

5-2023

History of Redlining: Students of Color in American Public Schools

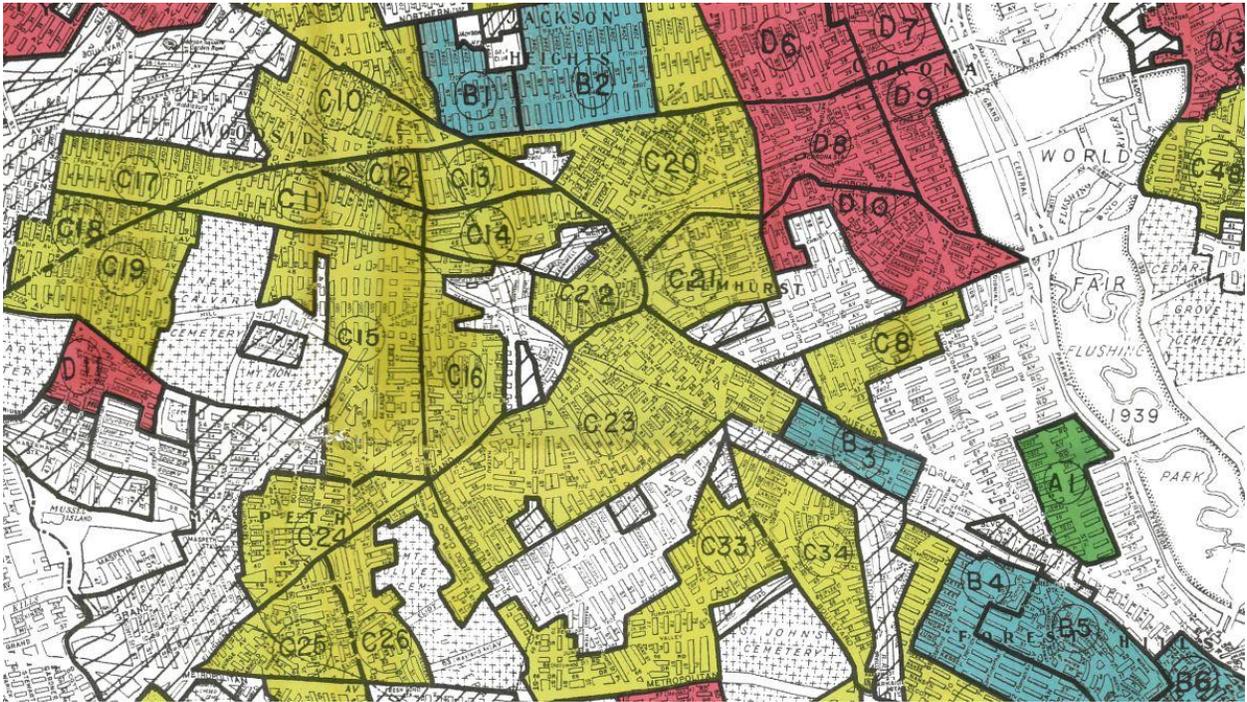
Jennifer M. Villafaña

Follow this and additional works at: https://digitalcommons.csumb.edu/caps_thes_all



Part of the [Curriculum and Instruction Commons](#), and the [Social and Philosophical Foundations of Education Commons](#)

This Capstone Project (Open Access) is brought to you for free and open access by Digital Commons @ CSUMB. It has been accepted for inclusion in Capstone Projects and Master's Theses by an authorized administrator of Digital Commons @ CSUMB. For more information, please contact digitalcommons@csumb.edu.



A Home Owners' Loan Corporation map of Richmond, Virginia, guided lenders as to where and where not to invest. Black neighborhoods were often denoted "Hazardous" and marked in red, giving rise to the term "redlining." | Source: Mapping Inequality

Jennifer M. Villafaña

Senior Capstone

Concentration: English Subject Matter Preparation

Research Essay

Dr. Lee Ritscher

School of Humanities and Communication

Spring 2023

Dedication

To the women in my life who inspire and give me the strength to persevere.

Para las mujeres de mi vida que inspiran y me dan la fuerza de perseverar.

Table of Contents

Dedication	1
Senior Project Proposal	3
Research Essay Title	5
History of Redlining: Students of color in America Essay	6
Lesson Plan	21
Resume	30
Work Cited	31

Senior Project Proposal

Focus: How has redlining affected and keeps affecting public school students of color?

I have chosen this focus area because I come from public school and am also a student of color, I believe the more we become aware of the disadvantages students of color have, the better we are able to understand and alleviate the gap.

Alignment with HCOM: My project's overview is to explore the history of redlining schools, why were budgets distributed the way they were and how they are now. How it affected students of color and how it still affects today. This ties into the Humanities and Communication field of study as this semester's theme of history.

