

Case Study 4: Box Protocol Jigsaw Source Set Analysis

Based on a 30–45 minute class.

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

Social Studies Framework Reference

4.4e Citizens of the State of New York have responsibilities that help their nation, their state, and their local communities function.

➤ Students will discuss active citizenship and adults' responsibility to understand important issues.

- **4.5** In Search of Freedom and a Call for Change: Different groups of people did not have equal rights and freedoms. People worked to bring about change. The struggle for rights and freedoms was one factor in the division of the United States that resulted in the Civil War.

New York State Standards: English Language Arts

RI.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Teaching Tolerance Standards

JU.3-5.15 I know about the actions of people and groups who have worked throughout history to bring more justice and fairness to the world.

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.

Social Studies Practice: Gathering, Using, & Interpreting Evidence

Overview

Students will explore race and equity in Rochester through a structured analysis of at least four sources. This is the third 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 and resistance through four sources all related to Dr. Walter Cooper. His experiences facing racism and his resistance and activism as a local community leader provide a lens for students to collaboratively consider Rochester's history as well as a model for civic activism today. They will also be encouraged to connect the jigsaw sources to the common source redlining map. There is an **alternate Jigsaw** that can be used in part or as a substitute.



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

Teacher Resources

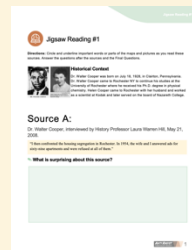


Day 4 Case Study



[Day 4 Case Study
Slide Deck](#)

Share with Students



Jigsaw Handouts #1,
#2, #3, #4



Alt. Jigsaw Handouts
#1/ER, #2, #3, #4

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.

Vocabulary		
Segregation	Integration	Protest
Racial	Social	Domicile
Real Estate Agent	Developers	Colleagues
Chaired	Executive	White Collar
	Redlining	



Social-Emotional Teaching Tip

Helping students realize they are part of a team can be a foundational first step. Each of them will become an expert on the assigned jigsaw source. Together they will be able to tell a more complete story. Encourage students to use a talking piece and take turns sharing about their jigsaw sources in their groups.



Culturally Responsive Teaching Tip

This lesson is designed to connect students to the legacy of civic action for racial justice in Rochester. When students learn about individuals and groups that have worked to bring more justice and fairness to the world they see themselves and realize their responsibility and agency in continuing this legacy (TT Justice 15) When students are connecting the jigsaw sources back to the inquiry question and the racial dot map in the mystery source, it is important for them to them to make the connection that the segregation of today is rooted in these policies from the past (Diversity 10). Encourage students to wrestle with the text. Help them notice the perseverance, struggle, and courage of people of color.

Class Activity 1/3: Warm-Up/Introduction

5 minutes

Students will analyze the Learning Target for the Case Study (use **Slide 4**). 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 work with my team to analyze the effects of racism, discrimination, and how people resisted in Rochester.

Class Activity 2/3: Jigsaw Protocol

Set-Up

Teachers should display the jigsaw slide deck which begins with the Learning Target (**use Slide 4**) which can lead into a focus on Causation. This Case Study looks at both causes and effects but largely centers on the effects that racism and discrimination have had on the community of Rochester. Review both the Mystery Source (**use Slide 7**) and Common Source (**use Slide 8**). **Slide 5** reviews the Box Protocol structure and layout and highlights the part they will be working on in this class.

Introduce them to each of the four jigsaw source sets (**use Slides 9-13**) and emphasize that each student will be responsible to learn and teach their Table Group about their set of sources. Let them know they will have questions to answer for their sources. Then they record what they thought was most important on their chart paper. When students are done, have each student share with their group about what they learned and how it connects to the inquiry question.

Jigsaw Reading 1: Interviews with Dr Walter Cooper on Housing

About the source: Dr. Walter Cooper, Ph.D, was a scientist at the Eastman Kodak Research Laboratories until his retirement in 1986. Among his many national, state, and local activities, Cooper was Chairman of the Education Committee of the National Association for the Advancement of Colored People (NAACP) from 1959 to 1965, a Founding Member of the Rochester Urban League in 1965, and a Regent of the State of New York from 1988 to 1997. This source highlights Dr. Cooper's struggle to find housing in Rochester and its suburbs. You'll notice that he names local developer Max Farash as one of the many who denied him a place to live based on skin color.

