

What explains the segregation that exists in the Rochester region?

RACE AND PLACE IN THE FLOWER CITY

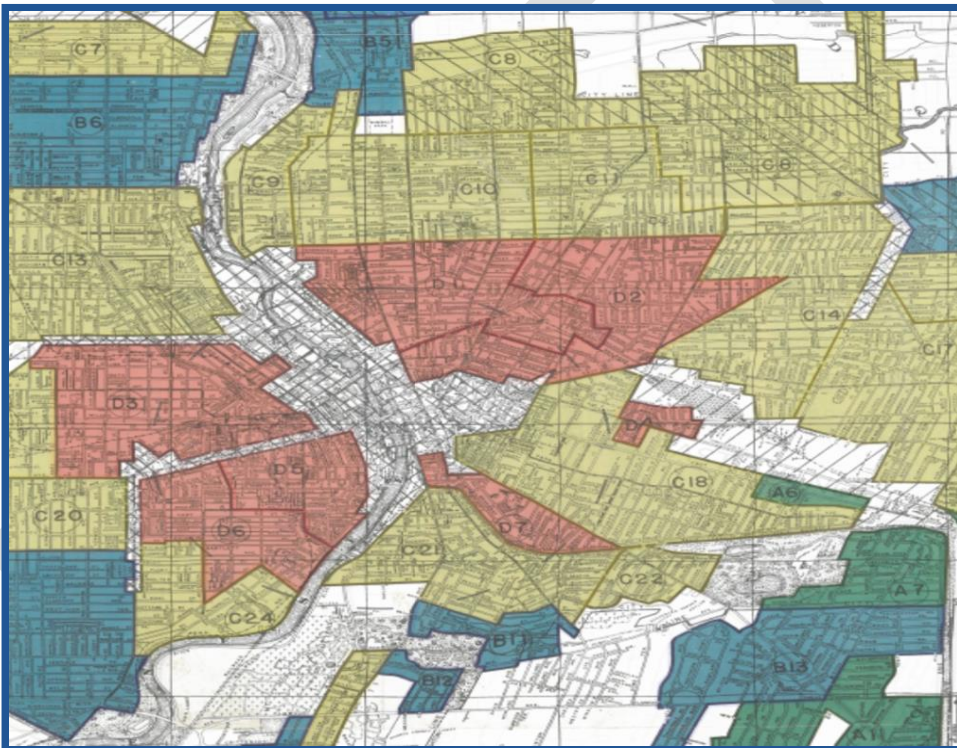


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Supporting Questions

1. Supporting Question 1: What stories do the statistics tell about the Rochester region?
2. Supporting Question 2: How has redlining impacted the Rochester region?
3. Supporting Question 3: How have restrictive covenants affected housing in the Rochester region?

What explains the segregation that exists in the Rochester region?

New York State Social Studies Framework Key Idea & Practices	<p>11.7c President Franklin D. Roosevelt's responses to the Great Depression increased the role of the federal government.</p> <p>11.10a After World War II...the efforts of individuals, groups, and institutions helped to redefine African American civil rights, though numerous issues remain unresolved.</p> <p>✔ Gathering, Using, and Interpreting Evidence ✔ Chronological Reasoning and Causation</p> <p>✔ Comparison and Contextualization</p>
Staging the Question	<p>Choose one of the personal narratives and reflect:</p> <p>What inequity/injustice did the individual experience? What action did he/she take?</p>

Supporting Question 1	Supporting Question 2	Supporting Question 3
What stories do the statistics tell about the Rochester region?	How has redlining impacted the Rochester region?	How have restrictive covenants affected housing in the Rochester region?
Formative Performance Task	Formative Performance Task	Formative Performance Task
<p>1. Introduction: what are statistics, why are they important and how can they be used?</p> <p>2. Notice & Wonder: students will investigate the impact of racial division in Rochester NY utilizing statistics</p> <p>3. Gallery Walk: students will use Hard Facts Report to investigate the statistical differences between racial groups in the Rochester region.</p>	<p>1. See, Think, Wonder: students will make careful observations and thoughtful interpretations using the interactive Mapping Inequality: Redlining map.</p> <p>2. Turn & Talk: Students will watch the Ted Talk Crossing the Color Line and debrief</p> <p>3. Chalk Talk: students will work in groups to annotate sources on redlining in the Rochester region.</p>	<p>1. Students will watch or read Source A for background information on racial covenants.</p> <p>2. Thoughts/Questions/Epiphanies: three groups will each read one specific article, discuss using the protocol, and then share with larger group</p> <p>3. Facilitate a full class discussion on how racial covenants are being dealt with today by community groups and use Source E as evidence.</p>
Featured Sources	Featured Sources	Featured Sources
<p>Videos: Introduction to Statistics or What is Statistics</p> <p>Source A: Free and reduced lunches</p> <p>Source B: 50 Best Schools</p> <p>Source C: Why are Rochester schools America's worst?</p> <p>Source D1-7: Hard Facts</p>	<p>Interactive Map: Mapping Inequality: Redlining</p> <p>Video: Ted Talk Crossing the Color Line</p> <p>Source A: D&C 1930s Rochester Redlining Map</p> <p>Source B: D&C How Rochester's Suburbs excluded Black Residents</p> <p>Source C: D&C 'Redlining' an Ugly Reality in Rochester</p>	<p>Source A: 13Wham Racial covenants on property deeds</p> <p>Source B: Rochester City Newspaper Racist land deeds</p> <p>Source C: A Trip Through Meadowbrook and Racial Covenants in Meadowbrook</p> <p>Source D: Rochester Business Journal Use of racial covenants</p> <p>Source E: Brighton neighborhood formally renounces racist covenants.</p>

Summative Performance Task	<p>Quick write: Answer the compelling question in one or more of the following formats: 5 words or less, 60 second quick write, 5 minute quick write, Flipgrid- 90 second video explanation. This quick write is intended to be an introduction to the op-ed writing task; this task and the Taking Informed Action are in essence two parts of the same Summative Performance Task.</p>
Taking Informed Action	<p>Op-Ed: Students will write an op-ed that could be published by a newspaper or online publication that includes the following:</p> <ul style="list-style-type: none"> ● Clearly articulated opinion ● Hook ● Audience ● Evidence ● Action Step / Solution