Purpose: My project's primary purpose is to show and teach awareness of my topic. I hope to accomplish through this project to hopefully create the start of a conversation that can lead to the benefit of students of color. The specific humanities research question that I will be pursuing is, Why are students of color less likely to be seen as undeserving within the school system?

Capstone Title: History of Redlining : Students of Color in American Public Schools

Working Summary: The beginning of what is America today was founded on the exploitation of slaves and people of color. This is an important key topic to understand as the nation progressed and later on became segregated. Leading us to the social construct of white being superior to all other races, which in many ways affected and keeps affecting our society today. In regards to our educational system, the history of inequality when redlining surfaced and how that would affect our school systems and funding for years to come.

Sources: Articles, school budget graphs, CSUMB library research database, government statistics, scholarly peer-review articles & websites.

Next steps: The next steps that I will need to take to meet my projects' expectations is using the school library resources to support my project's purpose. I will need to make the time to focus on becoming fully knowledgeable of my subject and making sure my focus is clear when transcribing my knowledge and claim on paper.

California State University Monterey Bay

History of Redlining
Students of Color in American Public Schools

Jennifer M. Villafana

Hcom 475: Senior Capstone

Dr. Lee Ritscher

15 May, 2023

The beginning of what is America today was founded on the exploitation of slaves and people of color. This is an important key topic to understand as the nation progressed and later on became segregated. Leading us to the social construct of whites being superior to all other races, which in many ways affected and keeps affecting our society today. In regard to our educational system, the history of inequality when redlining surfaced and how that would affect our school systems and funding for years to come. This is considered still an important issue that has and keeps affecting the socioeconomic status of people of color and colored public school students.

To understand how this is an important topic still relevant today we must first understand redlining. This social construct became the way of living for many people of color after the 'Jim Crow' laws had been passed, later on segregation had ended within public schools. Yet this division continued in a different manner, it wasn't seen proper to continue segregation out in the open anymore. With the transgression of underlined racism progressed, there became many ways in which blacks, immigrants and people of color were meant to be kept in the bottom of the social construct.

The way in which this was done was through the movement of redlining, it all started with The New Deal under President FDR. An act in which segregation was purposefully done in four categories. The first was the green zone which was meant to be 'the best', this zone was targeted for whites only. The second zone rank was blue, this zone was marked as 'still desirable' neighborhoods, the blue zone was labeled for blue collar whites. Then there was the yellow zone that was labeled as 'declining' which was aimed to house the lower working class of whites. Finally, there was the red zone in which it was referred to as 'hazardous' this zone was used for housing blacks, immigrants and people of color. While the green zones were the suburbs, the red zones were considered urban housing in the inner cities. An example for the contrast of these two

zones is the comparison between a two-story home with a green backyard, while the red zone would be a small apartment that for the most part wouldn't have enough rooms or space for a family. Not only were the conditions of the inside of these homes drastically different but also where they resided was a big factor that would affect the generations to come.

An important factor that affected the residents of these zones caused by redlining were health hazards which would determine not only their condition of life but also the longevity of their life expectancy. Living in a green, blue or even a yellow zone is highly distinctive from living in a red zone when it comes to the quality of life. For one, the red zones were located in zones that were labeled hazardous because the low way of living attracted factories which caused dangerous unhealthy conditions. With factories moving into these spaces came the decrease of property value. Which then caused these neighborhoods to become underdeveloped and with that the rise of crime was a visible outcome these neighborhoods endured.

While that occurred, on the other side of the green zones there was gain of property values that flourished. The way these zones stayed highly valued while red zones kept a low value was determined by bank mortgage loans and the HOLC 'The Homeowners Loan Corporation'. This institution was government funded along with the New Deal to approve whites only for better graded zones while refusing to insure mortgages and loans near African American neighborhoods. Because of these acts property value never increased for the red zones in decades, with that came low property taxes that meant less money going into the public schools in the area and with that lower school quality. What this meant was lower quality of education, graduating rates, and increase in dropout rates. Overall, that meant more than likely African Americans, immigrant and color students had to overcome drastic poverty while their position in this caste system had increased.

The importance of red lining is how it has affected our educational system, which then affects students and their future, and finally how that will affect their position in society. Red lining affects public schools in many ways that not only are within the funding they tend to receive, but also where these schools are placed. The surroundings of the neighborhoods and how that affects students' health. These surroundings also create the lack of resources within the classroom that show up as limitations in students' educational report.

We have already addressed how redlining zones were labeled as hazardous because of what surrounded these neighborhoods. Although that was during the 60's much hasn't changed over time as we as a society have moved forward. Yet there are still the aftereffects of these hazardous environments that surround and make up the environment students of color are growing up in. Because these neighborhoods were surrounded by factories and with little to no green spaces around. These could be considered parks, community clubs, outdoor spaces and gardens which have affected the youth that occupy these communities. Many have had to deal with the health factors that are still lingering after all these years. For example, schools that still reside in these same areas are most likely still surrounded by factories or more developed establishments that don't contribute to the community zone and in some cases still cause health problems.

