

Lesson Plan

School Choice and Social Stratification & Segregation

90 min lesson (approximately two 45 minute class periods)

Purpose:

Using a Sociological and/or Anthropological lens, students will see the connection between segregation and school choice, and be able to determine how school choice relates to social stratification of our modern society. Students will be exposed to a variety of resources intended to have them see how school choice is affecting our society and reversing some of the steps towards desegregation that were made 70 years ago. Students will discuss: Why was it important in the 1960's to allow black students into "white" schools? How has that affected relationships between people of different ethnic backgrounds today? What are the problems we face with diversity and inclusion today?

Colorado Standards C3 Framework 2020:

- D2 Geo.2.9-12: Use maps, satellite images, photographs and other representation to explain the relationship between the location of places and regions and their political, cultural and economic dynamics.
- D2 Geo.5.9-12: Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.
- D2 Geo.8.9-12: Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban and rural regions.

Vocabulary: School Choice, Desegregation, Stratification, Inequality, Private vs Charter, For-Profit, De-facto

Set Up:

- ☐ Provide background knowledge of the Little Rock 9 and segregation during the 1960's
- ☐ Powerpoint presentation has slides and video links for this lesson. Become familiar with the slides.
 - You may want to change the demographic maps to fit your city. In Colorado, School View is what was used in this lesson.

- Make class set of the family profiles. If you need more groups, either duplicate families or make your own.
- Make copies of the worksheet with Questions about School Choice.
- Have a projector to show videos as a whole class. The videos are intended for quick whole class discussions rather than having the students watch them individually.
- This project can be incorporated at any point in the school year. In a World History class, it works well at the beginning of the year. You can then refer to segregation during different time periods in history. **Discussion point:** Does History repeat itself? Also, what have Anthropologists and Sociologists learned about human culture, both in the past and now, relating to stratification? How do Historians use human interactions to shape their perceptions of the people who lived during that time?

SET: 10 minutes

Give background information on segregation and the Civil Rights Movement in the 1960's and briefly introduce the Little Rock Nine. How were the relationships of the students strained because of the politics in the United States?

- -Video Little Rock 9 powerpoint- slide 2 <https://www.youtube.com/watch?v=ym8rdtq-KBE>
 - How do you think the students felt about entering a white school?
 - What would be a reason you would have wanted to be in their shoes? Why would you have chosen not to attend a white school?
 - From the video, what understanding can you gain about relationships in the 1960's? Between students, adults and those not directly involved.
 - What would help you to better understand the feelings of the people at the time?
 - Why were schools integrated? (students may not know about Brown vs Board of Education - may respond with more general "because students should have choice", "It was not fair", etc.)
 - Possible follow up with - "Why did Eisenhower call in the National Guard through an executive order? (some states were refusing to integrate - president determined they were in disregard of the constitution) Connections to Presidential orders today and orders made by leaders of the past.
- Next: Video on The Benefits of Socioeconomically and Racially Integrated schools powerpoint - slide 3:
 - This is a positive outlook on school choice. It does bring up the idea of vouchers which the activity does not address.

- How does this video portray school choice? Is this something you feel should be offered always? Why or why not?
- Discuss: Now we have CHOICE - this is great! This is America! You should have choice spending your tax \$! (BIG IDEA - WHY PUBLIC EDUCATION AS A PUBLIC GOOD?)
 - Desegregation gave black students a choice in their education. This was good for them and for our society.
 - In 1779 in "A Bill for the More General Diffusion of Knowledge,"
 - **Jefferson proposed a system of public education to be tax-funded for 3 years for "all the free children, male and female,"** which was an unusual perspective for the time period. They were allowed to attend longer if their parents, friends, or family could pay for it independently.

Activity:

Adapted from “**SCHOOL CHOICE AND INEQUALITY: CHOOSING SCHOOLS ACTIVITY**” Author: Alanna Gillis

- Introduce the activity powerpoint - slide 4 Students will blindly select (or draw from a bag...) a family description. (print out from below) They are then going to choose the best school option for their child. Groups should choose their top 2-3 choices and be prepared to explain their choices.
- Show students the chart of their school choices - slide 4. Be sure to clear up any confusion between charter, public and private. There is not an online option, but one could be created.
- Students should get into groups of 2-3, have the groups select their family.
- Show students the map of the city boundaries. powerpoint - slide 5
- Let each group choose a family profile - unseen.
 - Remind them that they should be able to give reasons for their choices; **be realistic**, given the resources available to them as per profile
 - **ADD IN “lottery”** for students who chose a school that has a lottery. Some of the groups will win their lottery and others will lose and have to go to their second choice.

