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?

Learning Target: I can explore the Latinx experience in Rochester through the story of antiracist activist Roberto Burgos.

Teacher Resources	Share with Students
Day 3 Case Study Slide Deck for Day 3	Common Source Handout (Spanish Version) Superhero Roles Handout (Spanish slides and resources)

Case Study Optional: Great Migration

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

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 3: Common Source

Based on a 30–45 minute class.

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

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.

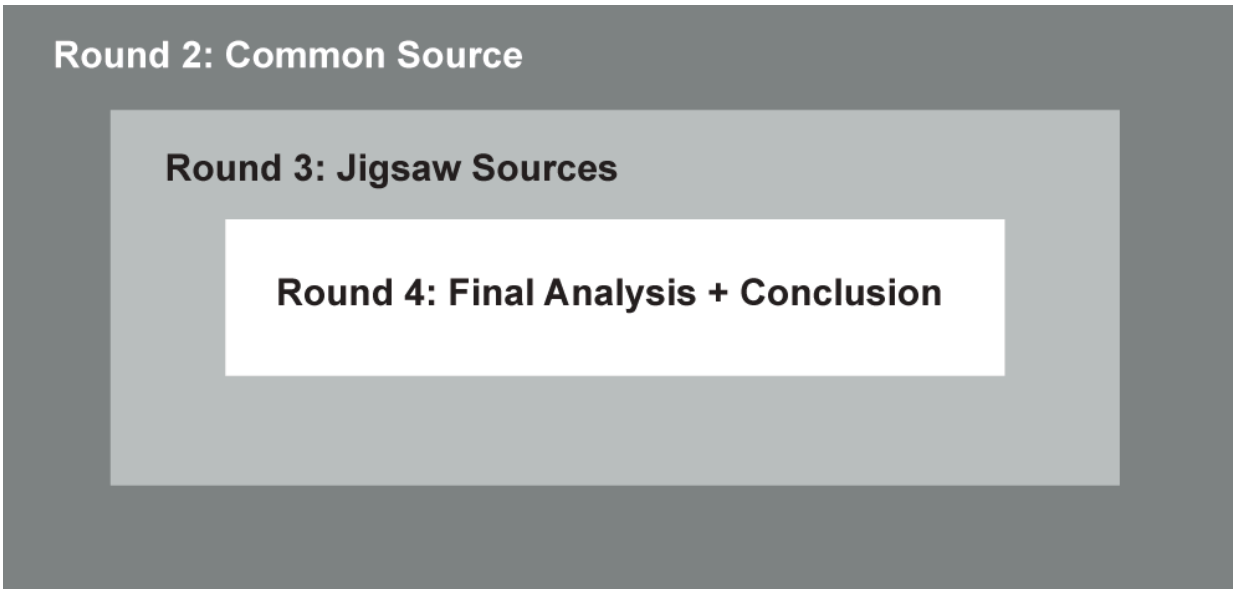
Justice 11 Students will recognize stereotypes and relate to people as individuals rather than representatives of groups.

> **Ju.3-5.11** I try and get to know people as individuals because I know it is unfair to think all people in a shared identity group are the same.

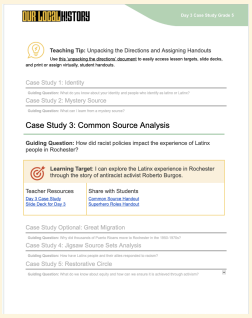
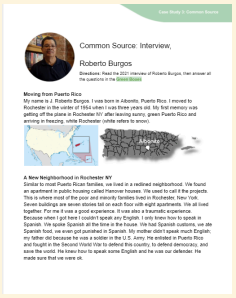
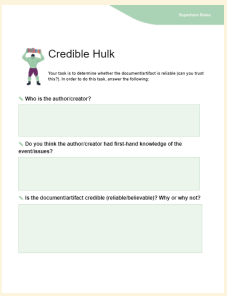
Social Studies Practice: Gathering, Using, and Interpreting Evidence

