



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: 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 – Common 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 5: Academic Circle

Guiding Question: How do we participate in civic action?

Through analysis of sources and an academic circle, students will examine those who have worked to build a more equitable Rochester community. Students will also identify issues in their school and/or community they might change through civic action.



Learning Target: I can identify issues and strategies to fight for equity today by examining how activists have confronted racist policies.

Teacher Resources

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

Share with Students

[Civic Action Paired Source Analysis](#) | [Civic Action Handout 1](#) | [Civic Action Handout 2](#) | [Civic Action Handout 3](#) | [Exit Ticket](#)

Case Study 5: Academic Circle

Based on a 30–45 minute class.

Guiding Question: How do we create change?

New York State Standards: Social Studies Framework Reference

12.G2 CIVIL RIGHTS and CIVIL LIBERTIES: The United States Constitution aims to protect individual freedoms and rights that have been extended to more groups of people over time. These rights and freedoms continue to be debated, extended to additional people, and defined through judicial interpretation. In engaging in issues of civic debate, citizens act with an appreciation of differences and are able to participate in constructive dialogue with those who hold different perspectives

12.G2d The definition of civil rights has broadened over the course of United States history, and the number of people and groups legally ensured of these rights has also expanded. However, the degree to which rights extend equally and fairly to all (e.g., race, class, gender, sexual orientation) is a continued source of civic contention.

12.G3 RIGHTS, RESPONSIBILITIES, AND DUTIES OF CITIZENSHIP: Active, engaged, and informed citizens are critical to the success of the United States representative democracy. United States citizens have certain rights, responsibilities, and duties, the fulfillment of which help to maintain the healthy functioning of the national, state, and local communities.

12.G4 POLITICAL AND CIVIC PARTICIPATION: There are numerous avenues for engagement in the political process, from exercising the power of the vote, to affiliating with political parties, to engaging in other forms of civic participation. Citizens leverage both electoral and non-electoral means to participate in the political process.

Social Studies Practices: Civic Participation

F2. Participate in activities that focus on a classroom, school, community, state, or national issue or problem.

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 and interdependent global community by developing awareness of and/or engaging in the political process.

New York State Standards: English Language Arts

11-12SL1: Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others

11-12SL1a: Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, well-reasoned exchange of ideas.

11-12SL1b: Work with peers to set norms for collegial discussions and decision making, establish clear goals, deadlines, and individual roles as needed.

11-12SL1c: Pose and respond to questions that probe reasoning and evidence; address a full range of positions; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

11-12SL1d: Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

Teaching Tolerance 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

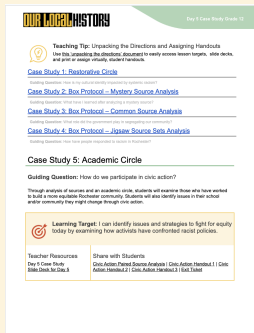
Overview

By analyzing two sources and participating in a restorative circle, students will explore the ways people and groups in the past and present have worked to build a more equitable Rochester community. Students will also identify issues in their school and/or community they might change and explore strategies for taking action.



Learning Target: I can identify issues and strategies to fight for equity today by examining how activists have confronted racist policies.

Teacher Resources



Day 5 Case Study

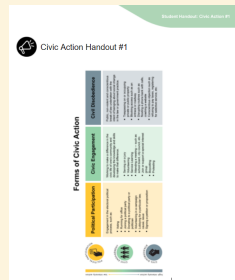


Slide Deck for Day 5

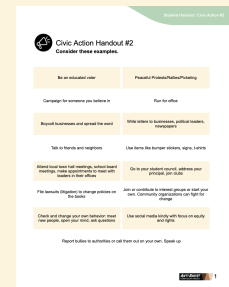
Share with Students



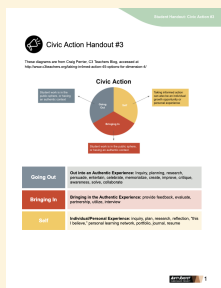
Civic Action Paired Sources



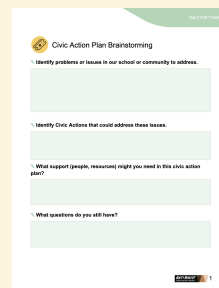
Civic Action Handout 1



Civic Action Handout 2



Civic Action Handout 3



Exit Ticket

Sequence of Instruction

Pre-Teaching/Introduction

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



Civic Action Teaching Tip

This Case Study is the first step of an invitation for students to take civic action and be active, engaged citizens. The next steps of civic action will depend on your students, your classroom, your district, and your community. Two very general next steps can be considered **with numerous variations in between** them:

REQUIRED CLASS PROJECT: The Civic Action can be a required component of a senior class. This could be done by individuals, in small groups, as a class, and/or with multiple classes. The teacher would guide and perhaps assess this civic action.