- Give groups time to discuss their choices and complete worksheet including their rationale for their choice.

- Groups will share out their family demographics and which school they chose and why.
- Have students who chose a lottery school select a card that determines if they got in. Discuss how they feel about their second choice.
 - While students are discussing, if they seem to have chosen an unlikely choice discuss as a whole group why that seems unlikely and why they decided to make the choice they did.
 - Students who chose private or homeschool should be consulted on what their thoughts are about the situation and why they feel that is a better option for their family.
 - This activity is designed to show that a “better” education revolves much around money and, to a lesser extent, race. Social stratification is increased by wealth and we see less diversity in the charter and private sector for education.
- Look at maps of Greeley, which are on the powerpoint - slides 9-12. Discuss the demographics of the city and how it changed over time. Then use the next map to talk about school boundary issues.
 - This is a good place to bring up bussing that took place in Denver and, for a time, Greeley.
 - What were the intended outcomes of bussing and the unintended consequences?
 - Discuss facts about Greeley’s demographics.
- Watch the video “From Desegregation to School Choice: How the Civil Rights Era Influenced the Cleveland Schools of Today. “
 - Have a brief discussion on the relationship between desegregation and School Choice based on the video.
 - If you are teaching a World History class, where did the people live? Did the classes mix or were there clearly defined boundaries?
- Read the article “Benefits of Socio Economically and racially integrated schools and Classrooms” (<https://tcf.org/content/facts/the-benefits-of-socioeconomically-and-racially-integrated-schools-and-classrooms/?session=1&agreed=1>) and “Three big problems with school choice that Supporters don’t like to talk about.”
 - Ideally, students should work in groups of 4 (two family groups pushed together are great). They work with their partner and choose one of the articles.
 - Students should partner read (each taking turns and summarizing what they read). As they read they should write connections or questions they have in the margins of the article.
 - The groups will come back together and share what their article discussed and what their opinion is on School Choice.

- Have students create a T-chart with pros and cons of school choice.
- Whole class share out. A good idea is to use “Novel Ideas” go around the room and share one new learning and/or an aha moment. Students should not repeat what another student has said.
- Discuss what the pros and cons are of school choice. Did any student change their mind? Why?
- How does the information in the article connect to the video?
 - Past research has shown that white family choices are the primary reason for increased racial inequality due to school choice (because white family want to escape diverse schools)—this is why their profiles were more likely to signal the importance of race than for nonwhite families. Thus, while neighborhoods are only clustered by income and not race, racial inequality will likely be perpetuated as white families try harder to get away from schools with larger minority populations.
 - Therefore, even though this activity simplified residential segregation so that it is essentially by income and not by race for feasibility, we can still see that race matters here (and can infer that it matters even more when residential segregation is also by race).
- Is school choice helping or hindering progress made with Integration of schools? Has School choice brought us back to segregation of schools? Why or why not?
- Discuss what research says leads to a child's academic success. Students can access the links and do further research, if desired.

Reflection:

- Do you feel like you had “choice” in choosing the best school for your child in the exercise? **Why or why not?**

What limited your choice (encourage students to be very specific; were their concerns beyond logistics? Concerns about the racial demographics at the school?

(These concerns were reflected in the effects of rezoning in Greeley in 1998 - you may refer to slides in a review of the lesson. How did de facto segregation happen even after efforts were made to redraw the school boundaries from east (lower income latino neighborhoods) to west (higher income, predominantly white neighborhoods) in Greeley?)

Does this reflect reality? (An extension activity for those students who are interested would be to see where this dynamic has been replicated in other communities)

Family Descriptions:

Family #1:

You are a 2 parent white family who makes about \$150,000 per year. Your child was just expelled from Future Scientists Academy last year. He now has to repeat 9th grade but must attend a different school. You are zoned for South High. Both parents attended South High, though you miss that the school had far more white students back then. Both parents work stable 9am -5pm office jobs—though one parent works over an hour commute each way away from home (to the west, not the direction of any of the schools). Each parent has their own car, which are both functional. Despite the behavioral troubles last year, you still expect that your child will attend a four year college after high school.