Overview

Each student will have a copy of the Common Reading. The lesson focuses on the story of activist Roberto Burgos. The lesson begins by briefly contextualizing Burgo's story by showing the redlining and housing segregation faced by the Latinx community in Rochester, and the ways Burgos and his friends resisted. The teacher and students will read and analyze the first part of the common reading "Rochester Redlining Map 1938" together. Then, they will analyze the remaining parts of the common reading that includes a video interview with Roberto Burgos and the interview transcript to be read separately. In their teams of four, students will each be assigned a collaborative role (Capt. Context, Mister E, The Connector, or Credible Hulk) and will answer the corresponding questions on the Common Source. When all students have completed the reading a second time independently, they will record information in the Round 2 area of the Box Protocol (instructions pictured on slide below). As the instructions note, students can record information that helps to clarify the first document (the Round 1 Mystery Source [ACT Rochester Hard Facts Report 2020]), or information related to the lesson question for the day ("How did racist policies impact the experience of Latinx people in Rochester?"), or they can record new information they find interesting or possibly relevant to the general topic of the day. Finally, students will gather in a restorative circle and share their observations and inferences about the question for the day.



Learning Target: I can explore the Latinx experience in Rochester through the story of antiracist activist Roberto Burgos.

Teacher Resources		Share with Students		
				Chart Paper Markers or Colored Pencils Sticky Notes (optional) **OR**
[Day 3 Case Study]	[Slide Deck for Day 3]	[Common Source Handout]	[Superhero Roles Handout]	[Virtual Chart Paper]

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			
Hazardous	Latino/Latinx	National Housing Act 1934	Redlined
Civil Disobedience	Protest	Bilingual Education	

Social-Emotional Teaching Tip

The common source contains explicit racist language and rules. Strong feelings may arise for students when reading this source. It is essential to remind students at the beginning of the lesson of the group norms they agreed to on day 1. The academic circle at the end offers students a structured and safe way to share their thinking and feelings about the common source.



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 [Critical Step]

It is also important to point out that the common source text begins with an unfair and unjust law based on untrue racist ideas. The central racist idea is that Black or Latinx people living in a neighborhood lowers a neighbor's property value. Giving students language to talk about this is an important way to help them engage with the text. Draw students attention to the ways Roberto Burgos and his friends fight to improve their neighborhood and push for antiracist policies. The goal is for students to be empowered by Mr. Burgos and his friends' stories.

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).

Teacher Note:

Consider introducing the Sourcing Superhero Roles before the Box Protocol so that they can focus on their assigned role and the challenging source. However, it is possible to introduce the roles for the first time and complete the case study.

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 explore the Latinx experience in Rochester through the story of antiracist activist Roberto Burgos.

Class Activity 2/4: Box Protocol - Introduce Common Source

20 minutes

Slides 5 - 7: The slide deck provides a geographic context to the story of Roberto Burgos through the Redlining Map. Especially at the start and also throughout the lesson, the location of Latinx neighborhoods and important places where events occurred will ground the analysis of the common source. The Social Studies Practices of geographic reasoning and gather, use, and interpret evidence **(Slide 5)** will guide this analysis as we read the text and place the events in their geographical context. After reviewing the Mystery Sources **(Slide 6)** and their comments in the outer box of their chart paper, remind students where we are in the box protocol **(Slide 7)** as we are about to begin the second box in the Boxing Protocol, the Common Source.

Slides 8 - 11: Invite students to consider the example for the term antiracist. Beginning with **Slide 9**, students can quickly draft a definition of antiracist based on the example. A suggested working definition will appear after a second click on the slide. This allows students to construct their own definition and consider how they compare to the ones presented. The process can be repeated for “racist” on **Slide 10** and “antiracist policy” on **Slide 11**.

Slide 12: This image is based on Dr. Beverly Tatum’s work can be helpful for at least two main purposes. First, it can illustrate the working definitions of “racist” and “antiracist” and how both depend on action or inaction. Secondly, the moving walkway can be a helpful metaphor to introduce the concept of systemic racism. Many systems and policies have been designed with racist principles that we are “moving” against some racial groups.