INDEPENDENT WORK OUTSIDE OF CLASS: The Civic Action can be done entirely outside of the classroom and teachers can simply offer support and guidance to individuals or groups.

SUPPORT: Reach out to the antiracist curriculum project (shanewiegand22@gmail.com) for support in civic action. Possible areas of support include help bringing in local civil rights leaders to talk with students, strategic planning support for civic action projects, guidance in safely navigating relationships with parents and school leaders, and connecting student civic action projects with other student work and/or larger civic action in the community.



Social-Emotional Learning Teaching Tip

Students may not agree on what issues are facing their school and community. They may also disagree on how to face these problems. The teacher's role is to encourage and facilitate these conversations, to model how to disagree, and support students who want to carry out a civic action project. Encourage students to acknowledge the limitations of their own perspectives. Foster a safe space by reminding students of their agreed upon group norms and values. "Our challenge as culturally responsive teachers is knowing how to create an environment that the brain perceives as safe and nurturing so it can relax, let go of any stress, and turn its attention to learning" dreaming and planning for equitable change (Hammond 2014). Invite students to hold themselves, their peers, and their teachers accountable.

It is also important to create space for students to notice and share how they are feeling. Be sure to restate and affirm these feelings. According to Zaretta Hammond "Affirming is simply acknowledging the personhood of each student" (2014). Invite students to consider how their identity and culture ties into what they share. Don't shy away from affirming "those culturally specific traits that have been negated by the dominant culture" (2014).

This process can be an opportunity to practice responsible decision making as they evaluate and plan strategies to dismantle racist policy in their community.

Lastly, consider inviting one or two students to co-facilitate the circles.

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

During the boxing protocol, students learned about challenging topics such as redlining, restrictive covenants, and segregation. This lesson more directly introduces students to the hopeful reality that ordinary people have always taken action against injustice in Rochester. Leaders such as Peter Tolliver, Kevin Beckford, Quintin Primo, Alice Young, James Beard, the Black Student union at Charlotte H.S. in 1971 and thousands of others who marched, picketed, wrote letters, ran for office, voted, persuaded, spoke out, and changed policies here in Rochester have confronted racism. 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.

The goal of this lesson is to help students learn about their own identity. We want to equip students with the skills to interrogate place based primary sources focused on power and privilege, compare multiple perspectives, and make connections to their own lives. We want to build students' knowledge about the local history of racist policy and anti racist action and help them make connections to present day issues. The hope is that students will learn from historically marginalized voices and apply those lessons to solving the problems they see in the world today. "There is great power in the 'explicit acknowledgement to students that you are aware of the inequities that impact their lives'" (Hammond 2014). We want students to think critically about power, equity, and the disruption of oppression (*Cultivating Genius*, Gholdy Muhammed, 2020). Most of all we want students to recognize the power they have as individuals and the greater power they can create as a group to change racist policies and systems that impact their lives. Creating space for students to plan, dream, strategize, and collaborate is at the core of civics and democracy.

Class Activity 1/4: Warm Up/Introduction

5 minutes

Slide 4: Students will analyze the Learning Target for the Case Study. Teachers can guide this analysis by focusing on words and activities embedded in the Learning Target. Here is the Learning Target:



Learning Target: I can identify issues and strategies to fight for equity today by examining how activists have confronted racist policies.

Slide 5: Share the NYS Social Studies practice 'Civic Participation' with students. Communicate that this is one of the Social Studies Practices in NY state Social Studies. This is an active practice that students should learn how to do. We want to empower students to become active, engaged civic participants in our multicultural democracy and recognize their power and responsibility to work for positive change.

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 will not prevent or change the emotions students may feel, but they can help them self-regulate. Model the strategy with students.

Slide 7: Based on their learning from the previous Case Studies, invite students to consider what racist policies are in place today (i.e. zoning, school segregation, school funding, housing segregation, access to credit, mass incarceration, systemic racism in policing, health equity, etc.). It may be helpful to quickly review or consider the current statistics on racial disparity in Monroe County they explored on day 1 from the 2020 Act Rochester Hard Facts Report and the Common Ground Health Insights Dashboard.