School Options:

- Scholar Academy: 35 minute drive away; busing available (approx. 1 hour 10 minute ride)
- North High: ineligible for enrollment
- Elite Preparatory Academy: 30 minute drive away; busing not available
- South High: 15 minute drive away; busing available (approx. 30 minute ride)
- Future Scientists Academy: ineligible for enrollment

Family #2:

You are a 2 parent white family. Your household makes about \$30,000 per year. You are zoned for North High and you live right down the street from it. Both parents attended North High, though you miss that the school had far more white students back then. Your household shares one car, though it only sometimes works reliably—so the parents must sometimes depend on rides from neighbors or the somewhat limited public transportation system. Both parents work long, sometimes irregular, hours. You expect that your child will graduate high school and hope that they will at least consider college of some kind.

School Options:

- Scholar Academy: about 15 minute drive away; busing available (approx. 30 minute ride)
- North High: about 5 minute drive away; busing available (approx. 10 minute ride)

- Elite Preparatory Academy: 1 hour drive away; busing not available
- South High: ineligible for enrollment
- Future Scientists Academy: 45 minute drive away; busing available (approx. 1.5 hour ride)

Family #3:

You are a single parent black family. Your household makes about \$30,000 per year. You are zoned for North High. You attended North High, and you live right down the street from it. You have one car, though it only sometimes works reliably, so you must sometimes depend on rides from neighbors or the somewhat limited public transportation system. You work long, sometimes irregular, hours. You expect that your child will graduate high school and hope that they will at least consider college of some kind.

School Options:

- Scholar Academy: about 15 minute drive away; busing available (approx. 30 minute ride)
- North High: about 5 minute drive away; busing available (approx. 10 minute ride)
- Elite Preparatory Academy: 1 hour drive away; busing not available
- South High: ineligible for enrollment
- Future Scientists Academy: 45 minute drive away; busing available (approx. 1.5 hour ride)

Family #4:

You are a 2 parent family with one white parent and one Hispanic parent from Mexico (who has resided in the US since college, and speaks Spanish and English both perfectly). Your household makes about \$500,000 per year. You are zoned for South High, though you live closest to Elite Preparatory Academy—the school that most of your neighbors’ children attend and the one your white parent attended. Only one parent works for pay; the other frequently volunteers for different organizations, including frequently for the school the child is attending. Both parents have luxury cars. You expect your child will attend a highly elite college after high school.

School Options:

- Scholar Academy: 1 hour drive away; busing available (approx. 2 hour ride)
- North High: ineligible for enrollment

- Elite Preparatory Academy: 5 minute drive away; busing not available
- South High: about 15 minute drive away; busing available (approx. 30 minute ride)
- Future Scientists Academy: about 10 minute drive away; busing available (approx. 20 minute ride)

Family #5:

You are Hispanic 2 parent family. Your household makes about \$30,000 per year. You are zoned for North High. Both parents are immigrants from Mexico, but you live right down the street from North High and have cousins who attended it. Your household shares one car, though it only sometimes works reliably—so the parents must sometimes depend on rides from neighbors or the somewhat limited public transportation system. Both parents work long, sometimes irregular, hours. You expect that your child will graduate high school and hope that they will at least consider college of some kind.

School Options:

- Scholar Academy: about 15 minute drive away; busing available (approx. 30 minute ride)
- North High: about 5 minute drive away; busing available (approx. 10 minute ride)
- Elite Preparatory Academy: 1 hour drive away; busing not available
- South High: ineligible for enrollment
- Future Scientists Academy: 45 minute drive away; busing available (approx. 1.5 hour ride)

Family #6:

You are a 2 parent white family. Your household makes about \$500,000 per year. You are zoned for South High. Both parents attended Elite Preparatory Academy, and you live right down the street from it. Only one parent works for pay; the other frequently volunteers for different organizations, including frequently for the school the child is attending. Both parents have luxury cars. You expect your child will attend a highly elite college after high school.

School Options:

- Scholar Academy: 1 hour drive away; busing available (approx. 2 hour ride)

- North High: ineligible for enrollment
- Elite Preparatory Academy: 5 minute drive away; busing not available
- South High: about 15 minute drive away; busing available (approx. 30 minute ride)
- Future Scientists Academy: about 10 minute drive away; busing available (approx. 20 minute ride)

Family 7:

You are a single parent white family who makes about \$150,000 per year. Your child was just expelled from Future Scientists Academy last year. He now has to repeat 9th grade but must attend a different school. You are zoned for South High. You attended South High, though you miss that the school had far more white students back then. You have a stable 9am -5pm office job—though your commute is over an hour each way from home (to the west, not the direction of any of the schools). You own a functional car. Despite the behavioral troubles last year, you still expect that your child will attend a four year college after high school.