Teaching Tip



We want students to come to the conclusion that it is not normal for someone to apply for an apartment 69 times. This was racism. Many of the developers that denied them housing are still around today. It can be helpful to pull up the map from the mystery source so students can analyze where each of these suburbs (Henrietta and Penfield) is located and make observations. Encourage kids to put themselves in the shoes of the Coopers. How do you think they felt? You may want to tie in the thread of perseverance and not giving up no matter what.

Jigsaw Reading 2:

About the source: According to the Rochester Journal of Medicine, Strong Hospital had separate and unequal racially segregated nurseries until the 1960s. Black people also weren't allowed into the medical school at URMC until the late 1940s. Howard Coles challenged the exclusion of Black students in *The Voice* newspaper and helped get the NYS Temporary Commission on Jobs and Healthcare 1939 (p. 114) published. This eventually led to NYS forcing UR to change their policy. To this day many older people of color purposefully avoid seeking care at Strong. Here Dr. Cooper talks about his firsthand experience with segregation and unequal care at Strong Hospital. Cooper was the first black person to receive a Ph.D in Chemistry from UR.



Teaching Tip

Consider asking questions to help students make a connection to their background knowledge of Jim Crow South. You may need to introduce the phrase 'separate but not equal'. When introducing and discussing this source try to draw out and emphasize the Coopers' accomplishments and credentials and how they protested by never returning to Strong Hospital. The purpose here is not to villainize URMC. Some students' parents may work there. It may help to emphasize that URMC was not unique; both hospitals in the North and South had similar policies. The Hill-Burton Act passed by the Federal government codified the idea of "separate but equal" in hospitals and health care facilities until 1964 when the Civil Rights Act was passed. In June of 2020 the leadership of URMC publicly acknowledged that Racism is a public health issue and recently created an antiracism and equity plan to address the legacy of racism at URMC.

Jigsaw Reading 3:

About the source: In 1962 Dr. Cooper and his friends, both white and Black at the NAACP filed a lawsuit (Aiken 62) against RCSD arguing the schools were segregated and unequal. They argued school segregation was hurting both white and Black children in Rochester. It took ten years for RCSD to implement an integration plan. During this ten year period white families and school leaders actively resisted integration. School board member Dr. Louis Cerulli led a protest at the War Memorial that

several thousand white parents attended to show their support of school segregation. In this image from the Democrat and Chronicle a group of white parents and youth are seen yelling at and throwing bottles at the initial group of black students who were integrating Charlotte H.S. For more information check out Justin Murphy's book [‘Your Children are Very Greatly in Danger’](#).



Teaching Tip

This source helps kids see that many white people in Rochester actively fought for segregation. We want to emphasize and we want our students to realize that the students of color bravely went to school in this dangerous situation.

Jigsaw Reading 4:

About the source: This source has four people of color's perspectives on the July 1964 uprising that happened in the redlined 3rd and 7th wards. It is important to ask questions that draw student attention to the connection between the uprising and redlining (common source). In 1989 County Historian Carolyn Vacca discovered a direct connection with redlining, urban renewal, police brutality, and lack of running water with people who were arrested for rioting.



Teaching Tip

Have students read each quote and then put them in their own words. It may be helpful to draw their attention to Jesse Stevens whose quote shows how his thinking about the riot changed. It is important not to put your perspective or opinion into this source. Let students think about it and grapple with it. Focus on building empathy and perspective.

Class Activity 3/3: Reflection & Synthesis

When students have read and analyzed their jigsaw source, have them each share out in their group about what they learned. Each Jigsaw Reading concluded with the same “Final Questions” so encourage groups to discuss each person's answer to those questions (**use Slide 14**). Their answers will help them answer the larger inquiry question. It may be helpful to prompt and support groups as they move toward answering the inquiry question and write a final synthesis statement in the center box.

How have people of Rochester responded to racism?

Students should use all of the Jigsaw Readings to help them write a synthesis sentence in the center box (**use Slide 14 and 15**). Monitor group dynamics and progress to support those groups that may struggle to write the sentence.

If there's time, pull the students into an academic circle. Remind them of the group norms and invite them to share their reactions, connections, and ideas about how their jigsaw connects to the question 'How have people of Rochester responded to racism?'

Consider assigning the Exit Ticket as a check for understanding if there is time in class or as part of homework. Returning to the Learning Target as part of the Exit Ticket discussion or to set up the Exit Ticket can be helpful.