

Kristin Keith:Where is everyone from?
Mary Jean Rivera:Mary Jean Rivera - Montgomery, Illinois
Eva Thanheiser:Portland, OR
Latrenda Knighten:Baton Rouge, LA
Michael Lanstrum:Cleveland, OH
Susie Hakansson:From Venice, CA but am in Denver now
Bob McDonald:Tempe, AZ
Mary Boer:Tacoma, WA
Comfort Akwaji-Anderson:Comffort Akwaji-Anderson, Iowa City, IA
Katelyn Holloway:Austin, TX
Kath S:Kathy Stoehr Santa Clara, CA
Kristopher Childs:Orlando, FL
Rob Matyska:Bloomington, IN
Katherine Pfaendler:Kathy Pfaendler: Beaverton, OR
Hannah Frasier:Lafayette, CA
Melissa Plummer:Melissa Plummer: Roseburg, Oregon
Sara Donaldson:Middletown RI
Heather Lindfors-Navarro:Gilbert, AZ
John Staley:John Staley, Baltimore MD
Marta Civil:Tucson
April Pforts:Iowa
Jennifer Black:Mississippi
April Pforts:Hi Comfort!
Claire Unger 2:Moraga California
Shelly Jones:Shelly Jones, Connecticut
Susana Davidenko:Campbell, CA
Deidra Baker:hi april and comfort! made it home in time! Deidra Baker Iowa
Emma Gargroetzi:Stanford, CA
Sara Donaldson:Allows equal access for all
Claire Unger 2:what is equal access?
Comfort Akwaji-Anderson:Equal partitions
Emma Gargroetzi:Noticing people's responses, expectations, and what happens when they are disrupted

John Staley:each person has the same chance or opportunity

April Pforts:If someone is getting more than someone else, then that is unfair. Like cookies.

Kath S:By how many people can have access

Deidra Baker:when people get what they need to be a part of the conversation, class, or activity

Katherine Pfaendler:Things are equal

Emma Gargroetzi:Asking people what they need and what they have

Mary Jean Rivera:Fair is subjective, to me fair means that it feels right.

Jennifer Black:fair: all have the same opportunity

Heather Lindfors-Navarro:That feeling you get in your gut telling you something is not right and there's no reason for it that makes sense.

Sara Donaldson:all needs are met

Susie Hakansson:When there's equity, it's fair.

Emma Gargroetzi:What if people get used to things not being fair - then we might not notice it

Mary Jean Rivera:To build off of Emma, for some children, they have adjusted to unfairness because they feel powerless.

Theodore Chao:"Thrive-al" skills: activist skills that help them survive, thrive, and potentially transform the world around them. Thrive-al skills involve recognizing the oppression of racism and poverty permeating their communities along with developing confidence to fight this oppression.

Sara Donaldson:How much space was in the front of the bus compared to the back of the bus?

Deidra Baker:do you think all people of color boycotted or what part of the population did?

Susana Davidenko:What portion of the earnings of the bus system was lost every day by the boycott? (that is, how important is the black population?)

Sara Donaldson:What percentage or fraction of the seats were in the back vs. front of the bus?

Shelly Jones:What percent of the riders were Black (if you know the number of white riders and if this is for a higher grade level)

Mary Jean Rivera:If each bus holds X amount of people, how many buses would be empty if 40,000 of the daily Montgomery bus riders are black?

DeAndrea Jones:Deidra this question has come up in my classroom

Deidra Baker:do you think some people rode the bus more than once a day?

Emma Gargroetzi:What amount of space on the bus did 10 cents buy a white person as compared to a black person?

Comfort Akwaji-Anderson:How did the Pre-schoolers demonstrate their understanding of these questions?

Susana Davidenko:What could the community do with the savings of \$40,000?

Heather Lindfors-Navarro:At what point of financial loss was the boycott deemed impactful? (older students)

DeAndrea Jones: The students have also asked did white people participate in the boycott

Susana Davidenko: If 13 out of 53 thousands riders were black, why is that difference? Blacks did not have cars, etc.

Deidra Baker: I love this project!! I want to ask high schoolers some of these tough (on many levels) questions!!

Rob Matyska: If the boycott lasted 381 days, can you construct a fraction that represents the number of years that the boycott lasted?