School Options:

- Scholar Academy: 35 minute drive away; busing available (approx. 1 hour 10 minute ride)
- North High: ineligible for enrollment
- Elite Preparatory Academy: 30 minute drive away; busing not available
- South High: 15 minute drive away; busing available (approx. 30 minute ride)
- Future Scientists Academy: ineligible for enrollment

Family 8:

You are a 2 parent black family. Your household makes about \$500,000 per year. You are zoned for South High. Both parents attended Elite Preparatory Academy, and you live right down the street from it. When the parents attended EPA they were some of the first nonwhite students to attend the school and looking back you realize how hard it was on you to be some of the only nonwhite students. Only one parent works for pay; the other frequently volunteers for different

organizations, including frequently for the school the child is attending. Both parents have luxury cars. You expect your child will attend a highly elite college after high school.

School Options:

- Scholar Academy: 1 hour drive away; busing available (approx. 2 hour ride)
- North High: ineligible for enrollment
- Elite Preparatory Academy: 5 minute drive away; busing not available
- South High: about 15 minute drive away; busing available (approx. 30 minute ride)
- Future Scientists Academy: about 10 minute drive away; busing available (approx. 20 minute ride)

Family 9:

You are Hispanic 2 parent family. Your household makes about \$30,000 per year. You are zoned for North High. Both parents are immigrants from Mexico, but you live right down the street from North High and have cousins who attended it. Your household shares one car, though it only sometimes works reliably—so the parents must sometimes depend on rides from neighbors or the somewhat limited public transportation system. Both parents work long, sometimes irregular, hours. You expect that your child will graduate high school and hope that they will at least consider college of some kind.

School Options:

- Scholar Academy: about 15 minute drive away; busing available (approx. 30 min. ride)
- North High: about 5 minute drive away; busing available (approx. 10 minute ride)
- Elite Preparatory Academy: 1 hour drive away; busing not available
- South High: ineligible for enrollment
- Future Scientists Academy: 45 minute drive away; busing available (approx. 1.5 hour ride)

Family 10:

You are a 2 parent mixed race (black/white) family. Your household makes about \$80,000 per year. You are zoned for South High. Both parents attended South High, and you live right down the street from it. Both parents work stable 9am -5pm office jobs—though one parent works over an hour commute each way away from home (to the west, not the direction of any of the schools). Each parent has their own car, which are generally both functional. You expect your child will attend a four year college after high school.

School Options:

- Scholar Academy: 45 minute drive away; busing available (approx. 1.5 hour ride)
- North High: ineligible for enrollment
- Elite Preparatory Academy: 20 minute drive away; busing not available
- South High: about 5 minute drive away; busing available (approx. 10 minute ride)
- Future Scientists Academy: about 15 minute drive away; busing available (approx. 30 minute ride)

Family 11:

You are a mixed race (black/white) 2 parent family. Your household makes about \$30,000 per year. You are zoned for North High. Both parents attended North High, and you live right down the street from it. Your household shares one car, though it only sometimes works reliably—so the parents must sometimes depend on rides from neighbors or the somewhat limited public transportation system. Both parents work long, sometimes irregular, hours. You expect that your child will graduate high school and hope that they will at least consider college of some kind.

School Options:

- Scholar Academy: about 15 minute drive away; busing available (approx. 30 minute ride)
- North High: about 5 minute drive away; busing available (approx. 10 minute ride)
- Elite Preparatory Academy: 1 hour drive away; busing not available
- South High: ineligible for enrollment
- Future Scientists Academy: 45 minute drive away; busing available (approx. 1.5 hour ride)



Family 12:

You are a 2 parent white family. Your household makes about \$80,000 per year. You are zoned for South High and you live right down the street from it.. Both parents attended South High, though you miss that the school had far more white students back then. Both parents work stable 9am -5pm office jobs—though one parent works over an hour commute each way away from home (to the west, not the direction of any of the schools). Each parent has their own car, which are generally both functional. You expect your child will attend a four year college after high school.

