



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

Guiding Question: How is my cultural identity impacted by systemic racism?

Case Study 2: Box Protocol – Mystery Source Analysis

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

The goal of this case study is to analyze and explain disparities and inequities based on observations and analysis of a dot map of race composition in Monroe County from 2010 and data from the Common Ground Health report.



Learning Target: I can use data and interpret multiple sources of evidence to investigate complex issues.

Teacher Resources

[Day 2 Case Study Slide Deck for Day 2](#)

Share with Students

[Virtual Chart Paper groups 1-6 \(video tutorial\)](#) | [Data Analysis Student Handout](#) | [Exit Ticket](#)

Case Study 3: Box Protocol – Common Source Analysis

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

Case Study 4: Box Protocol – Jigsaw Source Sets Analysis

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

Case Study 5: Academic Circle

Guiding Question: How do we participate in civic action?

Case Study 2: Box Protocol Mystery Source Analysis

Based on a 30–45 minute class.

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

New York State Standards: Social Studies Framework Reference

12.G2d The definition of civil rights has broadened over the course of United States history, and the number of people and groups legally ensured of these rights has also expanded. However, the degree to which rights extend equally and fairly to all (e.g., race, class, gender, sexual orientation) is a continued source of civic contention.

12.G3a Citizens should be informed about rights and freedoms, and committed to balancing personal liberties with a social responsibility to others.

12.G4e Citizens participate in civic life through volunteerism and advocacy, including efforts such as contacting elected officials, signing/organizing petitions, protesting, canvassing, and participating in/organizing boycotts.

New York State Standards: English Language Arts

4R7: Identify information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text.

Learning for Justice Standards

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.

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.

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

Social Studies Practice: Gathering, Using, & Interpreting Evidence

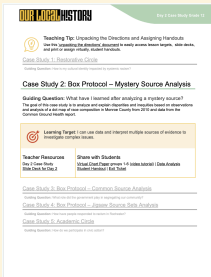
Overview

Students will explore the racial composition of Monroe County through a structured source analysis of a Mystery Source. This is the first stage of a multi-step instructional strategy referred to as the Box Protocol. This activity is designed to help students practice their source-analysis skills and deepen their understanding of racial segregation today through an analysis of the Mystery Source, an infographic about health equity in the Rochester Region. Students will then work together to examine more data about health inequity in the Finger Lakes Region. Ultimately students will make a claim (their guess identifying the source) and support it with evidence. In an optional activity, if time permits, students explore 20th century housing policies that bankrolled white capital accumulation while halting black social mobility. This mixer role play is based on Richard Rothstein’s *The Color of Law* (Liveright, 2017) which shows in exacting detail how the government segregated every major city in the United States with dire consequences for People of Color.

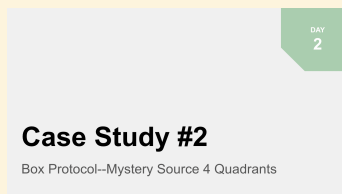


Learning Target: I can use data and interpret multiple sources of evidence to investigate complex issues.

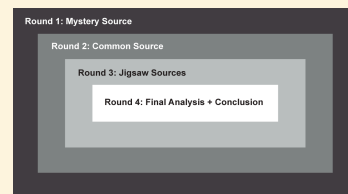
Teacher Resources



Day 2 Case Study



Day 2 Slide Deck

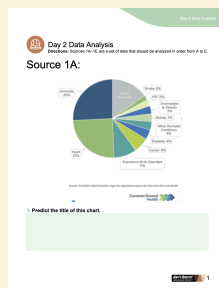


Box Protocol

Share with Students



Virtual Chart Paper



Data Analysis Student Handout



Exit Ticket

Sequence of Instruction

Pre-Teaching/Introduction

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



Social-Emotional Learning Teaching Tip

Teachers it is important to consider that students may have strong feelings and emotions when realizing the segregation and disparity between people of color and white people.

Avoid singling out students of color to share their reactions. Do not assume that all people of color feel the same way or speak for other people of color. If you only have one student of color in your class it is important to consider partnering with another class that has a student of color so that child isn't the only one. Lastly, it is important to remind students of class norms and expectations around being respectful and caring.