> “I sometimes visualize the ongoing cycle of racism as a moving walkway at the airport. Active racist behavior is equivalent to walking fast on the conveyor belt… Passive racist behavior is equivalent to standing still on the walkway. No overt effort is being made, but the conveyor belt moves the bystanders along to the same destination as those who are actively walking. Some of

the bystanders may feel the motion of the conveyor belt, see the active racists ahead of them, and choose to turn around… But unless they are walking actively in the opposite direction at a speed faster than the conveyor belt, unless they are actively anti racist, they will find themselves carried along with the others," - Dr. Beverly Tatum

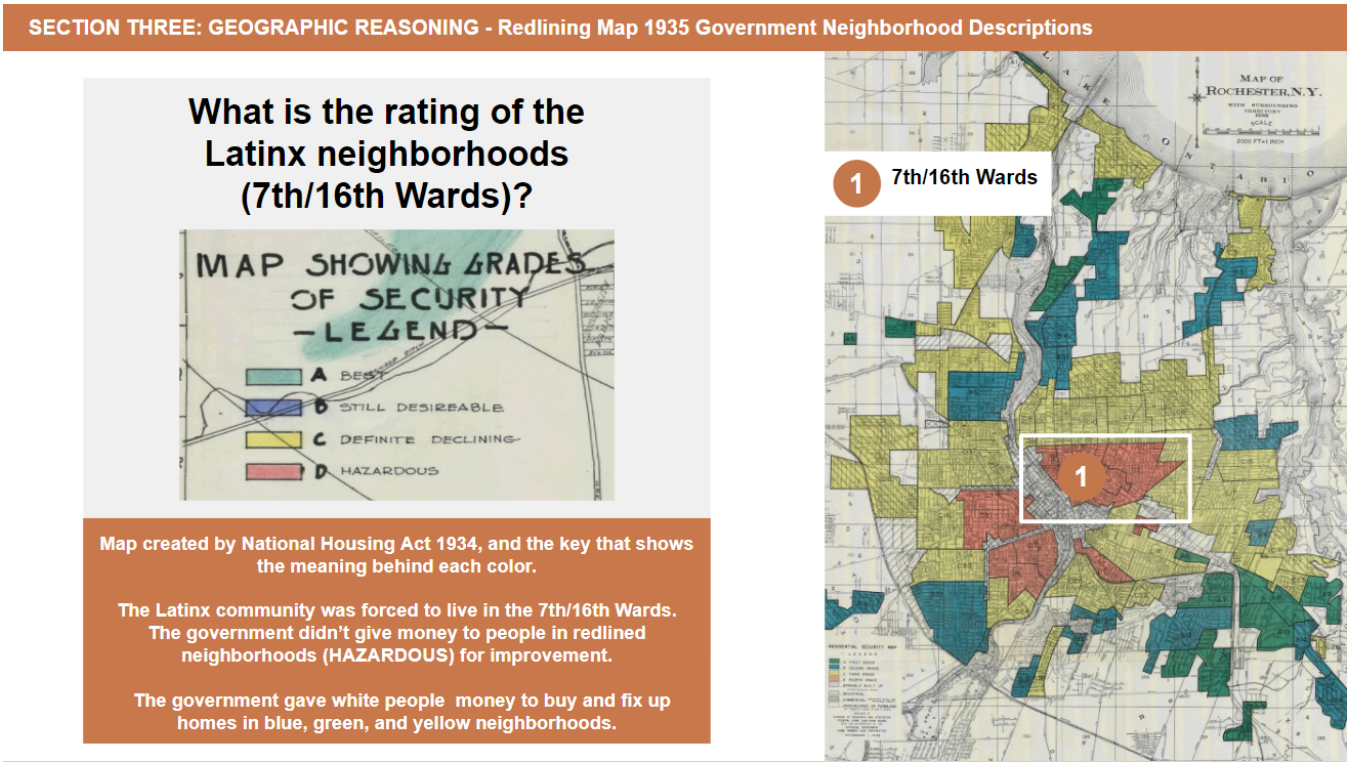
Slide 13: Show students the 2010 racial dot map. Invite students to make observations of the map and to raise questions as some may be viewing this for the first time.

