



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 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?

Case Study 4: Box Protocol – Jigsaw Source Sets Analysis

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

Case Study 4: Restorative Circle

Guiding Question: How do we practice antiracist strategies?

Students will explore how activists in Westchester, and NY Activist Dr. Walter Cooper worked to build a more equitable Rochester community. Students will identify a problem in the school or community to utilize one of Dr. Cooper’s strategies.



Learning Target: I can examine how a Black activist fought against racist actions in the Rochester area and identify a strategy our class can practice to fight for equity today.

Teacher Resources

Day 5 Case Study
[Slide Deck for Day 5](#)
[Dr. Cooper Gets Involved](#)

Share with Students

[Exit Ticket](#)

Case Study 4: Restorative Circle

Based on a 45 minute class.

Guiding Question: How do we practice antiracist strategies?

Social Studies Framework Reference

Civic Participation

F4. Identify, describe, and contrast the role of the individual in opportunities for social and political participation as an agent of historical change in different societies and communities, as well as at different times, in the United States.

F6. Identify situations in which social actions are required and determine an appropriate course of action.

F7. Work to influence those in positions of power to strive for extensions of freedom, social justice, and human rights.

F8. Fulfill social and political responsibilities associated with citizenship in a democratic Society

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

Action 17. Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice.

AC.9-12.17 I take responsibility for standing up to exclusion, prejudice and injustice

Action 20. Students will plan and carry out collective action against bias and injustice in the world and will evaluate what strategies are most effective.

AC.9-12.20 I will join with diverse people to plan and carry out collective action against exclusion, prejudice and discrimination, and we will be thoughtful and creative in our actions in order to achieve our goals.

Social Studies Practice: Civic Action

Overview

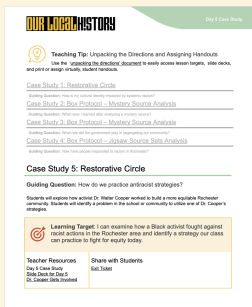
Students will explore the ways in which African-American activist Dr. Walter Cooper worked to build a more equitable Rochester community. Students will identify an action strategy from Dr. Cooper's story to apply to a problem at school or the community in which they live.



Learning Target: I can examine how a Black activist fought against racist actions in the Rochester area and identify a strategy our class can practice fighting for equity today.

Teacher Resources

Share with Students



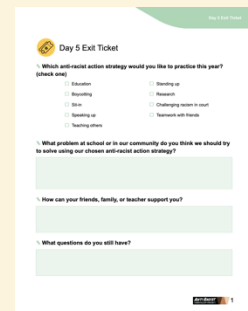
Day 5 Case Study



Day 5 Case Study Slide Deck



Dr. Walter Cooper Gets Involved



Day 5 Exit Ticket

Sequence of Instruction

Pre-Teaching/Introduction

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

Vocabulary		
Anti-Racist	Activist	Civil Participation
Deed	Equity	Segregate
Integrate	Redlining	Boycott



Vocabulary Teaching Tip

Remind students about the definitions from day 1. Emphasize ‘antiracist’. Ask them who they learned about in the jigsaw who was an anti-racist or a racist.



Social-Emotional Teaching Tip

It is ok if students don’t agree on what the issues are facing their school and community. It is also ok if they disagree on how to face these problems. The teacher’s role is to create space for this conversation, to model how to disagree, and support students who want to carry out a civic action project. It is also important to make space for students to share how they’re feeling. Let students know that it is ok for them to take a break. 2B.2b. Demonstrate how to interact positively with those who are different from oneself.



Culturally Responsive Teaching Tip

During the boxing protocol, students learned about difficult topics such as redlining, restrictive covenants, and segregation. This lesson challenges students with the hopeful reality that ordinary people just like them have always taken action against injustice in Rochester. Leaders such as Frederick Douglas, Susan B. Anthony, Howard Coles, Dr. Walter Cooper, Constance Mitchell and thousands of others marched, picketed, wrote letters, ran for office, voted, persuaded, spoke out, and changed policies here in Rochester. Even in the most recent past, we find leaders and protesters pushing for change on a local and even national stage in light of the death of Daniel Prude. We want students to recognize they have the power to create change in their community. They can build on the experiences and examples of those who have gone before them. Be sure to emphasize that taking action is optional and up to them. If they choose to take action the teacher will be there to support them. Students will have ideas but will likely need support planning and executing. For example in one classroom students decided to tackle disparate hiring practices in their district. Students wanted to march down to the principal’s office and demand they hire more teachers of color. The teacher mentioned how Howard Coles, Dr. Walter Cooper, and the NAACP strategized and planned before taking action. The teacher invited interested students to plan during lunch time. Students planned, researched, and created a slide deck demonstrating the injustice in their school and suggestions for how to change it. They wrote a letter to the principal asking for a meeting. After sharing their work with the principal, two assistant superintendents and the school board the district began to make changes to their hiring practices.