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

This lesson is designed to help students examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified (LJ Diversity 10). Students recognize that the city of Rochester's population is predominantly Black and Latinx and the suburbs are predominantly white. As students wonder why this might be, sometimes kids will share negative stereotypes about people of color. It is important to directly name these statements as 'stereotypes' that are untrue. This is also a good place to consider TT Justice 11. I relate to all people as individuals rather than representatives of groups and can identify stereotypes when I see or hear them. The Learning for Justice '[Speak Up](#)' handbook offers some great suggestions for how to do this.

Class Activity 1/5: Warm-Up/Introduction

5 minutes

Slide 4 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:

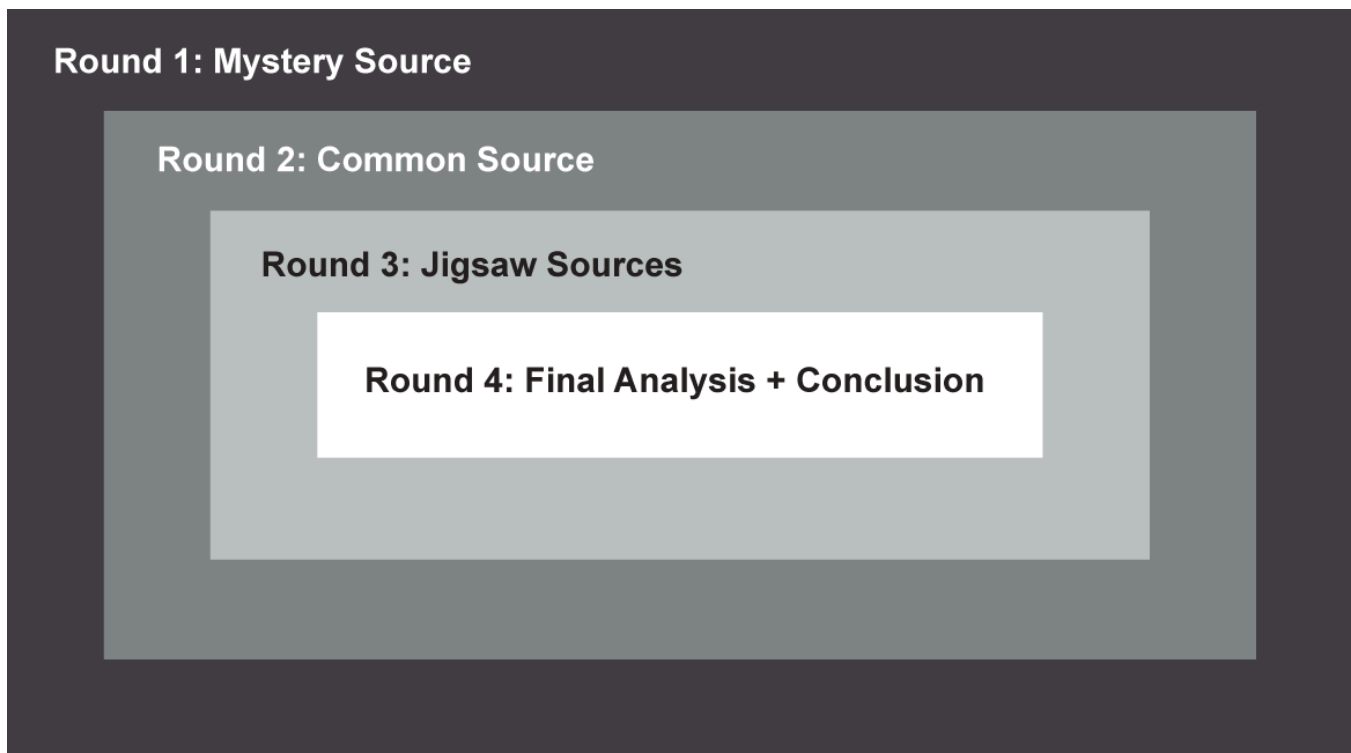


Learning Target: I can use data and interpret multiple sources of evidence to investigate complex issues.

Class Activity 2/5: Box Protocol Mystery Source – Zoom in Zoom out

Setup and Mystery Source (10 minutes)

The Box Protocol activity structures student investigation of sources. Each investigation is divided into rounds based on specific sources. There are four rounds to the activity. The Box Protocol for Sources Analysis Presentation begins with a visual of the four rounds or boxes.



