



**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: Identity

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

Case Study 2: Mystery Source

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**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

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**Guiding Question:** How did racist policies impact the experience of Latinx people in Rochester?

Case Study Optional: Great Migration

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**Guiding Question:** Why did thousands of Puerto Ricans move to Rochester in the 1950-1970s?

Case Study 4: Jigsaw Source Sets Analysis

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

Case Study 5: Restorative Circle

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

# Case Study 2: Mystery Source

Based on a 30–45 minute class.

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

## Social Studies Framework Reference

**5.6 Government:** The political systems of the Western Hemisphere vary in structure and organization across time and place. (Standards: 5; Themes: GOV, CIV)

**5.6c** Across time and place, different groups of people in the Western Hemisphere have struggled and fought for equality and civil rights or sovereignty. Students will examine at least one group of people, such as Native Americans, African Americans, women, or another cultural, ethnic, or racial minority in the Western Hemisphere, who have struggled or are struggling for equality and civil rights or sovereignty.

### Skills Focus: Gather, Use, Interpret Evidence

As a whole, these case studies are designed for students to use and interpret primary sources. Making inferences is emphasized as part of this interpretation.

## New York State Standards: English Language Arts

**5R9:** Use established criteria to categorize texts and make informed judgements about quality; make connections to other texts, ideas, cultural perspectives, eras and personal experiences

**5R1:** Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences.

## Teaching Tolerance Standards

**Justice 14** Students will recognize that power and privilege influence relationships on interpersonal, intergroup and institutional levels and consider how they have been affected by those dynamics

**JU.3-5.14** I know that life is easier for some people and harder for others based on who they are and where they were born.

**Diversity 8** Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way

**DI.3-5.8** I want to know more about other people's lives and experiences, and I know how to ask questions respectfully and listen carefully and non-judgmentally.

**Diversity 10** Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.

**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.

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

**Ju.3-5.11** I try and get to know people as individuals because I know it is unfair to think all people in a shared identity group are the same.

# Social Studies Practice: Gathering, Using, and Interpreting Evidence

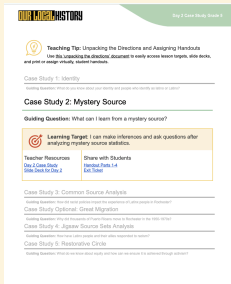
## Overview

Students will explore various statistics from Monroe County through a structured source analysis of a Mystery Source. This is the first 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 inequities today through an analysis of the Mystery Source, four graphs telling a story of inequities across Monroe County. Ultimately students will make a claim (their guess identifying the mystery sources) and support it with evidence.



**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

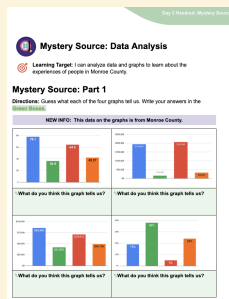


[Day 2 Case Study](#)

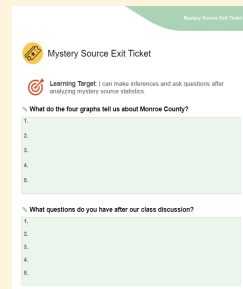


[Slide Deck for Day 2](#)

### Share with Students



[Handout](#)



[Exit Ticket](#)

- Chart Paper
- Markers or Colored Pencils
- Sticky Notes (optional)
- OR
- [Virtual Chart Paper](#)

# Sequence of Instruction

## Pre-Teaching/Introduction

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



### Vocabulary Teaching Tip

Students may benefit from an Anchor Chart that introduces the vocabulary for the case study. Consider 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     |            |             |              |
|----------------|------------|-------------|--------------|
| Racist         | Antiracist | Segregation | Demographics |
| Home Ownership | Income     | Poverty     |              |



### Social-Emotional Teaching Tip

It is important to consider that students may have strong feelings and emotions when realizing the segregation and disparity between people of color and white people. Avoid singling out students of color to share their reactions. Do not assume that all people of color feel the same way or speak for other people of color. If you only have one student of color in your class, it is important to consider partnering with another class that has a student of color so that child isn't the only one. Lastly, it is important to remind students of class norms and expectations around being respectful and caring.



