

APPENDIX A: ADDITIONAL RESOURCES

Additional Examples of Social Justice Mathematics Lessons

Classroom Fruition: <http://classroomfruition.blogspot.com/p/social-justice-problems.html>

Felton-Koestler, M. D., Simic-Muller, K., & Menéndez, J. M. (2017). *Reflecting the world: A guide to incorporating equity in mathematics teacher education*. Charlotte, NC: Information Age.

Gutstein, E., & Peterson, B. (Eds.). (2013). *Rethinking mathematics: Teaching social justice by the numbers* (2nd ed.). Milwaukee, WI: Rethinking Schools.

Harper, F. (n.d.). Solving world problems: Equity and social justice in mathematics. Retrieved from <https://francesharper.com>

Karaali, G., & Khadjavi, L. S. (2019). *Mathematics for social justice: Resources for the college classroom*. Providence, RI: MAA Press.

Math and Social Justice: A Collaborative MTBoS Site: <https://sites.google.com/site/mathandsocialjustice/curriculum-resources>

Ontario Ministry of Education. (n.d.). Teaching mathematics through a social justice lens. Retrieved from <https://thelearningexchange.ca/projects/teaching-mathematics-through-a-social-justice-lens/>

Osler, J. (2007). RadicalMath. Retrieved from <http://www.radicalmath.org>

Socially Conscious Math: <https://sociallyconsciousmath.wordpress.com/>

Stocker, D. (2006). *Maththatmatters: A teacher resource linking math and social justice*. Ottawa, Ontario, Canada: CCPA Education Project.

Stocker, D. (2017). *Maththatmatters 2: A teacher resource linking math and social justice*. Ottawa, Ontario, Canada: CCPA Education Project.

Wright, P. (2016). *Teaching mathematics for social justice: Meaningful projects for the secondary mathematics classroom*. Derby, UK: Association of Teachers of Mathematics.

Wright, P. (n.d.). Teaching maths for social justice. Retrieved from <https://maths-socialjustice.weebly.com>

Learn More About Elements of TMSJ (Figure 1.1)

Aguirre, J., Mayfield-Ingram, K., & Martin, D. B. (2013). *The impact of identity in K–8 mathematics: Rethinking equity-based practices*. Reston, VA: NCTM.

Bartell, T. G. (2018). *Toward equity and social justice in mathematics education*. Cham, Switzerland: Springer.

Benjamin Banneker Association. (2017). Implementing a social justice curriculum: Practices to support the participation and success of African-American students in mathematics. Retrieved from <http://bbamath.org/index.php/2017/11/19/the-benjamin-banneker-social-justice-position-statement/>

Boston, M., Dillon, F., Smith, M., & Miller, S. (2017). *Taking action: Implementing effective mathematics teaching practices in grades 9–12*. Reston, VA: NCTM.

Cohen, E. G., & Lotan, R. A. (2014). *Designing groupwork: Strategies for the heterogeneous classroom* (3rd ed.). New York: Teachers College Press.

Drake, C., Aguirre, J. M., Bartell, T. G., Foote, M. Q., Roth McDuffie, A., & Turner, E. E. (2015). TeachMath learning modules for K–8 mathematics methods courses—Teachers empowered to advance change in mathematics project. Retrieved from <http://www.teachmath.info>

Flores, A., & Malloy, C. (2008). *Mathematics for every student, responding to diversity, grades 9–12*. Reston, VA: NCTM.

Greer, B., Mukhopadhyay, S., Powell, A. B., & Nelson-Barber, S. (Eds.). (2009). *Culturally responsive mathematics education*. New York: Routledge.

Gutstein, E. (2006). *Reading and writing the world with mathematics*. New York: Routledge.

Horn, I. (2012). *Strength in numbers: Collaborative learning in secondary mathematics*. Reston, VA: NCTM.