According to [*"The effects of the historical practice of residential redlining in the United States on recent temporal trends of air pollution near New York City schools"*](#) “historically redlined neighborhoods had higher [diesel](#) emissions and density of local truck routes, compared to other neighborhoods ([Table 1](#). 2.00 vs 1.79 $\mu\text{g}/\text{m}^3$ for diesel emissions and 2.28 vs 1.41 (length of local truck routes-[km]/area-[km²]) for density of local truck routes in redlined vs other neighborhoods; $p < 0.01$ for all)”. It also states “Furthermore, a recent study found that disparities in air pollution levels have been linked to historical redlining across [U.S.](#) Cities,

showing higher levels of PM2.5 and NO2 in redlined neighborhoods, compared to non-redlined neighborhoods ([Lane et al. 2022](#))”. Reinforcing the notion that redlining still has an effect on what used to be labeled the red zones. I chose to use the data from New York neighborhoods schools from 2009 to 2018 because it contrasts and compares within its studies what once were redlined neighborhoods and non-redlined neighborhoods. It emphasizes the main point of this paper, although there have been improvements in what once were red zones compared to non-red zones, these neighborhoods still have a large gap between. Causing not only a health gap but an educational one as well that will determine how well students will perform in society. Some will argue that these health gaps will not have a long term effect or that the gap won’t affect students of color and the limitation of their education. Yet according to [*"The effects of the historical practice of residential redlining in the United States on recent temporal trends of air pollution near New York City schools"*](#) “schools in historically redlined neighborhoods had inequity of opportunities and limited resources such as access to green space and healthy food options for children. Multi-faceted, community-level interventions that aim to change places and social environments can improve child health, development, and well-being ([Sandel et al. 2016](#))”. Health conditions are not only determined by the air quality or the diesel emissions but also the surroundings that shelter students of color. When we are looking into the red zones that are today we see a high percentage of traffic, using this New York example it is easier to visually acknowledge the problems that red lining had and still have in urban neighborhoods. When it comes to these neighborhoods there is a lack of actual grocery stores nearby, only bodegas exist nearby causing poor health food options. We mix in the fact that these neighborhoods don’t have access to a park causing lack of physical activity with obesity that can lead to poor school

performance, it is all a domino effect once one problem is acknowledged bringing into light another problem.

Students' academics reflect the environment they are nurtured in, and when we look at these red zones, we do see a big difference in academic performance. The educational gap between red zones and others can be seen through the resources that are provided within the area, percentage of lower high school graduation rates and the percentage that does graduate high school going off to college. The lack of resources can be acknowledged through the lack of funding which is a public document parents can access. But we also see the lack of resources for these schools and students through actual lack of physical materials. An example of this would be the lack of books, nowadays can be seen as lack of technology, outdated equipment, and worn-out playgrounds. The lack of physical resources can have a toll on not only students of red zone education but also the cut pays public schools must take. Which can cause the lack of teachers and create overcrowded classrooms. As teachers have a large haul teaching a max of thirty students to multiple rotating classes daily, making matters worse as they struggle to keep academic momentum with a low-priced salary and demanding role. According to Science direct; *Environmental International; The effects of the historical practice of residential redlining in the United States; redlining and its influence on educational opportunities in the school system: A collaborative auto-ethnography* “schools in historically redlined neighborhoods had inequity of opportunities and limited resources such as access to green space and healthy food options for children. Multi-faceted, community-level interventions that aim to change places and social environments can improve child health, development, and well-being ([Sandel et al. 2016](#))”. It also states “While the open enrollment process includes the “option” of enrolling in a charter school, non-traditional schools often have an admissions process similar to entering a private

institution as many charters are financially supported by private entities. Studies demonstrate that vouchers and the privatization of public education by corporations are part of a nationwide agenda that negatively impacts the economically underprivileged and children of color, particularly Black children” (Lipman & Hursh, 2007; Pedroni, 2007; Guggenheim, 2010).

According to Kozol (1991), “families who are not victorious in the lottery are required to have their children educated in the site located near their home, regardless of the educational opportunities afforded to the students”. This statement made in the article highlights awareness to students of color in public school and how in most cases parents are aware of the unequal opportunities that cause limitations for their children and their future. Because students of color suffer and does not go unnoticed within these red zoned communities back in the day and now similarly to modern time. Parents have taken measures within their own hands that can persecute them to send and find the best opportunities for their children that are outside of these communities/school districts.