Figure 1: Framework for Systemic Social and Emotional Learning.  
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[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 [Critical Step]

This lesson is designed to help students examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified (Diversity 10). Students recognize the disparities between Black and Hispanic populations and the Asian and White populations in Monroe County. As students wonder why or how these disparities happened, **students sometimes express negative stereotypes about people of color**. It is important to directly name these statements as 'stereotypes' that are untrue. This is also a good place to consider Justice 11: I relate to all people as individuals rather than representatives of groups and can identify stereotypes when I see or hear them. Learning for Justice's ['Speak Up'](#) handbook offers helpful guidance on this.

### Class Activity 1/4: Warm Up, Introduction

5 minutes

Teacher directions are directly connected to the slides in the slide deck.

**Slide 4:** Students will analyze the Learning Target for the Activity. 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 make inferences and ask questions after analyzing mystery source statistics.

### Class Activity 2/4: Boxing Protocol Mystery Source - 4 Quadrants

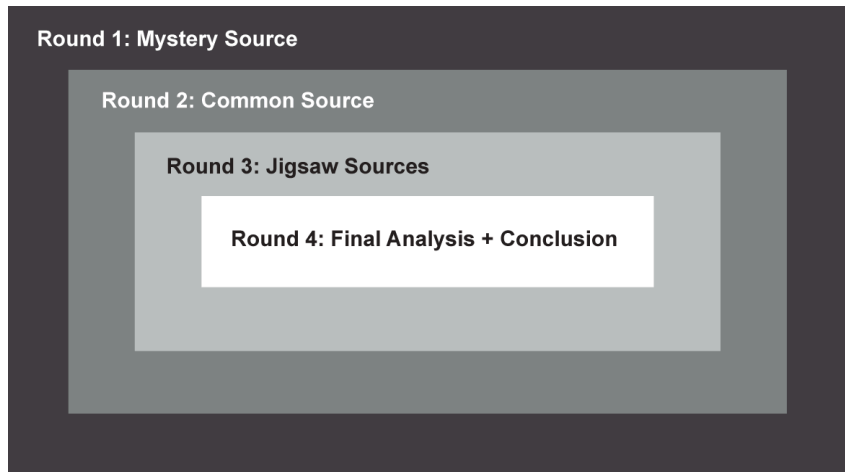
10 minutes

#### Setup

The Box Protocol activity structures student investigation of sources. Each investigation is divided into rounds based on specific sources. There are four rounds to the activity. The slide deck begins with a visual of the Social Studies Practice of Gathering, Using and Interpreting Evidence (Slide 5), the primary skill of this day and the box protocol. A visual of the four rounds or boxes shows all stages of the protocol (Slide 6) follows.

Divide students into groups of four students and give each group markers and a large piece of butcher paper, chart paper, or the like. There is also a special [Virtual Chart Paper](#) so that the lesson can be done virtually.

Students will complete four rounds by filling in four concentric boxes on the large display paper as they move through the lesson. The spaces around each box serve as group note-taking space for the source analysis in each round. It is strongly encouraged to draw the boxes in advance for each group to save time and potential confusion of how many boxes to draw and how much space to leave.



### Teaching Tip

When creating groups of four students, consider several options to set students up for success. Mixed ability groups can help students who need extra support if the culture of groups and relationships are considered. The 4 Jigsaw Readings in a later Case Study are designed so that students who need extra support can be assigned one particular reading.

### Part I: Mystery Source - 4 Graphs

After students have the protocol set up, encourage each table group to look at the Mystery Source. Each group can write down observations of what they see or this can be done verbally. Use one or more of the questions on the first slide to direct students:

- What do you notice?
- What do you wonder?
- What can you infer?

After viewing the graphs, encourage students to write down guesses of what they think the graphs tell us. Students will write their answers in the outermost (Round 1) box on the butcher paper.

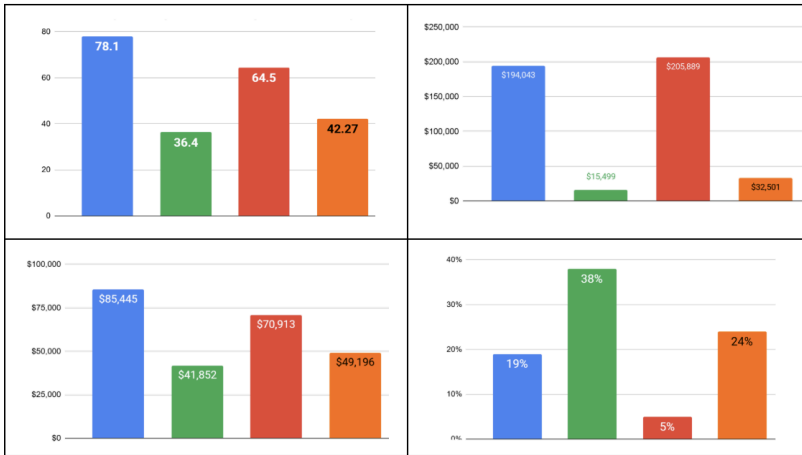
**ALTERNATE ENTRY POINT:** Showing two of the graphs without any labels and inviting students to compare and contrast the two graphs can lead to spirited observations and engagement.

