally financed housing tracts to include racial covenants.

Racial covenants were used by Westchester County's most powerful citizens and groups. In 1944 Italians, Jews, and Eastern Europeans were legally made 'Caucasian' and given access to government loans by the federal government with the passing of the GI Bill.

Teaching Tip

We want students to make the connection that the government (federal and local particularly) created and enforced these deeds as well as the most powerful and affluent people in Westchester. These were not outliers but a critical tool of white supremacy in Westchester County. We want students to make the connection between restrictive covenants and the people they directly affected. Note to teachers: from this jigsaw, students should make the connection that the government created and enforced racial restrictions on property, a critical tool of white supremacy in Westchester County. We want students to make the connection between restrictive covenants and the people they directly affected. Joshua and Pauline Cockburn were disallowed from living in Edgemont Hills because it had a racial covenant. They resisted by hiring attorneys, including Thurgood Marshall, to defend them. It is important to emphasize the agency and resistance in their actions. Students should understand that these racial restrictions were common in developments in Westchester in the 1930s and 1940s, particularly those that received backing from the FHA. Finally, they should consider the effects these racist actions had on the way the community looks today.

Learn more:
https://scholarsarchive.library.albany.edu/cgi/viewcontent.cgi?article=2726&context=legacy-etd
https://thomas-quirk.com/2013/03/02/the-cockburn-legacy/

Jigsaw Reading 2: Fighting the KKK in Westchester County

About the source: Students may have significantly different background knowledge about the KKK, a terrorist organization dedicated to enforcing white supremacy. It is important to share that the KKK was visible and active in both the North and South. Focus on the injustice that was faced by Paul Robeson as well as how he resisted. Maintain a stance of curiosity to help students understand the harm caused by the KKK as well as how it may have felt for Black people and other targets to experience this racism. Many are unaware that the KKK has a history in Westchester County. Please note that the word 'Bastard' is used in the second source. We recommend these sources be used in the high school setting. Finally, it is important to make space to process for students of color who may have strong reactions to these sources.

Teaching Tip

Students may have significantly different background knowledge about the KKK, a terrorist organization dedicated to enforcing white supremacy. It is important to share that the KKK was visible and active in both the North and South. Focus on the injustice that was faced by Black and

Jewish residents of Westchester as well as how they resisted and continued to fight back throughout her life. Maintain a stance of curiosity to help students understand the harm caused by the KKK as well as how it may have felt for them to experience this racism. Many are unaware that the KKK has a history in NYS. Finally, it is important to make space to process for students of color who may have strong reactions to these sources.

Jigsaw Reading 3 :Errold Collymore

About the Source: Students should understand that civil rights leaders like Errold Collymore were acting in response to tangible discriminatory policies and actions, including those perpetuated by influential public entities. He created change by working together with like-minded people, Black and white; by gathering information to support his arguments; and by having the courage to persist in the face of bigotry.

Jigsaw 4: Runyon Heights and Homefield

About the source: Students should come away from this jigsaw with a solid understanding of how governmental, business and private actions can shape a neighborhood, for better or worse. It is important to note in the first source that Black residents are not passive victims of discrimination but maintain agency and have acted to make their neighborhood a good place to live despite the racist beliefs that helped shape it. Students should think about what responsibility their elected officials do and do not have and how they can help influence the way that responsibility is used.

Class Activity 3/3: Reflection & Synthesis

When students have read and analyzed their jigsaw source sets, have them each share out in their group about what they learned. Each Jigsaw Reading concluded with the same “Final Questions” so encourage groups to discuss each person’s answer to those questions (use **Slide 13**). Their answers will help them answer the larger inquiry question. It may be helpful to prompt and support groups as they move toward answering the inquiry question and write a final synthesis statement in the center box.

Students should use all of the Jigsaw Readings to help them write a synthesis sentence in the center box (use **Slide 13 and 14**). Monitor group dynamics and progress to support those groups that may struggle to write the sentence.

Consider assigning the Exit Ticket as a check for understanding if there is time in class or as part of homework. Returning to the Learning Target as part of the Exit Ticket discussion or to set up the Exit Ticket can be helpful.

Our work is supervised by a community led Advisory Board:

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