For example, the case of Kelley Williams Bolar can be used to help us make the claim how the effects of redlining are still endured within these communities. In this specific case that took place in Ohio the year 2011, a black single mother of two was jailed for enrolling her daughters within a different district. Kelley Williams Bolar instead of using her address that was in a lower ranked school district, used her fathers, who lived in a much nicer neighborhood. The advantages of this decision helped her two daughters attend a much nicer and funded school district and also helped Kelley have a sense of security that nothing bad would happen to them. What makes this case interesting is that this mothers’ actions were not in the intention for her daughters to have a higher funded school to attend. But instead, it was for her daughters to be living in a safe space with their grandfather. Kelley Williams Bolar was aware of her actions but as many know and

are aware that parents tend to take matters into their own hands. Using another relatives or friend's address to enroll their children in a much nicer school/neighborhood isn't uncommon. Knowing this, Kelley Williams Bolar took the decision to do this for her daughter's safety. Bolar's home had been broken into years ago which had made her living situation stressful not only for her but her daughters. As a single working mother living within her area, the stress of being robbed again and her daughters being harmed was the motive for her behavior. Red lining can be a factor that has played out within Kelley Williams Bolar's life, not as an excuse for her personal decisions within her reach. But for the circumstances she had to endure that led to the choice of using her father's address such as living within a low income community with crime and lack of resources. Because of this decision of wanting better outside of her neighborhood and community Kelley Williams Bolar was taken to court, she was taken into custody and served 9 days in jail. According to *NYTimes* Bolar later was convicted of a felony and was forced to serve 2 years of probation and sentenced to do 80 hours of community service. This would affect her ability to continue studying and obtain a license in family child development, a goal she had been working on for years. Another toll of this decision would be forcing Bolar to repay thirty thousand dollars back to the school district, the *NYTimes* article states Bolar "*They said that the education had been stolen*". Public education had been stolen making Bolar a criminal, a parent who just wanted to provide better resources for their daughters. This wasn't the only disheartening outcome of this trial court case, Edward Williams who was Kelley Williams Bolar father took part in the fall of the felony since it was his address being used. Which then resulted in him being arrested and sent to jail for assisting in the 'crime'. This had created serious health issues on top of his preexisting ones in his one-year jail sentence. Eleven months in and just one more month to go, Edwards Williams at age sixty-five would die in jail.

Another factor to consider when discussing the range of opportunities given to black, color and immigrant students within the public school system is the laws that have passed and how that has also affected them. Educators acknowledge that not all students grasp and learn at the same rate, which was completely fine because students had the opportunity to repeat a grade. In doing so students were able to take advantage of more resources and truly be prepared for the next grade level. This all would change in the year 2002, twenty-one years ago, when the presidential administration under President George W. Bush passed the No Child Left Behind Act. This act would push forwards students to the next academic level even if their academic grades reflected otherwise. According to *The Minority Experience Narrative: Redlining Effects on Socioeconomic and Racial Disparities in Education* “The intention behind the NCLBA was to close the gap and expand educational opportunity at a national level. By 2007, the legislative act had expired, and the achievements were few (Horsford, 2017). The NCLBA required states to create accountability systems that would measure standardized testing rates in math and English. States were assessed on three criteria, to include, pass rate, rate of test attendance, and a state-selected indicator of performance. Efforts to make NCLBA a national success were met with failure as racial disparities still plague the U.S. education system (Horsford, 2017)”. This was one attempt to make the educational plane field even, yet it ended making matters worse. By trying to hold everyone at the same academic standard backfired and showed how uneven everyone's start line was from the other. Because states had different regulations within them also the districts, funding was not similar to all, and neither were resources. This was an attempt that was set to fail from the start. This article also references that The No Child Left Behind act was a second attempt from a previous legislation act “This act was an extension of the 1965 Elementary and Secondary Education Act (Horsford, 2017). This legislation would hold schools

accountable for student achievements according to subgroup status. These subgroups included racial and ethnic groups, low-income students, students with disabilities, and English language learners (Horsford, 2017)". Where some may argue that schools should be held accountable for how well their demographic of students do within the classrooms. I would say that this is an attempt to redirect and point the finger to blame the schools for the proficiency of their students. When in the end how can we hold schools, teachers, parents and students to this high standard of educational achievement when funding fluctuates from one academic year to another. When something such as the No Child Left Behind Act was considered and passed knowingly that it had a high potential to fail, which it did, and when it did fail its purpose, it was left in action. This legislation was not investigated again to improve where it had lacked its potential. Instead, it was left as is, causing and keeps causing setbacks for black, color, immigrant and many other students who may not have the extra resources to catch up academically. Such as tutoring, after school programs that supply academic support or just having the option to extend their time in a grade, they need more help in. Now instead of worrying about getting students from point A to point B, it has turned to getting students from A to B in X amount of time. If not ready, well too bad because what we are saying to students is that it doesn't matter if they are ready, we are at B point and you must make the jump.

Redlining doesn't stop affecting black, color, and immigrant students once they graduate high school, that is if they decide not to drop out. In which, when looking into this demographic of students are more likely to than white students, and less likely to pursue higher education.