**Slides 9-12:** The introduction of the four graphs (Slides 9-12) could be viewed away from student desks (at the rug, for example) where there may be less distractions. Furthermore, students can bring sticky notes with them to make notes or guesses away from their desks. Then they can take their sticky

notes back to the poster paper. Alternately, inviting students to note similarities and differences is another way to begin the analysis and conversation.

Here is the repeated question for the four graphs:

**What do you think this graph tells us?**



Students can record their observations in the outermost square. Alternatively, or perhaps in addition to the boxing protocol chart paper, students can use the Handout.

There is not one correct answer at this stage. Students may identify some correct information or people groups in Monroe County. Whole class conversation can be useful at certain points to draw out observations and push the thinking of fellow students.



### Teaching Tip

When students offer a guess or inference, it is wise not to affirm or correct any student participation. Preserving the mystery is essential as an instructional strategy. If students have trouble at this stage, emphasize making observations and looking carefully at the graphs paying attention to any labels or information noted in each graph. These observations and making inferences is the right work and is hard work.

Pacing for each graph and each stage of this Mystery Source is dependent on student engagement. Each graph can generate individual reflection, table conversation, and/or whole group discussion. Adjust the pace and approach to each graph and each stage depending on your students and overall engagement.

### Part 2: Mystery Sources - Guess the Groups

NOTE: Part 2 can be skipped in the interest of time and student engagement; proceeding directly to Part 3 can be equally effective.

In this stage, students discover that each of the bars on the graph represent groups in Monroe County. They will try to guess each of the four groups as a second stage in the Mystery Sources. This part can

be done fairly quickly but offering students time to make concrete guesses and allotting time to discuss their choices in their table groups and/or whole class can lead to greater understanding as well as a creative, helpful tension and desire to know the answers.

**Slide 16:** This slide corresponds to the Handout (Mystery Sources Part 2) that students can complete with their guesses.



### Teaching Tip

Asking students to explain their thinking and reasoning for their guesses can push the collective thinking of the class. Questions such as “Do others of you agree with this idea and reasoning?” can further draw students into the conversation.

### Part 3: Mystery Sources - New Information and Guess the Graphs

NOTE: Part 3 can also be addressed quickly; read student engagement as a guide (see **Teaching Tip**).

In this stage, students learn that the four bars of the graphs represent the following:

**BLUE** = White population

**RED** = Asian population

**GREEN** = Black/African American population

**ORANGE** = Hispanic/Latino population

**Slide 18:** This information provides another opportunity to quickly re-assess their original guesses for what each graph tells us. Students can use the Handout (Mystery Sources Part 3) which follows this slide. Again, table conversations or perhaps more engaging is a brief class discussion. Consider asking how students changed any of their guesses from the first part of the source. This can lead to further fruitful conversations and insights into the graphs. However, look for the right moment to transition to the next stage when the actual titles are shared and they make one final set of guesses.



### Teaching Tip

Pacing can be challenging to give students enough time to think and process answers but keep moving through the slides so it does not drag on too long. Evaluate student engagement and adjust accordingly. It is wise to stay on a slide that students want to discuss or analyze more closely. On the other hand, it is also wise to move past a slide quickly if there is less engagement. Consider the time you can devote to the lesson and balance finishing all the slides.

### Part 4: Match the Title to the Graph

**Slide 20:** In this stage, students learn the four titles to the graphs and are asked to match the title to the graph. Their previous conversations, analysis, and information about each of the population groups

should prepare students to make claims supported with evidence. Students can use the Handout (Mystery Sources Part 4). NOTE: This works well as a Google Doc or done on an electronic device.

## Class Activity 3/4: Mystery Sources Revealed

10 minutes

### Final Analysis & Mystery Source Revealed

After the analysis of the four graphs is concluded, reveal the mystery sources and display each of the graphs (Slide 20-23). Consider asking the following questions for each of the slides to guide processing and analyzing each graph.