School Options:


- Scholar Academy: 45 minute drive away; busing available (approx. 1.5 hour ride)
- North High: ineligible for enrollment
- Elite Preparatory Academy: 20 minute drive away; busing not available
- South High: about 5 minute drive away; busing available (approx. 10 minute ride)
- Future Scientists Academy: about 15 minute drive away; busing available (approx. 30 minute ride)

Family 13:

You are a 2 parent black family. Your household makes about \$80,000 per year. You are zoned for South High. Both parents attended South High, and you live right down the street from it. Both parents work stable 9am -5pm office jobs—though one parent works over an hour commute each way away from home (to the west, not the direction of any of the schools). Each parent has their own car, which are generally both functional. You expect your child will attend a four year college after high school.

School Options:

- Scholar Academy: 45 minute drive away; busing available (approx. 1.5 hour ride)
- North High: ineligible for enrollment
- Elite Preparatory Academy: 20 minute drive away; busing not available

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- South High: about 5 minute drive away; busing available (approx. 10 minute ride)
 - Future Scientists Academy: about 15 minute drive away; busing available (approx. 30 minute ride)

Questions about School Choice:

1. What school would be your top choice for you child to attend?
2. Explain your reasoning as to why you chose this school.
3. If you did not choose the neighborhood school, please rank the schools in order in which you **would** choose (1-4).
 - ☐ Scholars Academy
 - ☐ North High
 - ☐ South High
 - ☐ Future Scientists Academy
 - ☐ Elite Preparatory Academy


Reflection:

Do you feel like you had “choice” in choosing the best school for your child in the exercise?

Why or why not? What limited your choice?

SHARE OUT: (can be used and results projected - and “families” added)

	Constraints	1st choice	“Fall back” choice	Satisfied with choice?
Family #1	child was expelled last year; ineligible for North High & Future Scientists Academy			
Family #2	Low income, cannot afford Elite Prep			
Family #3	Low income, cannot afford Elite Prep, only one car, and parents work long hours and can’t transport			
Family #4	no constraints			
Family #5	Low income, immigrants, can’t afford Elite Prep, one			



	unreliable car, and parents work long hours and can't transport			
Family #6	no constraints			

Lottery Cards: These are used if the family was relying on a lottery system. Have them draw a card when reviewing their final choices. You may include to choose more “loser” cards than winner cards


<p>LOTTERY TICKET</p>  <p>“Winner, winner! Chicken Dinner!</p>	<p>LOTTERY TICKET</p>  <p>“Winner, winner! Chicken Dinner!</p>
<p>LOTTERY TICKET</p>  <p>You Lose! Sucks to be you!!</p>	<p>LOTTERY TICKET</p>  <p>You Lose! Sucks to be you!!</p>
<p>LOTTERY TICKET</p>	<p>LOTTERY TICKET</p>




You Lose!
Sucks to be you!!



You Lose!
Sucks to be you!!



School Choice, Segregation, and Inequality






60 Years; A Look Back on the Little Rock 9

<https://www.youtube.com/watch?v=ym8rdtq-KBE>





What is School Choice?