Class Activity 2/4: Paired Source Analysis

30 minutes

Slide 7: Students will engage in a paired text analysis and comparison.



Teacher Notes

The Civic Action Paired Source Analysis contains several current event articles and social media posts from the Rochester area. Students could also find up-to-the-minute articles and issues independently and add those examples of activism to the chart in the column labeled STUDENT SOURCES.

1. Students begin by selecting a source from the Case Study 4 Jigsaw Source Sets (#1, #2, #3, #4). There are 4 sets with multiple sources in each set. Students will choose one source based on a number of interest factors they can consider: the civic action, the issue, a compelling leader, and others. ***Alternatively, students might select TWO sources from the Paired Source Analysis Handout (then skip to direction #4).
2. Students identify the civic action or actions taken in this source using the Civic Action Handout 1.
3. Pair the selected Jigsaw Source with another current issue, selected from the Paired Source Analysis Handout.
4. After reading their selected Monroe County Current Issue, students should compare the civic action taken in the two readings.
5. Teachers might consider debriefing these readings in class by asking a number of students to share their selections and insights. This rather informal processing can lay the foundation for the Academic Circle that will follow.

6. **OPTIONAL:** Teachers might ask students to explore other readings from the Paired Source Analysis Handout for Homework. They can identify current issues and civic actions that pique their interest, that they can explore further, and ultimately might take action to address. Casting vision at this early stage for the class, based on how teachers envision this civic action functioning as part of their curriculum and teaching, can help to direct student thinking.

Class Activity 3/4: Academic Circle

30 minutes

Circle Protocol

Recall the Circle Norms established previously. Suggested norms include:

- 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 youth know when they're speaking
- Facilitator summarizes what everyone said at the end
- Expect to experience discomfort
- Be aware of intent; own your impact

Slide 9: Review the Group Norms or establish them with the class. Offer an opportunity to add to these norms or to discuss changing them. This question on **Slide 6** can help guide this conversation:

"What rules would help you feel comfortable and safe to have a challenging conversation?"

Invite students to respectfully hold both their peers and teachers accountable to these agreed upon rules for engagement. Remind students that activist organizations that are successful in creating change do the same thing.



Teaching Tip

It can be very helpful to invite a student to join the teacher as a facilitator. Another option is to have two students co-facilitate the circle. For this to be successful it is important to meet with the students to be sure they understand the dynamics and responsibilities of facilitating a circle.

Round 1

This circle has a reflection component for students to consider their previous learning as well as a question for the circle on what issue or problem might be addressed through their action.

Slide 10:

- **REFLECTION:** Reflect on what people of color have endured living in the Rochester area.

- **QUESTION:** Which current issue/problem stands out to you as one we should work on first and why?
- **CIRCLE PROTOCOL:** After sharing the question, the facilitator answers first and enforces the circle protocol and group norms. After each student shares (and some may pass), the facilitator restates their answers pulling out common themes and questions. There can be an optional “connection round” in which students can identify connections, common themes, or ideas that stood out as important.

Round 2

Slide 11-12:

After reviewing the list on Civic Action Handout 1 (displayed in **slide 11**) and the list of more specific actions in Civic Action Handout 2 (displayed in **slide 13-14**), introduce the round 2 question:

“What one or two civic actions do you think offer the best chance to change racist policies in the Rochester area?”

CIRCLE PROTOCOL: After sharing the question, the facilitator answers first and enforces the circle protocol and group norms. After each student shares (and some may pass), the facilitator restates their answers pulling out common themes and questions. There can be an optional “connection round” in which students can identify connections, common themes, or ideas that stood out as important.

Civic Action Handout 3 (displayed in **slides 13-14**) can also be useful as students plan their civic action; this could be introduced before Round 2 or after it to spark thinking and provide more concrete direction.



Teaching Tip

Taking notes on specific ideas identified by students can be very helpful at this stage of the civic action work. After the lesson, consider following up with students individually or in small groups based on similar interests, problems, and suggested solutions.

See the note above on the Civic Action Teaching Tip regarding options for teachers in implementing civic action in the classroom.

Class Activity 4/4: Check for Understanding

Review the learning target. Consider using the Exit Ticket (**slide 15**) to have students articulate the current state of their thinking about taking civic action.



Teaching Tip

Consider encouraging students to attend a virtual or in-person town hall/city meeting, conference, community protest, or any related function that highlights the meaning of systemic racism and ways to actively dismantle it. If possible, extend an incentive for those who choose to do so. Make space for students to share their experience with the class.