Class Activity 1/3: Warm-Up/Introduction

10 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.



Learning Target: I can examine how a Black activist fought against racist actions in the Westchester area and identify a strategy our class can practice fighting for equity today.

Slide 5: Let students know that they will be participating in a circle about antiracism. Use the Fist-to-Five strategy to check in with them and see how they are feeling about this. You can quickly gauge a number of things—readiness, mood, comprehension—by asking students to use the “fist-to-five” signal with their hands.

Slide 6: Re introduce the Teaching Tolerance Strategy from day 1 (see p. 9 of ‘Let’s Talk’): REPEAT•THINK•BREATHE•FEEL Explain these steps as a way to communicate while feeling difficult emotions. These steps won’t prevent or change the emotions students may feel, but they can help them self-regulate. Model the strategy with students.

Slide 7-8: Remind students of the vocabulary term from day 1, ‘Anti-racist’. Ask them to turn and talk to a partner about ‘antiracists’ they learned about in the jigsaw activity.

Slide 9: Share the NYS Social Studies practice ‘Civic Participation’ with the students. Communicate that this is a Social Studies skill we will “PRACTICE” all year.

Slides 10-12: Briefly point out historic and present-day examples of civic participation in Westchester and Rochester.

Slide 14: Read aloud (teacher calls on volunteers or selects a different student to read each slide out loud) or teachers can have students read independently for homework or bell work prior to the circle. Dr. Walter Cooper Gets Involved (20 minutes) During the read aloud, students identify and write an anti-racist strategy used by Dr. Cooper on sticky note or digital note catcher.

Class Activity 2/3: Restorative Circle

30 minutes

Set-Up

Circle Protocol: Talking piece (only person allowed to talk is the one with the talking piece).

- For virtual circles, invite students to each come with a talking piece that represents safety and strength.
- Create agreed upon circle agreements or norms
- Facilitator goes first and then takes notes
- Create order so kids know when they're speaking
- Facilitator summarizes what everyone said at the end

Slide 14: Introduce students to restorative circle protocol. Let students know that these group norms will be followed throughout this social studies unit and that the norms can be added to or adapted. Model a group norm that you need in order to feel supported and challenged during both the circle and for this whole unit then pass the talking piece around the circle.

Round 1



Teaching Tip

It is helpful to use any norms you created with your students on day 1. Still give them the opportunity to make additions or adaptations.

During the read aloud, note one anti-racist strategy Dr. Cooper used to take action against an injustice. Be prepared to share.

Slide 14: Introduce the round 1 question and read the story slide deck 'Dr. Walter Cooper Gets Involved'. The facilitator begins by sharing one anti-racist action strategy he/she observed during the read aloud. Then the talking stick is passed to the next student who has the option to share or pass. It is important that the facilitator offer affirmation to students by quickly reflecting back their comments without commenting on them. If a student shares something that breaks the group norms it is important to gently remind them of the group norms and give them another chance to share. After all the students have shared the facilitator uses their notes to reflect back what the students shared and highlight the themes and questions that emerged. If necessary the facilitator can make the decision to pass the talking piece back around the circle for a connection round where students can add to what they shared, ask questions, and answer one another questions. This is not a time for the teacher to answer questions. The facilitator demonstrates a posture of curiosity, seriousness, and intention

Round 2

Which action strategy do you think we might practice this school year?

Slide 15: Introduce the round 2 question, “Which action strategy do you think we might practice this school year?” Begin by sharing the question and then have the students choose one of the strategies. The facilitator goes first again and enforces the circle protocol and group norms. After each student shares, the facilitator restates their answers pulling out common themes and questions and recording a student’s first name by each strategy to enable grouping later according to common interest.



Teaching Tip

Prepare chart paper or a digital graphic organizer to capture the action strategies described by students.

Class Activity 3/3: Check for Understanding

Exit Ticket

Slide 17: Display slide and invite students to complete Exit Ticket As a way to encourage next steps and civic action, each student can complete the Exit Ticket which allows each student to brainstorm possible problems to address, action steps, and who they might work with in this adventure. Creating and encouraging active and engaged citizens is the work of Social Studies in general and antiracism in particular, so teachers can consider strategic next steps following the Exit Ticket.



Teaching Tip

Some students appreciate silent thinking and writing time to process this type of question. Consider recording and grouping student responses for later advocacy projects.