



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: 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 ACT Rochester Hard Facts 2017 Report



Learning Target: I can make inferences and ask questions about the causes and effects of segregation after analyzing a mystery source.

Teacher Resources

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

Share with Students

[Virtual Chart Paper](#) groups 1-6 ([video tutorial for setting up chart paper](#))
[Data Analysis Student Handout](#)
[Exit Ticket](#)
[Extension: CNY Fair Housing Racial Dot Maps from 1930-today](#)

Case Study 3: Box Protocol – Mystery 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: Restorative Circle

Guiding Question: How do we practice antiracist strategies?

Case Study 2:

Box Protocol Mystery Source Analysis

Based on a 30–45 minute class.

Guiding Question: What questions do I have about race in my community after analyzing a mystery source?

Social Studies Framework Reference

8.2b Population density, diversity, technologies, and industry in urban areas shaped the social, cultural, and economic lives of people.

- Students will examine the living conditions in urban areas with a focus on increasing population density and the

effects that this growth had on the social, cultural, and economic lives of people.

8.9e Constitutional issues involving the violation of civil liberties and the role of the federal government are a source of debate in American society

S.S. Practice: Gathering, using, and interpreting evidence

A.2 Recognize, use, and analyze different forms of evidence used to make meaning in social studies (including primary and secondary sources such as maps and graphs)

New York State Standards: English Language Arts

RH1: Cite specific textual evidence to support analysis of primary and secondary sources.

RH6: Identify aspects of a text that reveal an author's point of view, stance, or purpose (e.g. rhetorical language, inclusion or avoidance of particular facts, images, visuals, etc.)

RH7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

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.6-8.14 I know that all people (including myself) have certain advantages and disadvantages in society based on who they are and where they were born.

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

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 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, a US Census dot map of Monroe County in 2010. The Mystery Source is divided into four quadrants and shown to students one quadrant at a time to spur their thinking. Ultimately students will make a claim (their guess identifying the source) and support it with evidence. Students will then look at data from the “2020 Hard Facts Update on Race and Ethnicity in the Nine-County Greater Rochester Area.” This report provides a variety of data such as income, unemployment, infant mortality rates, and more in Monroe County. Analyzing the data will allow students to draw further conclusions about racism and Monroe County.



Learning Target: I can make inferences and ask questions about the causes and effects of segregation after analyzing a mystery source.

Teacher Resources

Case Study #2
Box Protocol-Mystery Source 4 Quadrants

Day 2 Case Study

Day 2 Case Study
Slide Deck

Share with Students

Virtual Chart
Paper

Data Analysis
Student Handout

Day 2 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.

Racist
Demographics
Poverty

Vocabulary
Antiracist
Home-Ownership
Infant Mortality

Segregation
Income
Graduation Rate



Social-Emotional Teaching Tip

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.3a. Hypothesize others' feelings and perspectives in a variety of situations and explain the reasons for one's conjecture 2A.3b. Analyze how one's behavior may affect others.



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 (TT Diversity 10). Students recognize that the city of Rochester's population is predominantly black and hispanic and the suburbs are predominately white. As students wonder why or how this happened, students often express 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. Teaching Tolerance's 'Speak Up' handbook offers helpful guidance on this.

Class Activity 1/5: 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: I can make inferences and ask questions about the causes and effects of segregation after analyzing a mystery source.

Class Activity 2/5: Box Protocol Mystery Source (4 Quadrants)

10 minutes

Set-Up

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 slide deck begins with a visual of the Social Studies Practice of Gathering, Using and Interpreting Evidence (**Slide 5**), the primary skill of this day and the box protocol. A visual of the four rounds or boxes shows all stages of the protocol (**Slide 6**) follows.

Round 1: Mystery Source

Round 2: Common Source

Round 3: Jigsaw Sources

Round 4: Final Analysis + Conclusion

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 virtual chart paper (make copies that are editable by everyone) so that the lesson can be done virtually.

Students will complete four rounds by filling in four concentric boxes on the large display 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. It is strongly encouraged to draw the boxes in advance for each group to save time and potential confusion of how many boxes to draw and how much space to leave.

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.



Teaching Tip

Throughout this case study, many stereotypes students have encountered or believe may surface. It is essential that these stereotypes are addressed and interrupted. Teaching Tolerance has many resources for educators on how to challenge stereotypes in the classroom. For example, stereotypes are directed at the identity of a group of people; therefore, reminding students to address ideas and not personalities would be a helpful step to address a statement that is a stereotype. Teaching Tolerance has other protocols and tips for responding to charged student statements here.

