



Teaching Tip: Unpacking the Directions and Assigning Handouts

Use the [‘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 – Mystery 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?

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

Day 4 Case Study
[Slide Deck for Day 4](#)

Share with Students

[Jigsaw #1](#), [Jigsaw #2](#), [Jigsaw #3](#), [Jigsaw #4](#)
[Exit Ticket](#)

Case Study 5: Restorative Circle

Guiding Question: How do we practice antiracist strategies?

Case Study 4: Box Protocol Jigsaw Source Set Analysis

Based on a 30–45 minute class.

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

Social Studies Framework Reference

8.5c President Roosevelt issued the New Deal in an attempt to revive the economy and help Americans deal with the hardships of the Great Depression. These New Deal reforms had a long-lasting effect on the role of government in American society and its economic life, but did not resolve all of the hardships Americans faced.

- Students will identify key programs adopted under the New Deal and discuss the racist impact on individual and systemic levels.

New York State Standards: English Language Arts

8SL1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.

Learning for Justice Standards

Diversity 10. Students will express comfort with people who are both similar to and different from them and engage respectfully with all people

DI.6-8.10 I can explain how the way groups of people are treated today, and the way they have been treated in the past, shapes their group identity and culture.

Justice 12. Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).

DI.6-8.10 I can explain how the way groups of people are treated today, and the way they have been treated in the past, shapes their group identity and culture

Social Studies Practice: Gathering, Using, & Interpreting Evidence

Overview

Students will explore race and equity in Rochester through a structured analysis of four jigsaw source sets. This is the third stage of a multi-step instructional strategy referred to as the Boxing Protocol. This activity is designed to help students practice their source-analysis skills and deepen their understanding of racial segregation and resistance through four sets of sources. All sources are related to specific racist policies in Rochester and/or the people who resisted.



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

Teacher Resources

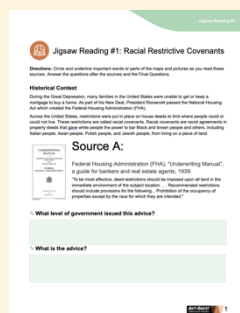


Day 4 Case Study



Day 4 Case Study
Slide Deck

Share with Students



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



Day 4 Exit Ticket

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 2**) 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 and Common Source (use **Slide 7**). **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 8-12**) 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: Racially Restrictive Covenants

About the source: Across the United States, restrictions were put in place on house deeds to limit where people could or could not live. These restrictions are called racial covenants. Racial covenants are racist agreements in property deeds that gave white people the power to bar Black and brown people and others, including Italian people, Asian people, Polish people, and Jewish people, from living on a piece of land. From 1939-1948 the Federal Housing Authority (FHA) enforced a policy that required federally financed housing tracts to include racial covenants.

Racial covenants were used by Monroe County's most powerful citizens and groups. Those who made and agreed to racial covenants include the Catholic Diocese of Rochester, ESL Federal Credit Union, the cofounder of Wegmans Food Markets, the Monroe County Bar Association, Nixon Peabody LLP, the Rochester Home Builders' Association, and the Rochester Institute of Technology. Kodak placed racial covenants on the neighborhoods it built for its employees. The Rochester Democrat & Chronicle advertised and promoted racial covenants, as did members of the Greater Rochester Association of Realtors.

In 1944 Italians, Jews, and Eastern Europeans were legally made 'Caucasian' and given access to government loans by the federal government with the passing of the GI Bill. In July 2020, City Roots Community Land Trust and the Yale Environmental Protection Clinic put together an extensive report on racial covenants in Rochester that provides an in-depth look at how these deeds segregated our community.



Teaching Tip

We want students to make the connection that the government (federal and local particularly) created and enforced these deeds as well as the most powerful and affluent people in Rochester. These were not outliers but a critical tool of white supremacy in Monroe County. We want students to make the connection between restrictive covenants and the people they directly affected. [Judge Reuben Davis](#) was denied the right to purchase a home in the 19th Ward in 1958 because it had a racial covenant. He resisted by getting a friend from the NAACP to buy it for him and 'deviously' sell it to him under the table. It is important to emphasize the agency and resistance in his actions. Lastly, for students interested in the legal process and want to know more about the NAACP and civil rights in NY courts, consider sharing this [excellent documentary](#) on Franklin H. Williams and the NY Judicial Commission in his name that promotes racial equity in the NYS judicial system.

Jigsaw Reading 2: Opposition to Dr. Alice Young Moving to the 19th Ward

About the source: Dr. Alice Young is an antiracist advocate and leader in Rochester, NY. She was the first African-American principal in Monroe County and helped found Monroe Community College. Dr. Young created and supervised the Rochester City School District's first integration program, the Urban Suburban Program. She integrated the 19th Ward of Rochester and fought against the Klu Klux Klan.



Teaching Tip

Students may have significantly different background knowledge about the KKK, a terrorist organization dedicated to enforcing white supremacy. It is important to share that the KKK was visible and active in both the North and South. Focus on the injustice that was faced by Dr. Young as well as how she resisted and continued to fight back throughout her life. Maintain a stance of curiosity to help students understand the harm caused by the KKK as well as how it may have felt for Dr. Young to experience this racism. Many are unaware that the KKK has a history in Monroe County.

Finally, it is important to make space to process for students of color who may have strong reactions to these sources.

Jigsaw Reading 3: NYS Commission Against Discrimination 1958

About the source: NYS Governor Averill Harriman created a NYS Commission Against Discrimination in 1958 called “Negroes in Five New York Cities” in response to black activists’ calls for systemic change. The report offers statistical information on the impact of redlining and racial covenants in Rochester NY. Lastly, it shows that even the wealthiest and famous Black folks in Rochester, like NBA star Dick Ricketts had trouble finding housing.



Teaching Tip

This source is important because it shows the scope and scale of racist housing and hiring policies in Rochester NY during the 1950s. It also lends credibility and context to the articles and interviews with Judge Davis and Dr. Alice Young.

Jigsaw Reading 4: Clarissa Street, Redlining, and Urban Renewal

About the source: This source contains maps, images and text depicting what life was like in Rochester before and after the construction of I-490 and the implementation of redlining and so-called “urban renewal” in the 1960s which has lasting effects until the present day.



Teaching Tip

One of the central points to make in this set is that Black communities in Rochester had thriving and culturally rich centers before racist policy changed those neighborhoods. The Urban Renewal program altered the community of Rochester. You may wish to assign the longer text excerpt to students who can grapple with longer, more complex texts. Students should notice that Black owned businesses and the community atmosphere along Clarissa Street were severely changed by government policy decisions.

Class Activity 3/3: Reflection & Synthesis

When students have read and analyzed their jigsaw source sets, 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 13**). 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.

Students should use all of the Jigsaw Readings to help them write a synthesis sentence in the center box (use **Slide 13 and 14**). Monitor group dynamics and progress to support those groups that may struggle to write the sentence.

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.