

Guiding Questions for Context Matters

Context Matters

When considering any SJML, ask:

- What issues are of importance to children, families, and community members?
- What do I know about this social inequity/injustice and what do I need to know that intersects with local concerns and interests?
- How might this topic be received in my local setting?
- What is my purpose for including this social justice topic as part of my instruction?
- Who is on my team of allies ready to support me? How will I communicate both the social justice and mathematics goals to parents/caregivers, administrators, and other stakeholders?
- How does the SJML contribute to building children's mathematical and/or social agency and identity? How might this SJML allow children to share and develop an understanding of inequity or a sense of empowerment and liberation?

Guiding Questions for Content Matters

Content Matters

When considering any SJML, ask:

- How will the lesson contribute to the learning goals for the children in my class?
- How does this lesson contribute to developing children's deep understanding of mathematics? How does the lesson empower children mathematically?
- How does the lesson connect to an issue that is relevant to children?
- How does the lesson promote anti-bias education by addressing prejudice reduction and/or collective action? Which domain of the Learning for Justice Social Justice Standards are addressed? Which standard?
- How does the SJML allow children to use mathematics as a sociopolitical tool of analysis?

Guiding Questions for Who Matters

Who Matters

When considering any SJML, ask:

- How are the children in my classroom similar to and different from one another across identity groups (e.g., race, class, gender, religion)?
- How does this lesson engage children in respectfully exploring the historical, lived, and mathematical experiences of themselves and others so as to exchange beliefs, ideas, and perspectives in an open-minded and respectful way?
- How does this lesson support each and every child in expressing pride, confidence, healthy self-esteem, and positive mathematical identity without denying the value and dignity of other people?

Guiding Questions for When Matters

When Matters

When considering any SJML, ask:

- How does this SJML build on previous lessons or future lessons, both with respect to mathematics and social justice goals?
- How does the SJML integrate learning across content areas (e.g., art, social studies, science, literacy)?
- What might children already know about the mathematics and social justice topic of this SJML?

Guiding Questions for How Matters

How Matters
<p>When considering any SJML, ask:</p> <ul style="list-style-type: none">• What pedagogical strategies will I use to engage each and every child in the lesson with both the mathematics and social justice topic?• How am I reflecting on and addressing my own biases and positionality to create an anti-bias mathematics classroom?• What questions will I use to facilitate children’s learning of both mathematics and the social injustice?• How might the children in my class react to this lesson, and how will I prepare for that?• How will we (children and I) assess the degree to which our mathematics and social justice goals have been met?• How will children communicate their learning of both social justice and mathematics to stakeholders?• What action will we take to make an impact on the social topic being investigated?