



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?

Case Study 3: Box Protocol – Mystery Source Analysis

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

The goal of this case study is to introduce redlining to students by building map-reading skills as well as social studies sourcing skills. Using the Common Source, Rochester’s Redlining map, students will compare various neighborhoods based on primary sources.



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

Teacher Resources

Day 3 Case Study
[Slide Deck for Day 3](#)
[\(Irondequoit slides\)](#)

Share with Students

Common Source Superhero role handouts: [Credible Hulk](#), [Mister E](#), [Captain Context](#), [Main Idea Master/Connector](#)

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 3: Box Protocol Common Source Analysis

Based on a 30–45 minute class.

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

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

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

JU.6-8.11 I relate to people as individuals and not representatives of groups, and I can name some common stereotypes I observe people using.

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).

JU.6-8.12 I can recognize and describe unfairness and injustice in many forms including attitudes, speech, behaviors, practices and laws.

Social Studies Practice: Compare & Contrast

Overview

Each student will have a copy of the Common Reading which will focus on redlining and a brief overview of housing segregation through several sources.. The teacher and students will read and analyze the first part of the common reading “Rochester Redlining Map 1938” as well as excerpts from the FHA Underwriting Manual and area descriptions for 4 different neighborhoods. Together, they will analyze the remaining parts of the common reading including an excerpt from the National Housing Act. In their teams of four, students will each be assigned a collaborative role (Capt. Context, Mister E, The Connector, or Credible Hulk) and 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 on **slide 5**). As the instructions note, students can record information that helps to clarify the first document (the Round 1 Mystery Source [2010 Monroe County Pop. Map]), or information related to the lesson question for the day (“What role did the government play in segregating our community?”), or they can record new information they find interesting or possibly relevant to the general topic of the day. Finally, students will gather in an academic circle and share their observations and inferences about the question for the day and the inquiry question “What challenges did people of color face when they moved to Rochester and how did they resist?”.



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

Teacher Resources



Day 3 Case Study

Day 3 Case Study Slide Deck

Share with Students



4 Separate Superhero Handouts: Captain Context, Mister E, the Credible Hulk, and the Connector

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 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 – Racial	– Negro – Act (Law)	– Class



Social-Emotional Teaching Tip

Encourage students to use ‘I’ statements when constructing notices and wonders about the common source during group discussion. For example: ‘I notice the Cornhill neighborhood has more people of color than Pittsford.’

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

The word ‘Negro’ is used in this document. It is important to tell students before the lesson begins that this is a word that used to be a respectful way to refer to people of color. Words often change their meaning. Today this word is not a respectful way to refer to a black person and in our classroom we will show respect by refraining from saying it out loud. It is also important to point out that the text being read today is an unfair and unjust law based on untrue racist ideas. The central racist idea is that black 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.

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)

Teaching Tip



Consider introducing the Sourcing Superhero Roles before the Boxing 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 1/3: 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 analyze a map and primary sources to learn how redlining has affected where I live.

Class Activity 2/3: Introduce Common Source

20 minutes

Set-Up

Slide 5: The next round of the boxing protocol is the common source. Have students review the analysis, insights, and notices and wonders from the mystery source case study. Introduce the common source and the four roles they will be using to interpret it. The slide deck is set up to draw attention to each part of the common source and focus on the Social Studies Practice of “compare and contrast” (**Slide 9**). After reminding students where they are in the box protocol, show them that they will be comparing and contrasting four different neighborhoods on the map. First display the population map from the mystery source that is marked with neighborhoods 1, 2, 3, and 4 (**Slide 10**). Ask the students to make observations and then to compare and contrast the demographics of the two neighborhoods. Reintroduce the term ‘segregation’.

Slide 11: Briefly show students the entire common source to let them see the whole picture prior to breaking it down into parts.

Slide 12: On the next slide show them the 1935 Residential Security Map for Rochester, NY. Ask them to write down 5 things they notice on the Student Handout, a sticky note, or their box protocol chart

paper; then have them 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 13: On the next slide they will see neighborhoods 1-4 on the map, as well as the key for the map. Invite students to make observations about how each neighborhood is described or labeled. Number 1 is green and labeled 'best' while neighborhood 2 is labeled red and 'hazardous'.