Factors that should be taken into consideration regarding this issue is keeping in mind the previous disadvantages. It is well known that because of redlining and the effects it still has on our social construct that universities are for the most part out of reach. In most cases when

looking into these students it can be made possible through three ways. One would be through full rides, these include art, honors, and sports scholarships. The second would be through FAFSA, this is a tricky one because students must meet a certain criterion which can differ from student to student. The third option would be through a loan, the most intimidating option for a student who has no prior knowledge of interest rates and who might become indebted for no reason. Such as if they decide to drop out because they have no more funds or motivation to keep going. With these options we can see how unequal these limited choices are, a one out of three rate of full success is shown. When it comes to black, color, and immigrant students obtaining a reasonable loan we can start grasping how things will generally work for this group.

First, I would like to say that obtaining a loan is inadequate to whomever needs to take one out for school or any other need. When it comes to student loans, I would like to say that it shouldn't have negative repercussions on the borrower and by looking into the logistics we can see how redlining still an effect on students of color has who decide to proceed in this direction.

Education and money lending was a rare privilege for black, colored and immigrants and throughout history it was shown that they were given the worst rates, worse deals and were less likely to even be considered. Such as I have referred to in the beginning of this research paper with home lending being the main example. According to *The Minority Experience Narrative: Redlining Effects on Socioeconomic and Racial Disparities in Education:* "Black students, many of whom are low-income, are more likely to attend lower-level universities, while simultaneously being more susceptible to graduating with high debt in student loans than their White peers". While a part of black students won't fall into this category a good amount will. This article also states "Student loans have shown to have a negative influence on degree completion, disproportionately for Black students, especially those from low-income families

(Grinstein-Weiss et al., 2016). “Like predatory lending in real state, the practice of predatory lending in the Black community has led to high interest rate student loan accumulation with uncompleted degrees' ' (Grinstein-Weiss et al., 2016). ” With increasing cost of attendance comes an increasing cost in failure, unable to be rectified by families with low wealth (Pfeffer, 2018)”. Because informative resources are out of reach for this community the likelihood of being taken advantage of or deceived into an unbeneficial agreement is more likely to happen to black students, I would argue this can also be seen in the Latinx and immigrant students’ communities. Knowledge on assets and what is a “good deal” is a lack of resource that redlining has caused within these communities and has been connected to why this specific demographic and neighborhoods stay the same, why the students who inhabit the “red sections” still face repercussions and restrictions when it comes to their academics, because like their parents and grandparents redlining still has an effect on them today.

The effects of such a high price to make for higher education when it comes to the severity of these loans can have negative repercussions on black, colored and immigrant students finishing school. For the most part not only are they risking financial stability for their future but also putting an insane amount of pressure into their academics which can later lead to mental health strain, academic burnout and drop out. *The Minority Experience Narrative: Redlining Effects on Socioeconomic and Racial Disparities in Education*: “The percentage of Black college graduates has increased over the last 20 years. While an increase in Black college graduates may seem like an achievement in the Black community, only 10% of all college degrees, 12% of graduate degrees, and 7% of doctoral degrees are held by Black people (Naylor et al., 2015)”. Although this is an eight-year-old statistic, numbers have not risen much since. According to the *National Center for Educational Statistics* black students hold 12.4 of associate degrees, color and

immigrants hold 24.4 to 0.9 in the same field while white students hold 52.4 percent in the same criteria. Bachelor's for black students is at 10.3 percent, color and immigrant students vary from 14.9 to 0.5 percent and white students are reported to be at 62.3 percent. Masters black students hold 13.4 percent, color and immigrant students show 11.3 to 0.5 percent, white students are reported to have 64.3 percent. Finally, when it comes to Doctor's degree black students hold 9.2 percent, color and immigrant students report at 12.9 to 8.6 percent, and white students hold 65.7 percent of this degree. This study shows that black students don't hold a minimum of 11 percent of all degrees, color and immigrant students hold a minimum of 13 to 8 percent of degrees.

While white students hold a minimum of 63 percent of all degrees, the denial of redlining still has on students of color is dramatically shown, these statistics are from 2019 four years ago.

With this demographic of students holding a very small fraction of degrees compared to their counterparts it is easy to see that the starting line changes drastically to your background, race, and whether you live in what used to be a red hazardous zone or are fortunate enough to live in a green zone. In the end it is naive to still think that redlining does not affect students of color when it clearly does right from first grade to the hopes of graduating high school. Even after graduation the opportunity of higher education becomes just as restricted as before. In the long run this all can have a great impact on job/career opportunities. The lack of opportunities can deteriorate the way of living for most, and if deciding to have children, this can also be passed down, same restrictions, a never-ending cycle.