Mystery Source (4 Quadrants)

After students have the protocol set up, ask each group to look at the Mystery Source. Have each group write down observations of what they see in each of the four quadrants. 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?

After viewing two quadrants, encourage students to write down guesses of what they think they are seeing. Students will write their answers in the outermost (Round 1) box space on the butcher paper.



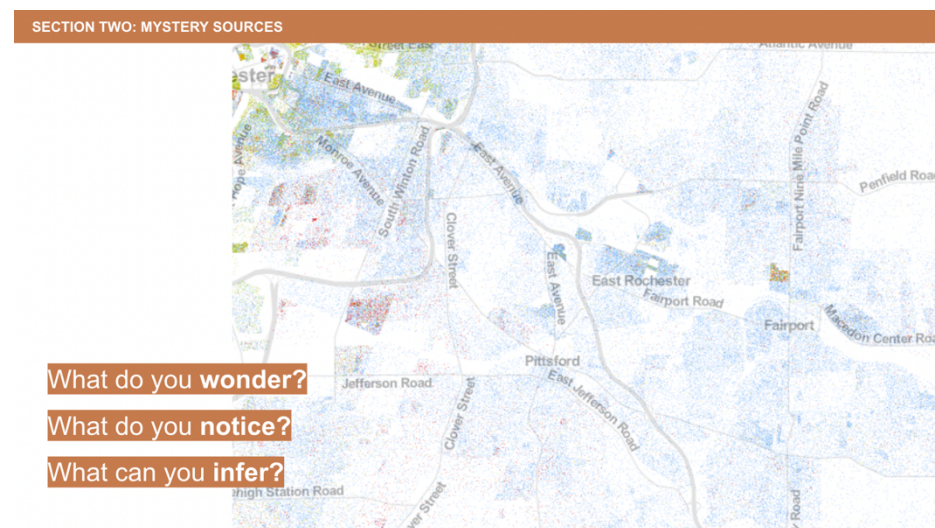
Teaching Tip

The introduction of the Mystery Source Quadrants can be viewed away from student desks (at the board, for example) where students can interact with the source on a larger scale.

Furthermore, students can bring sticky notes with them to make notes and observations away from their desks. Then they can take their sticky notes back to the poster paper.

Round 1: Mystery Source (4 Quadrants) **Slides 9–12**

As the directions on the slide state, students should record their observations in the outermost square.



There is no right answer in this stage. Students may identify some locations on the map but encourage them to guess exactly what may be shown and represented by each dot. Whole class conversation can be useful at certain points to draw out observations and push thinking of fellow students.



Teaching Tip

When students offer a guess or inference, it is wise not to affirm or correct any student participation. Preserving the mystery is essential as an instructional strategy. If students have trouble at this stage, emphasize that observations and looking carefully at the source is the right work and is hard work.



Teaching Tip

Pacing for each quadrant slide is dependent on student engagement. Each quadrant can generate individual reflection, table conversation, and/or whole group discussion. Adjust pace and approach to each quadrant depending on your students and overall engagement.

Class Activity 3/5: Box Protocol Mystery Source Revealed

10 minutes

Mystery Source Revealed

After the 4 Quadrant analysis is concluded, reveal the mystery source and display the full map (**Slide 13**). There are a series of questions and slides that guide the complete reveal of the map (**Slides 13-16**).

Where and When is this? (**Slide 13**)

- Emphasize that this is a map of Monroe County, a central point aligned to the Social Studies Framework. This will be a point to return to as the next questions and slides push students to wrestle with the racial composition of Monroe County, especially comparing and contrasting the city with suburbs.

When is this? (**Slide 14**)

- Return to the question of “When” again and ask students to make one more informed guess, this time utilizing the key. A whole group or table conversation about the key and its meaning could spur deeper understanding. Calling randomly selected students to share their answers to when the map is from adds further interest and should reveal a variety of answers. Highlighting students who suspect that the map may be from a more distant time can underscore the point that racial composition has actually not changed significantly. It may be helpful to reference a demographic map of Rochester from the 1940s on the last slide that shows the pattern of segregation.

Teaching Tip



Asking students to explain their thinking and reasoning for their guesses can push the collective thinking of the class. To further draw students into the conversation, consider assigning group representatives as speakers to summarize and share the collective thinking of the table. Another strategy is to invite individual students to answer or use a random drawing of student names in order to build upon another student's response or counter a point that has been made. Utilizing sentence starters such as "I would like to build on.." or "I would like to counter ...and think that..." "I used to think...now I am starting to think..." "I am feeling...because..." can all promote deeper thinking and greater engagement.