Slide 14: Ask students why might this map have also been called a 'redlining map'? **Slide 14** shares that neighborhood 1 is Irondequoit, number 2 is the 7th ward neighborhood (Joseph Avenue), number 3 is Beechwood, and number 4 is Brighton's Meadowbrook neighborhood.

Slide 15: This is an excerpt from the FHA Underwriting Manual that came out of the 1934 National Housing Act. The law included these rules about why a neighborhood might be labeled good and worthy of government investment. Invite students to notice what makes a neighborhood 'good'.

Slides 14-15: Show the area descriptions for neighborhoods 1-4. Invite students to notice and share what is similar and different and infer why 1 and 4 are 'best' and 2 and 3 are 'hazardous'. Again, they can record answers on the Student Handout or facilitate the conversation at tables or as a whole class.

Slide 16: The next slide shows the President signing the law that created this map (National Housing Act 1934). Ask the students to share what they notice about these people and what inferences they can make about who, what, when, where, and why this is taking place. They should notice that they are white men. 'Think pair share' would work as a protocol also. Make space for students to ask questions.

Class Activity 3/3: Common Source Independent Work and Circle

10 minutes

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, chart paper, or the like. 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.

Slides 20-26: Each student will be assigned a superhero role to examine the source with. 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.
- **Mister E** will determine what the purpose of the source is, whose voices are missing and not included.

- **Captain Context** determines when the source was made and looks into what they know about this time period.
- **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.

Assign each student their role and send them back to their desks to work individually. Here is the independent work 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
6. Share out in small groups and can debrief as a whole class if time permits



Teaching Tip

If students have trouble at this stage, encourage them to work together with a peer who has the same superhero role. **Expect** really tough questions from students. You can provide them with a small notebook and/or post-its to write down questions and unknown vocabulary and submit ANONYMOUSLY to you so you can address the class as a whole. This will give students the opportunity to think and ask freely without hesitancy due to potential concerns about peer judgment.

Check for Understanding: Academic Circle

10 minutes

Slides 27-29: Invite students to sit in a circle. Remind them of the group norms set during the previous circle. Students can share what conclusions they have come to after analyzing the Common Source (and Mystery Source from the previous day). This is also a time when students might raise questions they have.

Returning to the Learning Target and asking students how redlining has affected where they live provides another opportunity for students to connect their learning from Case Study 1, 2, and 3. Another question to pose or possible enrichment could encourage students to consider the role the government played in segregating our community.

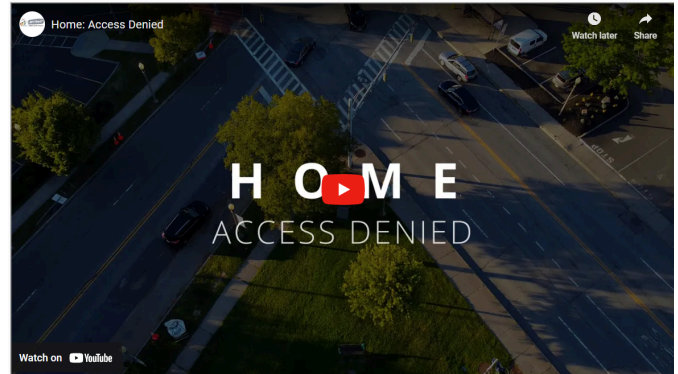


Teaching Tip

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

Slide 31 (Optional): Consider screening our [20 minute documentary](#) on the local history of Redlining in Rochester as a great recap and modern day connection.

“Home: Access Denied” is a short film about the history and legacy of residential segregation in Greater Rochester and the ways ordinary people are participating in civic action to create a more welcoming, just, and inclusive community. The film explores the stories of two families and their lived experiences shaped by the neighborhoods they call home. One family living in a ‘greenlined’ suburb and the other in an urban ‘redlined’ neighborhood, each confronting the deprivations of segregation.



This 20 minute short film is intended for audiences grades 6 and up. It can be viewed individually, in a small group setting, and with large groups. The film is best paired with the Antiracist Curriculum Project’s classroom lessons but can also be shown independently. The directors of the Antiracist Curriculum Project are also available to visit your group to screen the film and facilitate a discussion (swiegand@ccsi.org | kames@ccsi.org).

<https://resistancemapping.org/s/m/page/home-access-denied>