Since redlining has been going on for years, and even though it doesn't blatantly get thrown out there as it used to, redlining still has its effects on color students and the red zone environments.

The question arises, how can we as future and current educators help close the gap between these inequalities color students face today. Understanding that there is only so much one educator can

do against the unequal funding schools face, with overcrowded classrooms and little pay. To believe that one person can make a difference is the reason teachers chose to be teachers.

Observing inequality to opportunity may be a reason for someone to consider teaching while for others it is because they have experienced first-hand what this lack of opportunities is like for themselves. Becoming a voice of those students is the only way to start making a change for hope and equality.

An important aspect as future and current educators would be to become more inclusive, this is a movement that has already stirred the nation in many school districts. For example, inclusivity now means to have queer representation within the classroom, as our society progresses so should our classrooms. Understanding restrictions is also important but challenging book bans and many other limitations students of color face is an important step. An example of those who oppose will say that challenging social construct within the classroom such as critical race theory is too extreme for students. Bringing these topics to students who are to be set into the world is very important in order to gain critical thinking that will play out in their future as they navigate through the world. The way education and being white intertwine within the classroom is noticeable, to fight against what redlining was we must first be able to acknowledge the past mistakes. To teach history how it was written, not how it was modified for one specific demographic group. Critical Race Theory can be taught at a later age such as junior or senior year or as early as sophomore year in high school. The opposing side may say that it should be sought within junior college or university level of education, but fail to acknowledge that most students, especially colored, black, and immigrant will most likely only attend highschooler. By giving this knowledge at a younger age is to be truly preparing them and, in some cases, sparking the fire to learn more which can lead to higher education. Referring to the article *The Minority*

Experience Narrative: Redlining Effects on Socioeconomic and Racial Disparities in Education:

“Woodson felt the history books proudly promoted the achievements and accomplishments of White people while spotlighting the enslavement of the Black race (Olsrud, 2019). Within every history book, the inferiority inherited by simply being Black is drilled into the Black student. This early foundation established the lack of Black representation in books and curriculum in the classroom (Olsrud, 2019). The early depictions of the Negro race as a failure with a few small historical accomplishments continues to be a repeat practice even in current day curricula. Maintaining Black history through a White filter preserves the Whiteness of the curriculum while discriminating and oppressing the non-White student (Olsrud, 2019).” This acknowledgment that challenges school curriculums to be more inclusive can also be used to make the argument not only for black but color and immigrant students. Because redlining promoted white supremacy it is not a big shock to have history represent a large amount of itself through a “white lens”. There is time for change, according to *Woodson* his observation was published in 2019, four years ago. Representation would lead to inclusivity, which later leads to an equal plain field and equal opportunities, a full change from what once was a segregated redlined nation turned to an inclusive social construct. According to *Unequal Opportunity: Race and Education by Linda Darling Hammond* “When schools have radically different teaching forces, the effects can be profound. For example, when Eleanor Armour-Thomas and colleagues compared a group of exceptionally effective elementary schools with a group of low-achieving schools with similar demographic characteristics in New York City, roughly 90 percent of the variance in student reading and mathematics scores at grades 3, 6, and 8 was a function of differences in teacher qualifications. The schools with highly qualified teachers serving large numbers of minority and low-income students performed as well as much more advantaged

schools". This example shows that students have never been the problem, the lack of resources and high education demand at a certain level in age. These are setbacks that redlining and legislation that lie within the system and don't fully fix the issues at hand.

In conclusion, we like to think that we are progressive, we are inclusive such as the 'Melting Pot' propaganda that was promoted after segregation. The 'Melting Pot' was the notion of unity, in reality it was just another way to make blacks, people of color and immigrants think that they are part of society, when in reality they were used to 'keep the flame burning as logs' in this theory. We like to erase history, we like to turn a blind eye to our mistakes, redlining was one of many problems we refuse to acknowledge that is still causing harm. Within our population that resides in these zones are faced with health hazards, crime, and limited resources. The lack of opportunity to knowledge, it all comes down affecting the school systems, affecting where students of color might end up and where they can go. "Life is a race but not everyone has the same starting point" *Sriram Athri*.

Lesson Plan

Teaching Redlining

Summary

1. Subject: English
2. Topic: Redlining
3. Grade/Level: 12th, Senior High School
4. Objective: To challenge students to think outside their own 'box'
5. Time Allotment: Six Weeks

Learning Context

Students are expected to challenge their way of thinking through assigned readings and class discussions. Reflection journals will be guided in order to not overwhelm students with the topic. Students will be able to write and present a profound reflection of their experience and learning.

