



MISS MARIA LOPEZ

... she started something

Preparation: To Review and to do Before

Consider sending a [letter](#) to parents beforehand about the unit.

Here is a [PDF version of the entire grade 5 unit](#)

Case Study 1: Identity

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



Learning Target: I can explore my own identity, the identities of Latinx people, and consider how race, ethnicity, and nationality might impact our identities.

Teacher Resources

[Day 1 Case Study](#)
[Slide Deck for Day 1](#)
 Optional: [Inside Outside Identity Circle](#)

Share with Students

[Handout](#)

Case Study 2: Mystery Source

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



Learning Target: I can make inferences and ask questions after analyzing mystery source statistics.

Teacher Resources

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

Share with Students

[Handout Parts 1-4](#)
[Exit Ticket](#)

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

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

Share with Students

[Common Source Handout](#)
[Optional Definitions Handout](#)

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](#)

Case Study 4: Jigsaw Source Sets Analysis

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



Learning Target: I can work with my team to analyze the effects of racism, discrimination, and how Latinx people and their allies resisted in Rochester.

Teacher Resources

[Day 4 Case Study](#)
[Slide Deck for Day 4](#)

Share with Students

[Jigsaw #1 Nydia Padilla and Bilingual Education \(Español Version\)](#),
[Jigsaw #2 Voting Rights \(Español Version\)](#), [Jigsaw #3 Public Safety \(Español Version\)](#), [Jigsaw #4 Urban Renewal/Removal \(Español Version\)](#)

Case Study 5: Restorative Circle

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



Learning Target: I can examine how activists fought against racist policy. I can identify strategies to fight for equity today.

Teacher Resources

[Day 5 Case Study](#)
[Slide Deck for Day 5](#)

Share with Students

[Handout Henry I Padrón-Morales](#)
[Exit Ticket](#)

Our work is supervised by a community led Advisory Board:

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