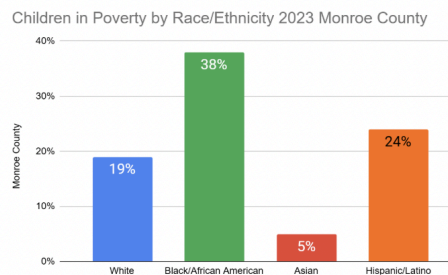
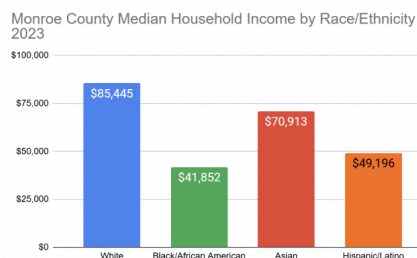
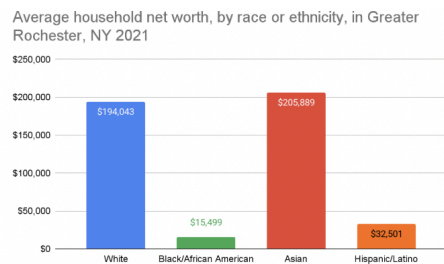
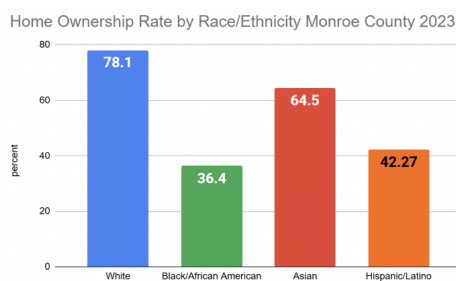
- What do you *notice* or *observe* in this graph?
- What questions does this graph raise for you?
- Possible questions:
  - What is NOT FAIR in Monroe County?
  - What *inequities* in Monroe County are revealed in this graph?

**Slide 22:** Home Ownership Rates

**Slide 23:** Average Household Net Worth

**Slide 24:** Median Household Income

**Slide 25:** Children Under 18 Living In Poverty



**DAYS 2 - 5:** A central idea to emphasize starting in day 2 through day 5 and to focus student table conversations at this point in the lesson, is **FAIRNESS**. Students more easily process social justice and equity issues through the lens of **FAIR** and **UNFAIR** which can be a very helpful theme to return to in the following days. To review this data at the start of day 3, for example, asking students a question such as, “If we remember back to the graphs, what was NOT FAIR in our county?” can be a good review and set up the day’s learning.

**INSTRUCTIONAL NOTE:** Using a paper handout of Part 4 is often quite helpful for students to reference, analyze, and discuss the information.

**Slide 26:** ACT Rochester prepared the Hard Facts Report which provided the data for three of the mystery sources (excluding the education mystery source). These notes from the Hard Facts Report are helpful principles for students to consider as they interpret the data and the sources. Providing students space to respond with questions or observations from these excerpts can be helpful as part of that processing.

**Slide 27:** This excerpt from the 2020 US Census focuses on the identity questions that Latinx people are asked to respond to. These questions and categories can be helpful information for students to consider as they interpret the data from the Rochester area. Note that Hispanic is used by ACT Rochester and the 2020 US Census in reference to Latinx people.

**Slide 28 (above):** This shows all four graphs with all information revealed which provides another possible opportunity to have students process the data. It can also be used as a corresponding slide with Slide 27.

## Class Activity 4/4: Check for Understanding - Ticket out the Door

10 minutes

### Questions and Inferences Raised by the Mystery Source

**Slide 28-29:** This slide (Slide 29) raises three important culminating questions for the lesson:

**What do the four graphs tell us about Monroe County?**

**What is UNFAIR in Monroe County, based on the four graphs?**

**What do the four graphs tell us about the Latino/x experience in Monroe County?**

Students could write down answers within the Mystery Source section on the Chart Paper, but there may not be space remaining. Alternatively, students can write answers on an [Exit Ticket](#) (Slide 30). If time is short, students could also answer the question for homework.



## Teaching Tip

Leaving 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:** This slide provides an optimistic closing and a chance to reflect on this quote.

Note: Teachers might consider changing the order of Slide 28 and Slide 29 depending on how they may choose to close the lesson.

Finally, return to the Learning Target (Slide 32) and have students write down questions that are raised after analyzing the dot map of Monroe County in 2010. The [Exit Ticket](#) also includes space for students to record their questions.

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