Procedure

- a. Students will be provided text to read from *The Color of Law: A forgotten History of How our government Segregated America* by Richard Rothstein
- b. Give a minimum of 15-minute highlighted revision on the passage.
- c. Break off into groups for discussion.
- d. Ask or Answer student questions.
- e. Journal Reflection
- f. Closing: assign a student to share

Assessment

Ensuring that students will be able to learn and use critical thinking to annotate text will be reflected through Journal reflecting. Class discussions will be held, expressions of debate are promoted through groups. Final project will be in an open discussion circle, a personal journal essay that is connected with a text passage.

Week 1: What is Redlining? Why is it important?

Learning Outcome Goal: Understanding the main concept, becoming familiar/comfortable with text

<p>Preparing Book Talk</p>	<p>Create a close reading of analyzed text to present.</p> <p>Ask Questions: What does the author or text say, mean, do?</p> <p>Explain highlighted vocabulary.</p> <p>Ask Students: Why is this text important?</p>
<p>Group Assessment</p>	<p>Students are expected to divide in assigned groups.</p> <p>They are to express and explain the text:</p> <ul style="list-style-type: none"> - In their own words - Why being aware of the topic is important
<p>Open Class Discussion</p>	<p>After regrouping as a class:</p> <ul style="list-style-type: none"> - Open class to student questions - Open student questions to other students
<p>Journal Reflection Activity</p>	<p>Create space for students to Journal.</p> <ul style="list-style-type: none"> - Their own understanding of topic - Personal interpretation - Experience - Connection
<p>Closing</p>	<p>Assigned closer will give us a small take away of first week lesson. could be from:</p> <p>Analyzed text.</p> <p>Journal Reflection</p> <p>Group or Class Discussions</p>

Week 2: Focus on Red Zones

Learning Outcome Goal: Understanding how lower zones work compared to others, using critical thinking to specify these zones struggle.

Book Talk	Create a close reading of analyzed text to present. Ask Questions: What does the author or text say, mean, do? Explain highlighted vocabulary. Ask Students: Why is this text important?
Group Assessment	Student Assigned groups Discuss teacher prompt: In what way do you see long term red zoning affect the community?
Open Class Discussion	Regrouping Class: Teacher Question to class Do you agree if communities are still being affected? Yes/No - Creates student discussion with other students
Journal Reflection Activity	Create space for students to Journal. - Their own understanding of topic - Personal interpretation - Experience - Connection

Closing	<p>Assigned closer will give us a small take away of first week lesson. could be from:</p> <p>Analyzed text. Journal Reflection Group or Class Discussions</p>
---------	--

Book Talk	<p>Create a close reading of analyzed text to present.</p> <p>Ask Questions: What does the author or text say, mean, do?</p> <p>Explain highlighted vocabulary.</p> <p>Ask Students: Why is this text important?</p>
Group Assessment	<p>Student Assigned groups Discuss teacher prompt:</p> <p>Why is school funding important? Does it affect you?</p>
Open Class Discussion	<p>Regrouping Class:</p> <p>Collect students' response to prompt.</p> <p>Give insight of funds from neighboring districts</p> <p>Open questions</p>
Journal Reflection Activity	<p>Create space for students to Journal.</p> <ul style="list-style-type: none"> - Their own understanding of topic - Personal interpretation - Experience - Connection

Closing	<p>Assigned closer will give us a small take away of first week lesson. could be from:</p> <ul style="list-style-type: none"> Analyzed text. Journal Reflection Group or Class Discussions
---------	---

Week 3: School funding

Learning Outcome Goal: Understanding and exploring research.

Week 4: Quality of Education

Learning Outcome Goal: Understanding compare and contrast: how to use in essay.

Book Talk	<p>Create a close reading of analyzed text to present.</p> <p>Ask Questions: What does the author or text say, mean, do?</p> <p>Explain highlighted vocabulary.</p> <p>Ask Students: Why is this text important?</p>
Group Assessment	<p>Student Assigned groups Discuss teacher prompt:</p> <p>What text within today's book talk represents the disadvantages and advantages in education?</p>
Open Class Discussion	<p>Regrouping Class:</p> <p>Ask to share the quotes or text they chose as a group.</p> <p>Ask why?</p> <p>Create Board Visual: Ask students what other terms relate to the text chosen?</p>

<p>Journal Reflection Activity</p>	<p>Create space for students to Journal.</p> <ul style="list-style-type: none"> - Their own understanding of topic - Personal interpretation - Experience - Connection
<p>Closing</p>	<p>Assigned closer will give us a small take away of first week lesson. could be from: Analyzed text. Journal Reflection Group or Class Discussions</p>