<https://www.youtube.com/watch?v=DeSAqzb-klc>



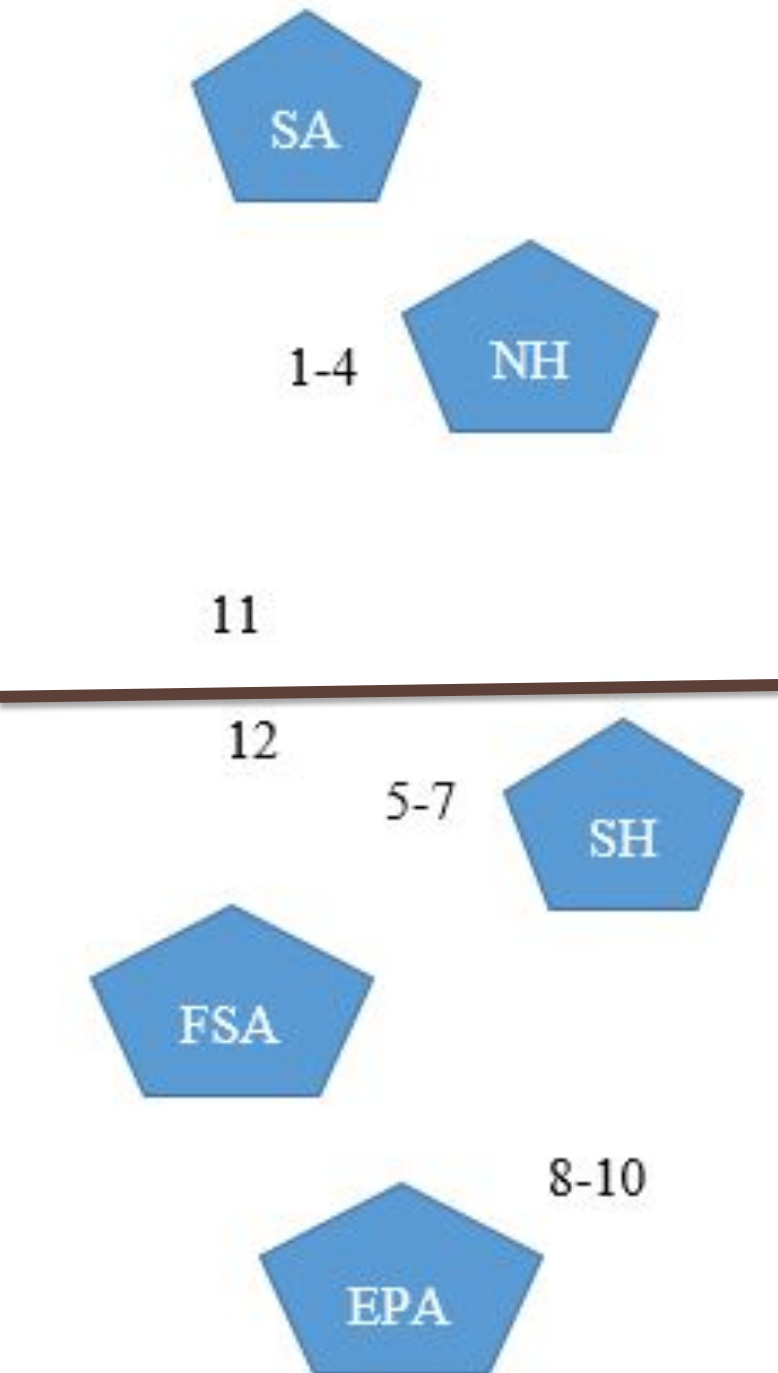
Activity: Choosing Schools

Paper will describe the activity:

- Your family must decide which school to enroll their child
 - Rank preferences if choosing a non-neighborhood school
- You are zoned for a neighborhood school
- Total of 5 schools in the city to choose from
- Be prepared to share and explain your choice

	Constraints	1st Choice:	Fall back choice:	Satisfied with choice?
Family #1	child was expelled last year; ineligible for North High & Future Scientists Academy	Elite Prep Academy	South High	+
Family #2	Low income, cannot afford Elite Prep		North High	-
Family #3	Low income, cannot afford Elite Prep, only one car, and parents work long hours and can't transport		Future Scientists	+
Family #4	no constraints		South High	+
Family #5	Low income, immigrants, can't afford Elite Prep, one unreliable car, and parents work long hours and can't transport	Scholar Academy	Future Scientists	+
Family #6	no constraints	Elite Prep Academy	Future Scientists	+

What do you notice about the schools each family ended up attending?



Map of Our City

Key

- Blue buildings are schools
 - [Scholars Academy](#)
 - [North High](#)
 - [South High](#)
 - [Future Scientists Academy](#)
 - [Elite Preparatory Academy](#)
- Numbers represent each family number
- Above green line= zoned NH
- Below green line= zoned SH

Discussion Questions:

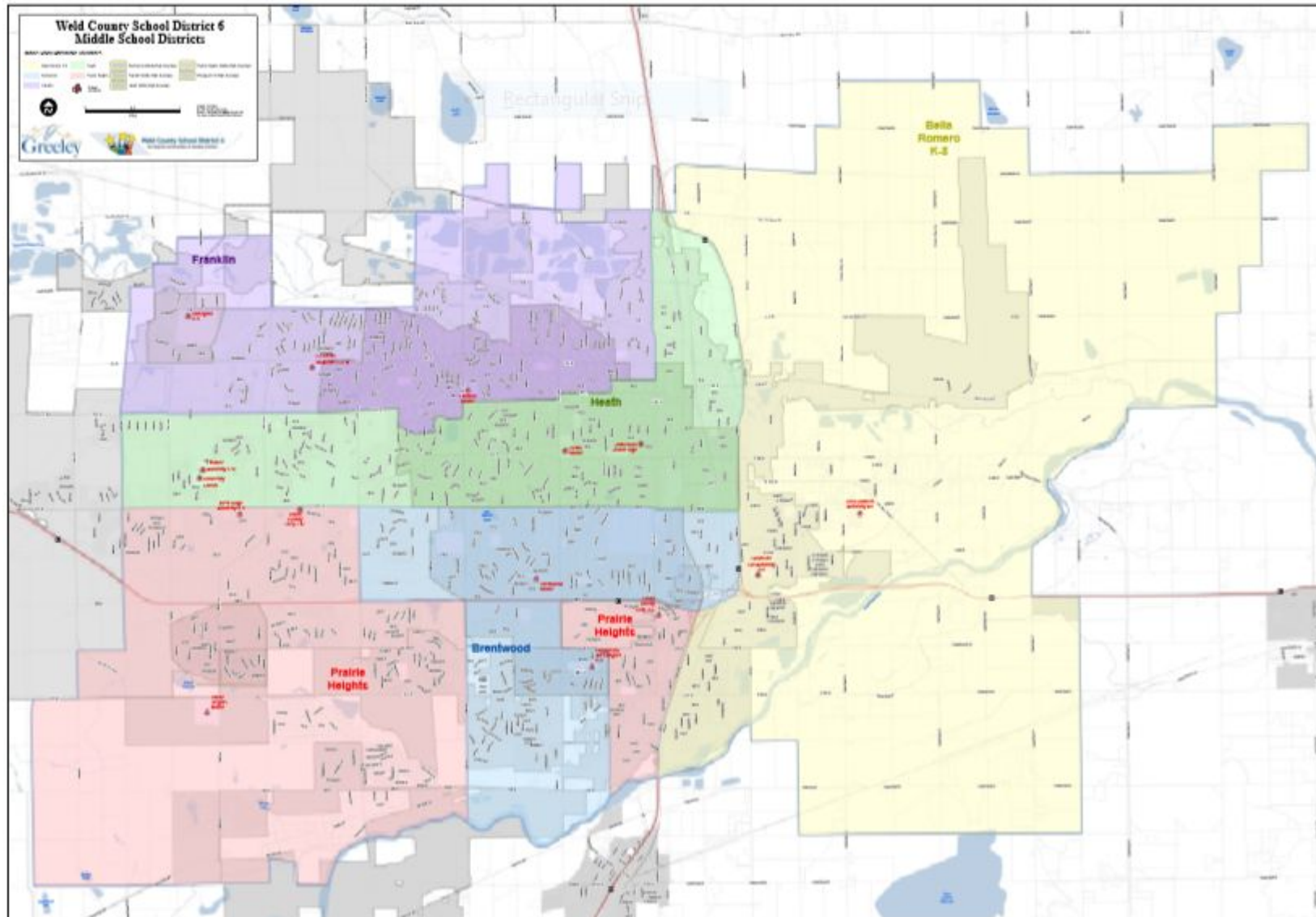
1. What school would be your top choice for you child to attend?
2. Explain your reasoning as to why you chose this school.
3. If you did not choose the neighborhood school, please rank the schools in order in which you **would** choose (1-4).
 - ☐ Scholars Academy
 - ☐ North High
 - ☐ South High
 - ☐ Future Scientists Academy
 - ☐ Elite Preparatory Academy