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Learn More About Elements of TMSJ (Figure 1.1) (Continued)

National Council of Supervisors of Mathematics & TODOS: Mathematics for ALL. (2016). Mathematics education through the lens of social justice: Acknowledgment, actions, and accountability. Retrieved from <https://www.todos-math.org/socialjustice>

Smith, M. S., & Stein, M. K. (2018). *5 practices for orchestrating productive mathematics discussions* (2nd ed.). Reston, VA: NCTM.

Stinson, D. W., & Wager, A. A. (2012). *Teaching mathematics for social justice: Conversations with educators*. Reston, VA: NCTM.

Su, F., & Jackson, C. (2020). *Mathematics for human flourishing*. New Haven, CT: Yale University Press.

White, D. Y., Fernandes, A., & Civil, M. (Eds.). (2018). *Access and equity: Promoting high quality mathematics in grades 9–12*. Reston, VA: NCTM.

Teaching for Social Justice

Facing History and Ourselves: <https://www.facinghistory.org>

Gonzalez, J. (2016, February 14). A collection of resources for teaching social justice. Retrieved from <https://www.cultofpedagogy.com/social-justice-resources>

Great Lakes Equity Center: <https://greatlakesequity.org/>

Revolutionizing the Classroom: Transforming Mainstream Curriculum into Social Justice Teaching: <http://www.nycore.org/newsite/wp-content/uploads/revolutionizingtheclassroom.pdf>

Southern Illinois University, Edwardsville. (n.d.). Resource list for including social justice issues in curricula. Retrieved from <https://www.siu.edu/education/diversity/resources.shtml>

Teaching Tolerance: <https://www.tolerance.org>

Online Communities Interested in Teaching Mathematics for Social Justice

Equity and Social Justice in Mathematics Education—Facebook: <https://www.facebook.com/groups/178344199241717/>

Graphs in the World—Instagram @graphsintheworld and Facebook: <https://www.facebook.com/graphsintheworld>

Social Justice Math—Twitter @socjusticemath

Nepantla Teachers Community—Twitter @NepantlaTC

Teaching Social Justice Resource Exchange—Facebook: <https://www.facebook.com/groups/teachaboutjustice/>

Resources for Building Your Own Social Justice Mathematics Lessons

DATAJUSTICE project: <https://datajusticeproject.net>

EdGap: <http://edgap.org>

Gallup: <https://www.gallup.com>

Gapminder: <https://www.gapminder.org>

GLSEN: <https://www.glsen.org>

Institute for Justice: <https://ij.org>

New York City Department of Education. (n.d.). Statistics and social justice. Retrieved from <https://www.weteachnyc.org/resources/resource/high-school-math-statistics-and-social-justice/>

O’Neil, C. (2017). *Weapons of math destruction: How big data increases inequality and threatens democracy*. New York: Broadway Books.

The Opportunity Atlas: <https://www.opportunityatlas.org/>

Smith, D. J., & Armstrong, S. (2009). *If America were a village: A book about the people of the United States*. Toronto, Ontario, Canada: Kids Can Press.

Smith, D. J., & Armstrong, S. (2011). *If the world were a village: A book about the world’s people* (2nd ed.). Toronto, Ontario, Canada: Kids Can Press.

Teaching Mathematics for Spatial Justice: <http://www.mathforspatialjustice.org>

US Census Bureau: <https://www.census.gov/en.html>

United States Department of Agriculture Economic Research Service Data Products: <https://www.ers.usda.gov/data-products/>

What’s Going on in This Graph? (*New York Times*): <https://www.nytimes.com/column/whats-going-on-in-this-graph>

Retrieved from the companion website for *High School Mathematics Lessons to Explore, Understand, and Respond to Social Injustice* by Robert Q. Berry III, Basil M. Conway IV, Brian R. Lawler, and John W. Staley. Thousand Oaks, CA: Corwin, www.corwin.com. Copyright © 2020 by Corwin Press, Inc. All rights reserved. Reproduction authorized for educational use by educators, local school sites, and/or noncommercial or nonprofit entities that have purchased the book.