Week 5: College/ Future Opportunities

Learning Outcome Goal: Understanding and Analyzing Educational Limitations

<p>Book Talk</p>	<p>Create a close reading of analyzed text to present.</p> <p>Ask Questions: What does the author or text say, mean, do?</p> <p>Explain highlighted vocabulary.</p> <p>Ask Students: Why is this text important?</p>
<p>Group Assessment</p>	<p>Student Assigned groups Discuss teacher prompt:</p> <p>How is college and future opportunities limited to students in what used to be redlined within the book talk text?</p>
<p>Open Class Discussion</p>	<p>Regrouping Class:</p> <p>Create Board visual.</p> <p>Ask students to specify what part of the text they used.</p> <p>Why is it important?</p> <p>What is it saying?</p>
<p>Journal Reflection Activity</p>	<p>Create space for students to Journal.</p> <ul style="list-style-type: none"> - Their own understanding of topic - Personal interpretation - Experience - Connection
<p>Closing</p>	<p>Assigned closer will give us a small take away of first week lesson. could be from:</p> <p>Analyzed text.</p> <p>Journal Reflection</p> <p>Group or Class Discussions</p>

Learning Outcome Goal: Demonstrate understanding through written work & discussion.

Rubric	Student Essay
<ul style="list-style-type: none">- Formatted: MLA- Page count: 4- Double spaced- Resource: <i>The Color of Law: A forgotten History of How our government Segregated America</i> by Richard Rothstein, <i>Personal Journal Reflections</i>- <i>Work cited page.</i>	<p>Students are to type a reflective essay of four pages explaining their understanding of a week's main focus.</p> <p>They are required to give at least two specific sources of text within the book that reinforces their understatement regarding the issue they choose to write on.</p> <p>Students are expected to share personal understand and to give a minimum of one personal insight from their weekly assigned Journal Reflections.</p> <p>Work cited page is not included to be part of the 4-page minimum requirement.</p>

	Class Discussion Circles Rubric
	<ul style="list-style-type: none">- In person Activity- Desks are set up to mimic a discussion circular table.- Outer circle is set up to be audience.- Participation is encouraged, not forced.- Group of students are randomly selected to take the seat.- Prompt will be given to start open discussion.- Students are expected to express relativity, analyze text, compare the text to moderate times.

Conclusion: The point of this lesson plan is to keep students engaged through academic topics that stimulate dialogue and help promote critical thinking. By the end of this lesson plan students will be able to feel more confident in voicing their opinion. Students will be able to make connections to text while analyzing what the author is conveying within the text, why is it important, who are they speaking to, and is it an effective way to get their point across.

Work Cited

Brookings Review article by Linda Darling-Hammond (Spring 1998). *Unequal Opportunity: Race and Education*. Retrieved from <https://www.brookings.edu/articles/unequal-opportunity-race-and-education/>

Capital & Man . Article by Mark Kreidler (May 6, 2021) *Black Students in Los Angeles Face Uphill Battle to Graduation, 2021 Study Finds: How the pandemic brought festering problems into a new light*. Retrieved from <https://capitalandmain.com/the-long-road-to-equity-in-public-school-districts-0506>

Nces.ed.gov. Article by National Center for Educational Statistics. (2020,June) *Degrees conferred by race/ethnicity and sex*. Retrieved from <https://nces.ed.gov/fastfacts/display.asp?id=72>

The New York Times. Article by Timothy Williams (September 26, 2011) *Jailed for Switching Her Daughters' School District*. Retrieved from <https://www.nytimes.com/2011/09/27/us/jailed-for-switching-her-daughters-school-district.html>

Riggins-Royals, G. (2021). *The minority experience narrative: Redlining effects on socioeconomic and racial disparities in education* (Order No. 28776774). Available from ProQuest Dissertations & Theses Global: The Humanities and Social Sciences Collection. (2622776092). Retrieved from <https://csumb.idm.oclc.org/login?url=https://www.proquest.com/dissertations-theses/minority-experience-narrative-redlining-effects/docview/2622776092/se-2>

Emery, E. (2016). *Redlining and its influence on educational opportunities in the school system: A collaborative auto-ethnography* (Order No. 10191794). Available from Ethnic NewsWatch; ProQuest Dissertations & Theses Global: The Humanities and Social Sciences Collection. (1840886142). Retrieved from <https://csumb.idm.oclc.org/login?url=https://www.proquest.com/dissertations-theses/redlining-influence-on-educational-opportunities/docview/1840886142/se-2>

Environmental International, Science Direct (2022) Sneha Kannoth MPhil, MPH, Sarah E. Chung MPH, Kelvin D. Tamakloe MD, MPH, Sandra S. Albrecht PhD, MPH, Alexander Azan MD, Earle C. Chambers PhD, MPH, Perry E. Sheffield MD, MPH, Azure Thompson DrPH, MPH, Jennifer A. Woo Baidal MD, MPH, Stephanie Lovinsky-Desir MD, MS, Jeanette A. Stingone PhD, MPH. *Neighborhood environmental vulnerability and pediatric asthma morbidity in US metropolitan areas*. (28 March, 2023) Retrieved from *Journal of Allergy and Clinical Immunology* (Sciencedirect) <https://www.sciencedirect.com/science/article/pii/S0091674923003706>