Share out your choices

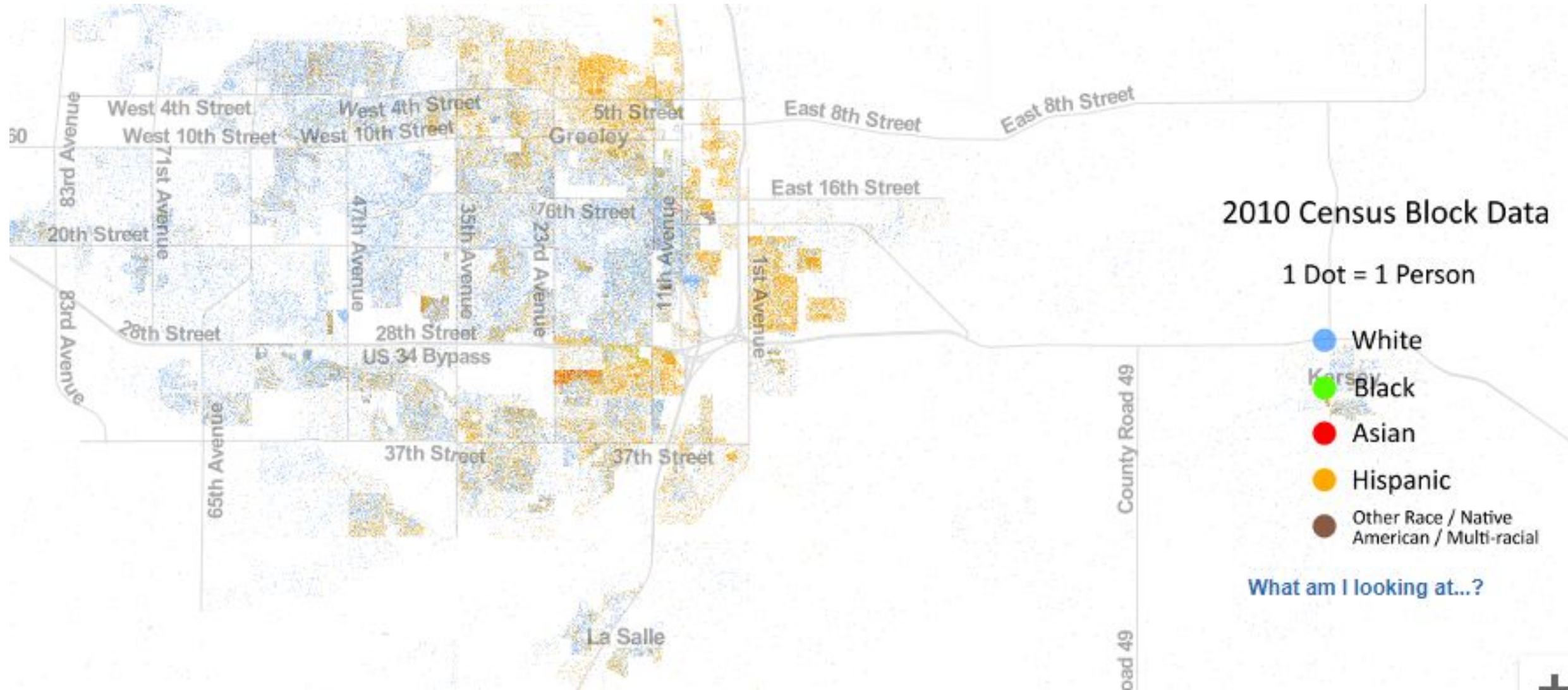
Discussion Questions

What effect do residential patterns and the zoning designations have on where groups of students end up attending school?

De Facto Segregation of Schools through Neighborhood Segregation and Zoning in Greeley:



Compare to 2010 Census Data



The Reality in Greeley Schools:

- Percentage of students in public schools: 74%
- Percentage of students in charter schools: 26%
- There are **more students** in charter schools in Greeley/Evans School District *than any other district in CO.*

What might explain this fact?

<http://www.cde.state.co.us/code/schooldashboard>

The Reality in Greeley Schools:

- Of the 42 Boettcher scholars recipients in 2019, all but two attended public high schools, and Greeley had two recipients. Though the Greeley/Evans School District is now ranked 173 out of 178 school districts for per pupil spending, students in the district continue to graduate and receive many honors and scholarships.
https://boettcherfoundation.org/2019_boettcher_scholars/
- Greeley D6 **public schools are approximately 75+% Latinex**, and Greeley D6 Charters are **predominantly caucasian** though in policy, all charter schools in Greeley/Evans are public.
- Average % of students on IEPs in D6 middle schools is **15+%**
- Average % of students on IEPs in D6 charter schools is **less than 3%**

What are the main factors that contribute to a child's academic success?

Research has shown these to be the top factors:

- education level of the mother <https://psycnet.apa.org/record/2004-21454-010>
- maternal stress <https://psycnet.apa.org/record/1991-97721-004>
- role of emotion regulation
<https://www.sciencedirect.com/science/article/pii/S0022440506000859>

Most research has found that school or teacher quality has less effect on academic success than family background, economic status and other characteristics

From Desegregation to School Choice: How the Civil Rights Era Influenced the Cleveland schools of today.

www.ideastream.org/stateimpact/2017/11/15/from-desegregation-to-school-choice-how-the-civil-rights-era-influenced-the-cleveland-schools-of-today

Reflection Question:

Do you feel like you had “choice” in choosing the best school for your child in the exercise?

Why or why not? What limited your choice?

Is “school choice”, instead of neighborhood schools, causing defacto segregation in our schools? Should this concern us as a nation?

FINAL THOUGHTS

Is “school choice”, instead of neighborhood schools, causing de facto segregation in our schools?

Is this what was originally intended when we established public education as a public good?