Divide students into groups of four students and give each group markers and a large piece of butcher paper, chart paper, or the like. There is also a special Distance Learning Boxing Protocol Handout so that the lesson can be done virtually.

Students will complete four rounds by filling in four concentric boxes on the large chart paper as they move through the lesson. The spaces around each box serve as group note-taking space for the source analysis in each round.



Teacher Notes

When creating groups of four students, consider several options to set students up for success. Mixed ability groups can help students who need extra support if the culture of groups and relationships are strategically selected. The 4 Jigsaw Readings in a later Case Study are designed so that students who need extra support can be assigned one particular reading.

Set-Up

After students have the protocol set up, bring the class together to participate in the mystery source reveal'. Each slide (**slides 9-13**) is part of the final infographic presented in **slide 14**. The analysis in **slides 9-13** lays the foundation for students to interpret the more complicated data on **slide 14** and the data on the student handouts. Modeling best practices in interpreting data is an essential step for students, so these slides can prepare the way for the analysis and interpretation that follows. Explain to students that they will be viewing small parts of a larger mystery image one part at a time. Students will work together to construct meaning.

Slide 8 Use one or more of the questions on the first slide to direct students:

- What do you see?
- What do you notice?
- What do you wonder?
- What can you infer?

Round 1: Mystery Source Reveal

SECTION TWO: MYSTERY SOURCES

Predict the title of this infographic

SECTION TWO: MYSTERY SOURCES

What does this graph mean?

SECTION TWO: MYSTERY SOURCES

What story does this infographic tell?

All rates are age-adjusted and based on 100,000 residents.
Source: MICHigan Vital Statistics for Program Calendar year ending 2015. 2017. Analyzed by Common Good Health.

SECTION TWO: MYSTERY SOURCES

Homicide and heart disease drive higher rates of premature mortality for Black residents

All rates are age-adjusted and based on 100,000 residents.
Source: MICHigan Vital Statistics for Program Calendar year ending 2015. 2017. Analyzed by Common Good Health.



Teaching Tip

If students have trouble at this stage, point them toward comparing and contrasting what they are seeing and connecting it to where they live. Pacing for each slide is dependent on student

engagement. Each slide can generate individual reflection, table conversation, and/or whole group discussion. Adjust pace and approach to each slide with data depending on your students and overall engagement.

Class Activity 3/5: Box Protocol Mystery Source Reveal

Final Analysis and Mystery Source (10 minutes)

Mystery Source Reveal

Slide 14-16 After the staged activity is concluded, reveal the mystery source and display the full infographic. The infographic is from Common Ground Health’s July 2021 report ‘[The Color of Health: The Devastating Toll of Racism on Black Lives](#)’ (pg. 7). Support students in thinking through what the data presented about the Finger Lakes Region means. Have students make observations about the infographic. Invite them to consider what story the data tells about health equity in the region. On **Slide 15** draw their attention to the creators of this report. What do they notice about them? Is the report they created a form of civic action? If so, what do they think is the creator's goal?



Teaching Tip

Asking students to explain their thinking and reasoning for their guesses can push the collective thinking of the class. Questions such as “Do others of you agree with that data and reasoning?” can further draw out students and into the conversation.

Class Activity 4/5: Data Analysis – Race/Ethnicity in Monroe County

Analyzing Data in Monroe County (10 minutes)

Statistical Analysis: Common Ground Health

Students will analyze charts and maps from Common Ground Health’s July 2021 report ‘[The Color of Health: The Devastating Toll of Racism on Black Lives](#)’ to further investigate the impact of racism in our community. Teachers can guide students through each slide, have pairs or table groups analyze the charts collaboratively, or assign it as independent work. Note that there is a Student Handout that can be used independently or be completed as part of the whole class work based on the slides.

Slides 17-20 match the [student handout](#). Students may work together in pairs or independently to make observations and draw conclusions about what story the statistics tell about Monroe County.

These infographics and maps reveal the health disparities across Monroe County that are ultimately connected to race.

Beginning with a focus on what data is presented and its significance are foundational steps to begin the analysis. Then students can consider what story the data tells as they analyze the information in the charts and maps. Finally, students should compare the race/ethnic groups as a way to focus on segregation and structural racism in Monroe County. Steer students toward making claims about specific places and trends that they observe in the data. The data in the Common Ground charts and maps can be used to build student understanding of their community and how segregation is present today.



