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.

Here is a link to a printable version of 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)

Student Slides (handout) - 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: What do we know about and how have we experienced racism?

The goal of this case study is to recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).

Learning Target: I can understand, discuss, and identify examples of racism, segregation, and anti-racism.

Teacher Resources	Share with Students
Day 1 Case Study Slide Deck for Day 1	Definitions Handout Exit Ticket Optional Homework

Case Study 2: Box Protocol – Mystery Source Analysis

Guiding Question: What questions do I have 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 Mystery Source, a dot map of race composition in Monroe County from 2010.



Learning Target: I can make inferences and ask questions after analyzing a mystery source.

Teacher Resources	Share with Students
Day 2 Case Study Slide Deck for Day 2 (Version for Wayne/Orleans/Ontario County)	Virtual Chart Paper groups 1-6 (optional) Exit Ticket

Optional Day: The Great Migration

Guiding Question: Why did African Americans move to Rochester?

The goal of this case study is to introduce students to the Great Migration. Rochester's Black population grew from 3,000 in the 1930s to 50,000 in the 1960s. Many of these migrants came to Rochester to resist racism in the south and in search of economic opportunity.



Learning Target: I can investigate the reasons that African Americans moved to Northern cities.

Teacher Resources	Share with Students
Optional Case Study Slide Deck for Optional Day	Handout Document (Make a copy for each student) 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 also compare assessors' reports from a redlined area on the map to a blue lined area of the map.



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

Teacher Resources	Share with Students
Day 3 Case Study Slide Deck for Day 3	Virtual Chart Paper groups 1–6 (continue from Day 2) **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 answer a central question on racism and resistance in Rochester through an analysis of four different sources and group conversations centered on events in Rochester around 1964.



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

Teacher Resources	Share with Students
Day 4 Case Study Slide Deck for Day 4	Jigsaw #1, Jigsaw #2, Jigsaw #3, Jigsaw #4 Alternative: Jigsaw #1, East Rochester, Jigsaw #2, Jigsaw #3, Jigsaw #4

Case Study 5: Restorative Circle

Guiding Question: How do we create change in our community?

Students will explore the ways people and groups past and present have worked to build a more equitable Rochester community by participating in a restorative circle. Students will also identify what in their school and community they might change.

Learning Target: I can examine how activists have fought against racist policy. I can identify strategies to fight for equity today.

Teacher Resources	Share with Students
Day 5 Case Study Slide Deck for Day 5	Exit Ticket

Our work is supervised by a community led Advisory Board:

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