



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: Identity

Guiding Question: What do you know about your identity and people who identify as latino or Latinx?

Case Study 2: Mystery Source

Guiding Question: What can I learn from a mystery source?

Case Study 3: Common Source Analysis

Guiding Question: How did racist policies impact the experience of Latinx people in Rochester?

Case Study Optional: Great Migration

Guiding Question: Why did thousands of Puerto Ricans move to Rochester in the 1950-1970s?



Learning Target: I can investigate the reasons that Puerto Rican people moved to Rochester and explore their experiences when they arrived.

Teacher Resources

[Great Migration Case Study](#)
[Slide Deck Great Migration](#)

Share with Students

[Handout](#)
[Exit Ticket](#)
[\(Spanish slides and resources\)](#)

Case Study 4: Jigsaw Source Sets Analysis

Guiding Question: How have Latinx people and their allies responded to racism?

Case Study 5: Restorative Circle

Guiding Question: What do we know about equity and how can we ensure it is achieved through activism?

Case Study: Great Migration

Based on a 30–45 minute class.

Guiding Question: Why did thousands of Puerto Ricans move to Rochester in the 1950-1970s?

Social Studies Framework Reference

5.6 Government: The political systems of the Western Hemisphere vary in structure and organization across time and place. (Standards: 5; Themes: GOV, CIV)

5.6c Across time and place, different groups of people in the Western Hemisphere have struggled and fought for equality and civil rights or sovereignty. Students will examine at least one group of people, such as Native Americans, African Americans, women, or another cultural, ethnic, or racial minority in the Western Hemisphere, who have struggled or are struggling for equality and civil rights or sovereignty.

Skills Focus: Gather, Use, Interpret Evidence

As a whole, these case studies are designed for students to use and interpret primary sources. Making inferences is emphasized as part of this interpretation.

New York State Standards: English Language Arts

5R9: Use established criteria to categorize texts and make informed judgements about quality; make connections to other texts, ideas, cultural perspectives, eras and personal experiences

5R1: Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences.

Teaching Tolerance Standards

Justice 14 Students will recognize that power and privilege influence relationships on interpersonal, intergroup and institutional levels and consider how they have been affected by those dynamics

JU.3-5.14 I know that life is easier for some people and harder for others based on who they are and where they were born.

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.

Justice 11 Students will recognize stereotypes and relate to people as individuals rather than representatives of groups.

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 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	Racism	Antiracism	Moving
	Citizen	Diaspora	



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 to 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 to consider the effects moving can have on their peers can build empathy.



Figure 1: Framework for Systemic Social and Emotional Learning.
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[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 **[Critical Step]**

In this lesson students consider the role that racist policies and actions played in causing Puerto Rican people to move 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 is not the facilitator's job to directly answer these questions. Communicate that in the following days they will be exploring answers to some of these questions. It is important to emphasize that racist actions are not the responsibility of those experiencing racism and people should not internalize the racism.

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 1/4: Warm Up, Introduction

5 minutes

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

Slide 4: Students will analyze the Learning Target for the Activity. 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 investigate the reasons that Puerto Rican people moved to Rochester and explore their experiences when they arrived.

Slide 5: The Social Studies practice of Gathering, Using, and Interpreting Evidence is the primary skill used throughout this case study. Students will analyze the primary and secondary source accounts.

Class Activity 2/4: The Great Migration

Slide 6: If your class has not introduced restorative circle practices and norms, introduce students to restorative circle protocol. These group norms will be followed throughout this social studies unit; 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.

Suggested Circle Protocol:

- Talking piece (only person allowed to talk is the one with the talking piece)
 - for virtual circles invite students to each come with a talking piece that represents safety and strength.
- Create agreed upon circle agreements or norms
- Facilitator goes first and then takes notes
- Create order so kids know when they're speaking
- Facilitator summarizes what everyone said at the end

If you have already been doing restorative circles in your classroom and have a set of established group norms it is still important to ask students if they have anything they want to add or adapt.

Ask students the following two questions on **Slide 6**:

Have you and your family ever moved?

What were the reasons for moving?

Communicate that our class will learn about a group of people who moved to Rochester and we will investigate why they moved and the challenges they faced after arriving in our community.

Slides 7: The timeline will start with the colonization of Puerto Rico and then jump to the end noting that more Puerto Ricans live in the US than in Puerto Rico. Each click (when in present mode) reveals another step in the timeline and allows for conversation and discussion about HOW this happened.

Alternatively or in addition to this, Invite students to make observations about the timeline. Consider using sticky notes and having students write down 3 observations on 3 different sticky notes. They can share their observations with a classmate before facilitating a brief class conversation.

Slide 8: Invite students to view the graph depicting the Puerto Rican Population in the U.S. from 1910-2010. Ask them to respond to the prompt 'What do you notice about how the Puerto Rican population in the U.S. has changed over time?' You can also invite student observations or questions; the population growth reflects the history charted on the timeline of the previous slide.

Slide 9: This slide narrows the focus to Rochester and sets the context for the investigation of how and why this happened. This historical event is referred to as 'The Great Migration'. From 1950s-1970 thousands of Puerto Rican people migrated to Rochester, NY.

It may be helpful to learn more by reading the 2007 Rochester History Journal article called 'Building the Barrio: a story of Rochester's Puerto Rican Pioneers' ([short version](#) | [long version](#)).

Teacher Note:

Feelings may come up for students who learn that the U.S. invaded, took over another country, and exploited it's resources. For more on the history of the U.S. Colonialism in Puerto Rico and Policies like 'Operation Bootstrap' that led to the great migration of Puerto Ricans to the mainland [read this article from CUNY Hunter](#).

Class Activity 3/4

Students will investigate what caused so many to move North by reading the stories of people who moved to Rochester during this period of time. For more information on the Great Migration and the impact of US policies like Operation Bootstrap SUNY Hunter's Center for Puerto Rican Studies offers great resources [here](#).

Slides 10 - 18: Pass out the Great Migration [handout](#) to the students. Invite them to work in pairs to take turns reading about Puerto Ricans who moved to Rochester. Depending on the time available, invite them to read at least two stories. Students can note what they notice and wonder about the reasons Puerto Ricans migrated to Rochester and also pay attention to the experiences of Puerto Ricans when they arrived in Rochester. Here are the two prompts that accompany each reading:

Why did this person move to Rochester?

Describe her/his experience in Rochester.

Class Activity 4/4: Check for Understanding - Academic Circle

10 minutes

Slide 19: Gather students back into a circle. Remind them of your group norms and then ask them to discuss this question:

What conclusions from the sources can you draw about the Puerto Rican experience in Rochester?

Be sure to have them provide evidence from the primary sources they read to support their claims.

Lastly, invite them to share their reactions and feelings to what they read.

Slide 20: Have students complete the [exit ticket](#) by recording four reasons Puerto Rican people moved to Rochester during the Great Migration.
