CONTENTS

Preface by NCTM President Robert Q. Berry III and NCSM Past President John W. Staley	xvi	
Acknowledgments	xviii	
About the Authors	xxi	
Introduction	\cap)
Why Is Teaching Mathematics for Social Justice Critical?	2	
This Book's Authorship	2	
The Contributors	6	
Who Is This Book for?	11	
The Book's Organization	12	
$\sim 0^{\circ}$		
PART I: Teaching Mathematics		
for Social Justice	15	
Chapter 1: What Is Social Justice, and Why Does It Matter in Teaching Mathematics?	16	
What Do We Mean by Social Justice?	18	
What Is Teaching Mathematics for Social Justice?	19	
Why Social Justice in Mathematics Education?	23	
Conclusion	25	
Reflection and Action	26	
Chapter 2: Getting Ready for the Classroom	27	
Content Matters	29	
Context Matters	31	
When Matters	33	
How Matters	35	

	Responding to Pushback or Backlash	38
	Conclusion	38
	Reflection and Action	39
	Chapter 3: Instructional Tools for the Social Justice Mathematics Lesson	40
	Establishing Goals	40
	Assessing Purposefully	44
	Teaching Equitably	48
	Managing Discourse	49
	Conclusion	55
	Reflection and Action	56
	Chapter 4: Teaching the Social Justice Mathematics Lesson	57
	Social Justice Mathematics Framework	58
	Element 1: Equitable Mathematics Teaching Practices	58
	Element 2: Authentic, Challenging Social and Mathematical Question or Concern	59
	Element 3: Social and Mathematical Understanding	59
	Element 4: Social and Mathematical Investigation	60
	Element 5: Social and Mathematical Reflection	60
	Element 6: Action and Public Product	60
	Planning to Implement a SJML	61
	Common Structures for all SJMLs	62
- (Using the Lesson Overview to Plan	63
	Final Thoughts on Planning to Implement	68
	Last Words Before You Go Teach	69
	Conclusion	70
	Reflection and Action	70

PART II: Social Justice	
Mathematics Lessons	73
Chapter 5: Number and Quantity	74
5.1 The Mathematics of Transformational Resistance by Mary Candace Raygoza	75
5.2 Do Just Some Students Take Honors Courses? by Basil M. Conway IV	81
5.3 Listen to GLSEN by Bryan Meyer and John W. Staley	89
5.4 Estimated Wealth Distribution in the United States and the World <i>by Enrique Ortiz</i>	99
Chapter 6: Algebra and Functions	109
6.1 Children at the Border: Looking at the Numbers by Samant Fletcher and Holly Anthony	ha 110
6.2 Climate Change in Alaska by Basil M. Conway IV	119
6.3 Culturally Relevant Income Inequality by Andrew Reardon	127
6.4 Intersectionality and the Wage Gap by Stacy R. Jones, Carlos Nicolas Gomez, Hilary Tanck, and Eric Siy	132
6.5 Literacy: What Matters and Why? by Frances Harper and Sheila Orr	138
6.6 What's a Fair Living Wage? by Frances Harper	148
6.7 What's the Cost of Globalization? by Allyson Hallman- Thrasher and Rachael Eriksen Brown	153
Chapter 7: Statistics and Probability	160
7.1 A False Positive by Bryan Meyer and Brian R. Lawler	161
7.2 Are You a Citizen? 2020 Census by Travis Weiland and Lisa Poling	167
7.3 "BBQ Becky," Policing, and Racial Justice by Mary Candace Raygoza and Laura Gorrin	176
7.4 Do Postal Codes Predict Test Scores? by Allyson Lam	182
7.5 Humanizing the Immigration Debate by Ayse Ozturk and Stephen Lewis	188
7.6 Prison Population by Cristina Tyris	196
7.7 Sampling Disaster by Ginny Powell	202

	Chapter 8: Geometry	208
	8.1 Bringing Healthy Food Choices to the Desert by Shakiyya Bland	209
	8.2 Gerrymandering by Sven A. Carlsson	218
	8.3 Making Mathematical Sense of Food Justice by Jessica Da Steven Greenstein, Debasmita Basu, and Jules Davidson	avidson, 226
	8.4 Paralympics by Hilary Tanck, Eric Siy, Stacy R. Jones, and Carlos Nicolas Gomez	232
	PART III: Next Steps	239
	Chapter 9: Advice From the Field	240
	Successes Implementing SJMLs	240
	Planning for and Responding to Challenges	242
	Additional Advice to Colleagues Implementing SJMLs	245
	Conclusion	246
	The Value of Teaching Mathematics for Social Justice	247
	Closing Thoughts from Our Contributors	248
	Chapter 10: Creating Social Justice Mathematics Lessons for Your Own Classroom	249
	Setting a Framework for an Effective SJML	249
	Element 1: Equitable Mathematics Teaching Practices	250
	Element 2: Authentic, Challenging Social and Mathematical Question or Concern	251
	Element 3: Social and Mathematical Understanding	252
	Element 4: Social and Mathematical Investigation	253
(Element 5: Social and Mathematical Reflection	254
	Element 6: Action and Public Product	255
	Summary	256
	Getting Started	257
	Step 1: Learn About Relevant Social Injustices	258
	Step 2: Identify the Mathematics	258

Step 3: Estab	lish Your Goals	259			
Step 4: Dete	mine How You Will Assess Your Goals	259			
Step 5: Creat	e a Social Justice Question for the Lesson	260			
Step 6: Desig	n the Student Resources for the Investigation	260			
Step 7: Plan	or Reflection and Action	261			
Final Words		262			
Appendix A: Ad	ditional Resources	263			
Appendix B: Les	son Resources	266			
Appendix C: NC	TM Essential Concepts for High School Mathematics	271			
Appendix D: So	cial Justice Standards and Topics	275			
1.1	sons by Mathematics Essential Concepts, Outcomes, and Social Justice Topics	277			
Appendix F: Soc	ial Justice Mathematics Lesson Planner	284			
References		286			
Index	60	293			
resources R	Visit the companion website at http://resources.corwin.com/TMSJ-highschool for downloadable resources.				
Coc					