Slide 14: Briefly show students the 2010 racial dot map that highlights where the primary Latinx neighborhoods in the 7th and 16th Wards of Rochester are located. Some early maps based on the 2020 census have been released, but some early 2020 racial dot maps do not show the diversity and neighborhood locations as clearly as the 2010 map.

Slide 15: Share the Redling Map for Rochester from 1935. This first map allows students to make observations and raise questions since this may be their first time viewing the map.

Slide 16: This reveals more information of the Redlining Map highlighting the creator and dates.

Slide 17: Government Neighborhood Descriptions - Redlining Map for Rochester



Display the 1935 Residential Security Map for Rochester, NY. They will see neighborhood 1 (the Latinx neighborhood of the 7th and 16th Wards) on the map, as well as the key for the map. Pose the question on the slide:

What is the rating of the Latinx neighborhoods?

Invite students to make observations about how each neighborhood is described or labeled. Number 1 is red and labeled '**hazardous**'. Read the text underneath the legend that explains the purpose of the

map. Consider asking them to share what they notice on a sticky note (or their box protocol chart paper); students could also turn and talk to a neighbor. Ask students to share what they are noticing and to compare and contrast different areas of the map.

Slide 18: Comparing Neighborhoods - Puerto Rican Student Union descriptions (*People's News*)

Neighborhoods 1 and 2 are both labeled on the Redlining Map. The Puerto Rican Student Union (PRSU) was a student-led group that produced a newspaper, *People's News*. This slide presents two excerpts from an April 30, 1971 edition of the People's News student newspaper that draws attention to the gap in housing and conditions in two nearby neighborhoods in Rochester (labeled 1 and 2).

After reading the excerpts from the *People's News*, invite students to make observations and compare how each neighborhood is described and also labeled on the redlining map. Number 1 is red and labeled 'hazardous' while neighborhood 2 is labeled green and 'best'.

Optional: The full text of the two excerpts is shown on the next slide.

Optional Slide 19: *People's News* excerpt, Puerto Rican Student Union, April 30, 1971

This is a more complete excerpt that includes the two previous excerpts. Ask students to infer the connections between the government descriptions in the 1930s (Slide 14) and the student union descriptions of the two neighborhoods in the 1970s (Slide 15).

Slide 20: Shows a picture of the Puerto Rican Student Union, the group that wrote the *People's News*. Invite them to share what they notice, wonder, and infer about these students. Draw attention to Roberto Burgos, who will be the focus of the Common Source. Share that we will be learning about his story, in his words, in the next steps of the Box Protocol.

Teacher Note:

It may be helpful to make an **ANCHOR CHART** (set up similarly to the one below) that identifies injustices and activist responses. Setting up a blank chart at this point of the lesson can help students track the injustices and responses and visibly remind them of what they read and learn. The story of Roberto Burgos provides numerous examples of injustices and responses (some possible responses are below in blue). Alternatively, teachers could also create general categories of injustice and then fill in more specific examples and Activist Responses. This Anchor Chart can be used and filled out more completely in both Days 4 and 5.

Injustice	Activist Responses
Culture was not valued (changed Roberto's name)	Roberto Burgos reclaimed his name when he joined the Puerto Rican Student Union
Education (No Bilingual Education)	Roberto Burgos organized a sit-in protest at the Board of Education Offices to demand bilingual education.

Politics / Voting (excluded from participating)	Helped elect Nancy Padilla when she ran for office.
Housing (poor housing and garbage)	The Puerto Rican Student Union published *People's News* to draw attention to the garbage and housing problems.