Teaching Tip

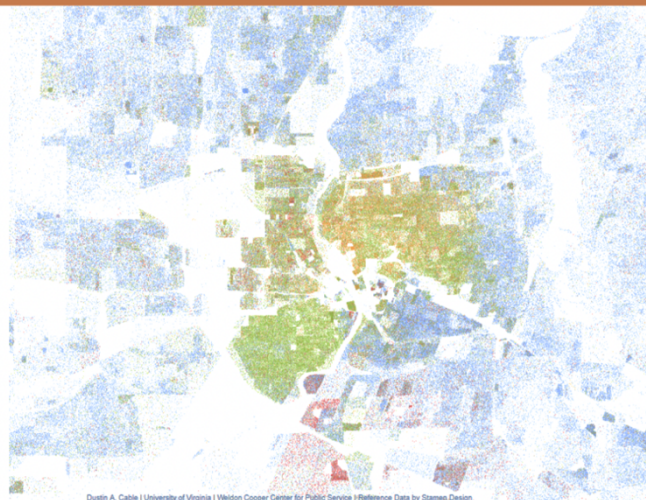
Balancing meaningful conversation with pacing to finish the activity will be an essential part of this activity. This case study will encourage deep conversation about race and equity in America. It can be easy to get lost in the discussion but remember to manage time for students to complete case study. Evaluate student engagement and adjust accordingly. It is wise to stay on a slide that students want to discuss or analyze more closely. On the other hand, it is also wise to move past a slide quickly if there is less engagement. Consider the time you can devote to the lesson and balance finishing all the slides.

Monroe County 2010

- This final slide reveals the mystery source entirely. Celebrating students who made correct or close guesses creates a positive classroom culture and encourages future participation and engagement. Allotting time at the end for students to discuss what they see and draw conclusions after analyzing the source closely often leads to very sharp insights and can spur student thinking and further discussion.

SECTION TWO: MYSTERY SOURCES

Where and when is this?



Questions and Inferences Raised by the Mystery Source

The final slide (**Slide 16**) raises an important culminating question for the first part of the lesson: What does this source tell us about Monroe County in 2010? Students could write down answers within the Mystery Source section on the Chart Paper or virtual chart paper, but there may not be space remaining. Alternatively, students can write answers on sticky notes and use those notes to facilitate a whole class discussion. If time is short, students could also answer the question for homework (as well as the following activity).

Class Activity Part 4/5: Data Analysis

10 minutes

Statistical Analysis: Demographics

Display the 1946 demographic map of the distribution of Blacks in the Rochester area (**Slide 18**). Follow the same protocol as the mystery source regarding what they notice on the map and what conclusions they might draw about Monroe County. Invite students to compare and contrast the two maps. Guide the conversation by posing these questions:

- What is similar when we compare these maps?
- What is different when we compare these maps?

Statistical Analysis: Hard Facts

Students will analyze data charts from a [2020 Hard Facts report](#) on Monroe County to further investigate the segregation in our community that was clearly seen in the 2010 dot map. 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 with the slides. Beginning with a focus on what data is presented and its significance are foundational steps to begin the analysis. Then students can consider what they notice and what they wonder as they analyze the data in the charts. Finally, students should compare the race/ethnic groups as a way to focus on segregation in Monroe County. The data in the Hard facts charts can be used to build student understanding of their community and how segregation is present today. Groups or individuals can be assigned specific charts or the analysis can happen as a whole class. Each slide has a prompt and then the next slide displays the answers for a definition of what is shown in the chart and a rationale for why it is important. Students will use the data and their analysis to answer (hypothesize/infer) a question about Monroe County and the segregation in our community (see the Exit Ticket).

Teaching Tip



Consider using this time to discuss the power of words. Point out to students that the word “negro” is featured on historical maps of Rochester but it is no longer how we refer to Black Americans or African Americans. Words change meaning over time and what was appropriate in the past may no longer be appropriate today. There are words we read as part of a historical source, but do not say aloud.

Class Activity Part 5/5: Check for Understanding

Exit Ticket

Slide 35 raises an important culminating question for the lesson: What do these sources tell us about Monroe County today? 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.



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.

After students realize that Rochester is a segregated place through the dot map analysis, students can expand that understanding of segregation through the disparate rates of homeownership, income, and poverty that ultimately reveal the disparity and inequity of our area.

Finally, return to the Learning Target (**Slide 34**) and have students write down questions that are raised after analyzing the dot map of Monroe County in 2010. The Exit Ticket also includes space for students to record their questions.