Susana Davidenko: These would not be appropriate questions for preschoolers. But, they would understand if a picture shows students who get $\frac{3}{4}$ of a cookie for snack and others get $\frac{1}{4}$. How many students? Why those students? How could that be solved?

Mary Jean Rivera: It would be interesting to have someone from the local gov't to come in to talk about how a boycott like that today would impact the government.

Claire Unger: yeah many things are only talked about through one "hero" of movement and less seen on lesser figures

Theodore Chao: I love the idea, Mary Jean

Heather Lindfors-Navarro: Is there an explicit opportunity/lesson/discussion that addresses the socio-emotional component that this activity may cause to arise? Specific strategy/ies?

Claire Unger: what context do u give before doing Underground Railroad activity?

Theodore Chao: Exactly, Claire. A lot of the parents mention that they've never delved so deeply into the Rosa Parks story.

Antonieta Avila: I would expect that these lessons are part of a unit that integrates other subjects: history/social studies, language arts, science, etc. during those times the conversations/discussions can occur along with the lessons

Claire Unger: how do u foster this family like atmosphere from the first day of school?

Theodore Chao: Yes, Toni. DeAndrea is really great about integrating these activities through all content areas, beyond math. One of the wonderful aspects of the PreK worlds

Theodore Chao: Claire, DeAndrea invites families into the classroom from the beginning. There's ALWAYS a family member or two in her room, helping and participating.

Heather Lindfors-Navarro: Do you feel that the identity/race/ethnicity of the instructor has an impact on how community/admin/students respond to content?

Claire Unger: how do we involve parents from lower income backgrounds to participate in our classroom?

Deidra Baker: you are awesome. as a society, we can not get past race until we talk about it!! like how we are different looking but not so different inside.

Rob Matyska: you mentioned that there's a growing number of first-generation Americans in your classroom. How can you help them understand and appreciate these topics when they may not have context or understanding? Also, what about drawing any comparisons to the experiences of these "newcomers" to some of the events that took place here in the US 50 years ago.?

Rob Matyska: and with Tubman, 150 years ago

Claire Unger:how do we get students from wealthier backgrounds to realize their “privilege”?

Claire Unger:what if they can’t come into classroom? what are other ways to help?

Theodore Chao:Claire, DeAndrea is really great about having a texting relationship with all her parents. I've seen many parents participate through sending videos or having conversations, without actually having to come to the classroom during the day

DeAndrea Jones:Claire I also go to student homes if parents cannot come to me

DeAndrea Jones:It has been my experience that parents come when they feel welcome, not all the time but most of the time

Claire Unger:de Andrea how do we get students from wealthier backgrounds to realize privilege and learn about privilege?

Mary Jean Rivera:There is a book called The Patchwork Path that would make for a great activity.

John Staley:D

Heather Lindfors-Navarro:"Using mathematical logic"great phrase to teach students to use

Comfort Akwaji-Anderson:Hello April and Dee!

Amy Morton:Appreciate the connections described. Building relationships is key to all successful activities

Mary Jean Rivera:Thank you!

Shelly Jones:Awesome! Always wondered how to teach math for social justice with younger students

Regina Washington:Thank you so much! I really enjoyed this session.

Emma Gargroetzi:Thank you Teddy and DeAndrea!

Jeff Barrett:Thank you!

Deidra Baker:this was great!

Theodore Chao:Thanks for the book recommendation, Mary Jean

Jennifer Black:Enjoyed! Thanks!

Stephanie Fine:Thank you Teddy and DeAndrea!

Kath S:Thank you!

Heather Lindfors-Navarro:Thank you!

Bob McDonald:Thanka!

Melissa Plummer:Thank you so much...very thought provoking!

Amy Morton:Hi John Staley!

Claire Unger:thanks

Marta Civil:thank you Teddy and DeAndrea

Susie Hakansson:Thanks

John Staley:thanks

Shelly Jones:Thank you all

DeAndrea Jones: Claire: People are complicated so you just hope they gain some understanding during the unit

Amy Morton: Thank you!

Katherine Pfaendler: Thank You!

Theodore Chao: Claire, didn't mean to ignore your question. DeAndrea does a great job of getting families from all incomes involved, I think a lot of it is based on her personal invitations and reputation in the community

DeAndrea Jones: Thank you for your time tonight

Rosa Serratore: thanks!