Class Activity 3/4: Boxing Protocol - Common Source & Roles

Common Source Protocol

Divide students into the same table groups of four students from the Mystery Source round and give each group markers and a large piece of butcher paper or chart paper. There is also a special Distance Learning Boxing Protocol Handout so the lesson can be done virtually. Be sure to share it with students and adjust settings so that it can be edited by anyone.

Slide 21-22: Invite students to the rug to introduce them to the Common Source and the four roles they will be using to interpret it.

1. **Video:** The Common Source will be viewed first as a video of the author (12:42), J. Roberto Burgos, telling his story of discrimination in Rochester and fighting for change in our community (English version | Spanish version). (**Slide 22**)

2. **Transcript Text:** Each student is given a Common Source Handout, a transcript of the video, for their second reading of the common source. The handout includes photos of Roberto and his friends overlaid with their location on the Rochester redlining map. The redlining map is repeated to reinforce the skill of Geographic Reasoning and to highlight that Latinx neighborhoods were redlined neighborhoods in Rochester. Draw students' attention to the location of each section during the second reading of the text. It can be helpful to allow students to make observations or raise questions about the locations of Roberto's story.

3. **Sourcing Roles:** Each student will be assigned a superhero role (**Slides 24-27**) to analyze the Common Source transcript during the second reading. Walk through these slides introducing each of the roles and the rationale behind them.
    - **The Credible Hulk**'s job will be to determine if we can trust this source. (**Slide 24**)
    - **Mister E** will determine what the purpose of the source is, whose voices are missing and not included. (**Slide 25**)
    - **The Connector**'s job is to find the main idea of the source and to connect it to larger issues. This role generally needs the least support and may be a good role to assign to a student who may struggle with this activity. (**Slide 26**)
    - **Captain Context** determines when the source was made and looks into what they know about this time period. (**Slide 27**)

    Assign each student their role and send them back to their desks to work individually.

4. **Share in Table Groups:** When the members of each Table Group complete their individual sourcing Superhero Role, encourage groups to discuss the Common Source. Each member should have time to share what they learned from the Common Source. If time permits, a whole class debrief of the Common Source can be helpful to solidify understanding.

Common Source Independent Work Steps Broken Down

1. Break students into groups of 4
2. Provide each group with a link or physical folder of the SUPERHERO roles and directions (prepare beforehand)
3. Provide each group with the Common Source
4. Students read over their role prior to analyzing the Common Source
5. Students analyze the source individually and take notes on the round 2 box of the Box Protocol

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

10 minutes

Questions and Inferences Raised by the Common Source

Slides 28: Invite students to sit in a circle. Remind them of the group norms set during the previous circle. Reread the learning target on **slide 29**. Students can share what conclusions they have come to after analyzing the Common Source (and Mystery Source from the previous day). Ask the questions

What were some difficult challenges that Roberto Burgos and Puerto Ricans in Rochester faced?

How did Roberto Burgos and Puerto Ricans overcome the challenges or change the situation?

This is also a time when students might raise questions. Another question to pose or possible enrichment could encourage students to consider the role the government played in segregating our community.

Teaching Tip

A very helpful task to set up the video or to debrief the video is to ask students to compare and contrast the stories of Henry and Roberto. Students often remember the story of Henry and comparing his journey immediately to Roberto's can provide good opportunities for reflection. Leaving 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.

Slide 30: A final question that could be raised is presented on the slide and connects to the story of Roberto Burgos reclaiming his name "Roberto" when he joined the Puerto Rican Student Union. Here is the question:

Who is someone in your life who helps you feel proud of yourself?

Blue Zone 1 finger	Green Zone 2 fingers	Yellow Zone 3 fingers	Red Zone 4 fingers
Bored	Happy	Excited	Upset
Tired	Positive	Worried	Angry
Sad	Thankful	Nervous	Aggressive
Depressed	Proud	Confused	Mad

Close the lesson by checking in with how students are feeling. Have them hold up a finger to represent what zone they are in. Be sure to check in with students who identify as feeling in the blue or red zones.