Teaching Tip

The graphs, maps, and statistics that students are exploring tell an upsetting story about our community. For some students this data will confirm their own experience. Some may find this empowering, others may need space to process or take a break. Many students feel anger when learning about racial and economic disparity in their community. Let students know their feelings are welcome. Encourage them to express empathy rather than pity. Remind them of James Baldwin's quote "not everything that is faced can be changed, but nothing can be changed if it is not faced". Don't hesitate to share that in the following lessons you will be exploring the root causes of these problems, studying the ways people have challenged inequity, and making space for students to participate in changing these problems.

Class Activity 5/5: Check for Understanding

Slide 22 Students could write down answers within the Mystery Source section on the Chart Paper, but there may not be space remaining. Alternatively, students can write answers on an [Exit Ticket](#). If time is short, students could also answer the question for homework. Here is the final task (**Slide 22**):

Analyze the sources in light of each other.

Write 3+ conclusions using at least 2 SOURCES OF EVIDENCE for each conclusion.

The goal of this task is for students to analyze the evidence and make connections across the maps and data of the sources. Students may see connections between health disparities and socioeconomic status. Other students may see connections between health disparities and race. Some may see connections between race and socioeconomic status. Often white students tend to explain these issues as being more about class or personal responsibility. Don't hesitate to encourage students to explore race/racism as directly connected.



Teaching Tip

Planning to leave time for individual student reflection and time to debrief their answers collaboratively at tables and/or with the whole class can lead to rich insights and questions.

Finally, teachers can return to the Learning Target (**Slide 23**) and have students write down questions that are raised after analyzing the maps and data. The Exit Ticket also includes space for students to record their questions.

Optional Class Activity: Role Play (Optional Extension)

Material: [How Red Lines Built White Wealth](#)

1. There are 34 mixer roles. You can distribute the roles based on how many students you have. For smaller classes, be sure to hand out roles in the order that they are laid out so all the major themes and terms will be surfaced. All questions on the housing segregation and mixer questions can be answered using only the first 25 roles.
2. Ask students to fill out their nametags, using the name of the individual they are assigned. Almost all the people in this activity are real people and some of them are still alive today. Alert students that many of the stories they will learn about and share are upsetting.
3. Tell students that although you are asking them to take on the “role” of the character they have been assigned, this is not an acting class. Students should speak in their own voices (no accents) and refer to the information in their role sheet as the basis for their conversations with others.
4. Ask students to read their roles several times, to memorize as much of the information as possible, and circle words that are unfamiliar to them. Identifying the new vocabulary is important, since one of the main goals of this mixer is to surface terms and ideas that will be new to students
5. Time Required • Depending on how long your class periods are: Two class periods. One for the mixer. One for discussion/debrief and follow-up.
6. Distribute a copy of Housing Segregation Mixer Questions (included in LDF linked above) to every student. Read the questions aloud with the class and ask students to mark the questions with their character.
7. Explain their assignment: Students should circulate through the classroom meeting other individuals, all of whom have different experiences of and knowledge about the history of housing policy. They should use the questions on the sheet as a guide to talk with others. They must use a different individual to answer each of the questions. Tell them that it’s not a race; the aim is for students to spend time hearing each other’s stories, not just filling in boxes or scribbling hurried answers.
8. Ask students to stand and begin to circulate throughout the class to meet one another and to fill out responses on the Housing Segregation Mixer Questions worksheet. Encourage students to stick to one-on-one conversations rather than gathering in groups.
9. Next class, ask students to retrieve their Housing Segregation Mixer Questions and prepare to debrief and discuss the activity from the last class. Often, it works best to give students some quiet time to write out answers to the questions before discussing.

Questions and Inferences Raised by the Optional Role Playing Activity

Offer students quiet space to write answers to the following questions before class discussion. Also consider a Think-Write-Pair-Share protocol. Consider using these questions:

- a. Who is someone you met who intrigued you or who taught you something interesting? Explain.
- b. What did you learn that surprised you?
- c. What information did you come across that confused you?
- d. Who did you meet who most disturbed you? Why?