

Unpacking the Directions

Tools and Tips for Teachers



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. <u>Here is a PDF</u> link to the entire unit.

Preparation: To Review and to do Before

Send letter to parents beforehand

Information letter to send home to parents

Pre-Teach Social Studies Roles (Social Studies Sourcing Skills)

<u>Student Slides (handout)</u> - this is an activity that could be used to introduce and pre-teach the Social Studies skill roles (to be used in Case Study 3)

Case Study 1: Restorative Circle

Guiding Question: How is my cultural identity impacted by systemic racism?

Students will participate in a restorative circle to share what they know about racism, prejudice, and racist policy. Students will examine their identities and contextualize definitions for Antiracist, Racist, and Systemic Racism.



Learning Target: I can examine and discuss the impact of racism on my life and those who are different from me.

Teacher Resources

Day 1 Case Study Directions

Slide Deck for Day 1

Share with Students

Definitions Handout

Exit Ticket

Case Study 2: Box Protocol – Mystery Source Analysis

Guiding Question: What have I learned after analyzing a mystery source?

The goal of this case study is to analyze and explain disparities and inequities based on observations and analysis of a dot map of race composition in Monroe County from 2010 and data from the ACT Rochester Hard Facts 2017 Report



Learning Target: I can make inferences and ask questions about the causes and effects of segregation after analyzing a mystery source.

Teacher Resources

<u>Day 2 Case Study Directions</u> Slide Deck for Day 2 Share with Students

Virtual Chart Paper groups 1-6)

<u>Data Analysis Student Handout (Monroe County Data)</u>

Alternative Analysis Student Handout (9 County Region Data)

Exit Ticket

Case Study 3: Box Protocol – Common Source Analysis

Guiding Question: What role did the government play in segregating our community?

The goal of this case study is to introduce redlining to students by building map-reading skills as well as social studies sourcing skills. Using the Common Source, Rochester's Redlining map, students will compare various neighborhoods based on primary sources.



Learning Target: I can analyze a map and primary sources to learn how redlining has affected where I live.

Teacher Resources

Day 3 Case Study Directions
Slide Deck for Day 3
(Irondequoit slides)

Share with Students

Common Source Superhero role handouts: Credible Hulk, Mister E, Captain Context, Main Idea Master/Connector

Print all handouts at once

Case Study 4:

Box Protocol – Jigsaw Source Sets Analysis

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

The goal of this case study is to investigate racism and resistance in Rochester through an analysis of four different sets of sources and group conversations.



Learning Target: I can analyze a map and primary sources to learn how redlining has affected where I live.

Teacher Resources

<u>Day 4 Case Study Directions</u> <u>Slide Deck for Day 4</u> Share with Students

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

Exit Ticket

Print all jigsaw handouts at once

Case Study 5: Restorative Circle

Guiding Question: How do we practice antiracist strategies?

Students will explore how 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 Directions
Slide Deck for Day 5
Dr. Cooper Gets Involved

Share with Students

Exit Ticket

Our work is supervised by a community led Advisory Board:

Jennifer Banister, Ph.D., Teen Empowerment

Simeon Banister, Rochester Area Community Foundation

Kevin Beckford, Pittsford Town Board

Kesha Carter, CDO at CCSI

Alex Castro, PathStone

Walter Cooper, Ph.D., NYS Regent Emeritus

Isabel Córdova, Ph.D., Professor at Nazareth College

Thomas Hernandez, Ph.D., Dean of the School of Education, Health, & Human Services at SUNY Brockport

Maria Baldassarre Hopkins Interim Dean, SOE at Nazareth College Joan Coles Howard, Former editor of the Frederick Douglass Voice Newspaper

David Hursh, Ph.D., Warner School of Education

Stephen LaMorte, RCSD

Joellen Maples, Ph.D., Dean of the School of Education at St. John

Fisher College

Joanne Mattiucci, Former Director of Professional Development at RHCSD

Terrance McCarthy, Ph.D., WCSD

Stuart Mitchell, Former CEO of PathStone Corp

Wade Norwood, NYSED Regent & Common Ground Health

Sarah Peyre Ed.D, UR Warner School

Dominic Piacentini RHCSD Director of Professional Development Whitney Rapp, Ph.D., Assistant Dean of the School of Education at St. John Fisher

Crystal Simmons, Ph.D., Associate Professor at SUNY Geneseo Brennon Thompson, NAR

Jolanda Westerhof, Ph.D., Dean of the Ella Cline Shear School of Education at SUNY Geneseo

Christian Wilkens, PhD SUNY Brockport School of Education

Chair

Special thanks to our grade 8 writers, consultants, and friends who helped create this unit:

Greg Ahlquist Gabrielle Brannigan Khieta Davis Kesha James Kelly McNair Shane Wiegand Dr. Walter Cooper Dr. Alice Holloway Young The Youth at Teen Empowerment Rochester