

01:25:23 Trena Wilkerson: Hello from Waco, TX!  
01:25:32 Maria Padiernos: Hello from Detroit, MI  
01:25:38 Tanya Landry: Hi from Baton Rouge!  
01:25:39 Natasha Gambarov: Hello from  
01:25:39 Russell Maciag: Good Evening, from metro Detroit  
01:25:40 Michelle Little: Hi, Michelle Little from Nashville, TN  
01:25:41 Nell Thurlow: Hello from Lafayette LA  
01:25:41 Geoffrey Enriquez: Hi from NYC  
01:25:43 Bobby Flores: Hello from Houston, TX  
01:25:43 Tracie Murphy: St. Paul, MN  
01:25:43 Allison Upshaw: Tuscaloosa, AL  
01:25:44 Olga Kosheleva: Hello from El Paso, TX  
01:25:44 Tessa Burchardt: Seattle, WA  
01:25:45 Tina Hill: Howdy! from northeast TN  
01:25:45 Gail Saltveit: Hello from Portland, Oregon  
01:25:47 Natasha Gambarov: Hello from Boston, MA  
01:25:47 Sharon Black: Hello from beautiful New Brunswick Canada  
01:25:47 Laura Willoughby: Delaware  
01:25:48 Cindy Bryant: Greetings from Springfield, MO. Please change your  
chat setting to All panelists and attendees so everyone can see your posts!  
01:25:48 Dr Deborah Smith: Hello from Antioch, TN  
01:25:48 Chad Hale: ohio  
01:25:48 Cynthia Chin: Hello from Madison , WI  
01:25:48 W Tad Johnston: HI from DC!  
01:25:51 Mary Keane: Annapolis, MD  
01:25:52 Bryan Bagala: Hello from Westchester, NY  
01:25:52 Justin Klinger: Hi from Romeoville IL  
01:25:52 Sheila Kirton-Robbins: Hi from Nashville, NC  
01:25:54 Angelita Beltran: Hello from Waukegan, IL  
01:25:54 Beth Kobett: Hello Wonderful Math Community! This is Beth from  
Maryland!  
01:25:54 Jorge Veloso: Hi from Angola.  
01:25:55 Ralph Pantozzi: New Jersey!  
01:25:55 Beth Nalker: Hi from Arlington, VA  
01:25:55 Nancy Davis: Hello From Atlanta, GA!  
01:25:56 Wendy Wright: Hi from College Station, TX  
01:25:57 Emerlina Binuya: Hello! I'm Emerlina from Petersburg, Virginia  
01:25:57 Samantha Kabe: Hello from Jersey :)  
01:25:57 LANY JAMERO: good morning from Philippines  
01:25:59 Delphine Stallworth: Hello from Stockton, CA  
01:25:59 Gayle Bynum: Gayle Bynum, Richmond, VA  
01:26:00 David Barnes: Hello from Walla Walla, Washington!  
01:26:00 Shannen Bunoski: Hi from Bethany Beach, DE!  
01:26:00 Dalila Rivera: Hello from Kingsville, Tx  
01:26:00 Tony Brusate: Greetings y'all from Lexington, Kentucky.  
01:26:02 Patricia Daugherty: San Francisco, CA  
01:26:03 Mark Fili: Hello from Queens, New York City  
01:26:03 Mary France Imperial: Hello from Philippines  
01:26:04 Melonie Smith: Hello from Chicago  
01:26:04 Michele Hall: Cheshire CT

01:26:05 Keisha Davis: Hi from Severn, MD!  
01:26:05 Michael Lanstrum: Hello from Cleveland, OH  
01:26:06 Lesly Brown: Hello from Knoxville and Lesly.  
01:26:09 Louise Phillips: Hello from Thomasville, GA  
01:26:09 KEISHA SMITH: Keisha Smith, Montgomery AL  
01:26:11 Catherine Bronikowski: Hello from Milwaukee, WI  
01:26:11 Jennifer Henderson: Good evening from Acworth GA  
01:26:12 Chonda Long: Hello from Northern VA  
01:26:15 Regina Williams: Miami  
01:26:17 Tamara Dixon: Hi from Alexandria, VA!  
01:26:19 peter zirnis: hi from Ontario  
01:26:20 Linda Russo: hello  
01:26:21 dana dulzo: hello from dana novi mi  
01:26:21 Katrena Washington: HI, Im Katrena from Chicago, IL  
01:26:22 TINA LATTIMER: Hi Ravenna Ohio  
01:26:23 Lisa Owens: Greetings from Cincinnati, Ohio.  
01:26:27 Christina Tully: Hi from Las Vegas, NV!  
01:26:30 Abigail Santiago: Hello from Kentucky!!  
01:26:32 WARA SABON DOMINIKUS: hello from indonesia  
01:26:36 Rachell Scott: Hello from Maryland!  
01:26:38 Nely Ara-is: Hi from Norfolk, VA  
01:26:39 Enslin Levasseur: Hi from Dover NH  
01:26:40 Ma. Lorena Aloquina: good morning 🌻  
01:26:42 Lotalinda Castro-Anderson: Hello from Philly!!!!:) :)  
01:26:46 Linda Russo: Hi, This is Linda from Brooklyn. Thank you for  
hosting the event  
01:26:48 India Puch: India from Columbia, sc  
01:26:48 Valerie Vanderport: hello from Everett, wa  
01:26:49 Suhana Kadoura: CA Ottawa  
01:26:49 Betty Stallings: Portsmouth , VA  
01:26:50 Nora Marasigan: Hello from Philippines  
01:26:50 Jillane Moulden: Hello from the eastern shore of Maryland  
01:26:56 NITIN MALVIYA: Hello Everyone from India  
01:26:58 Lynn Rakatansky: Hello from Providence, RI.  
01:27:00 Pamela Liegl: Good evening from Streator, IL. So looking forward  
to hearing from Kwame again!  
01:27:07 Amy Tucker: Hi from Wayne,  
01:27:09 Michelle Hall: Sorry I forgot to switch to all panelists and  
attendees  
01:27:10 Amy Tucker: Maine  
01:27:13 Jeff Shih: hi all from las vegas!  
01:27:13 Caroline Morse: San Diego, CA  
01:27:14 Claudia O'Keefe: Hello from Buffalo, NY!  
01:27:16 Jenny Sagrillo: Hello from Milwaukee, WI  
01:27:17 Portia Felder: Greetings from Snellville, GA  
01:27:21 Michelle Hall: Michelle Hall from Philadelphia, PA  
01:27:29 Melissa Luzano: Hafa Adai! Representing Guam and Cali  
01:27:31 Joy Kogut: Hello from Vermont! I'm a Boston Public School  
teacher who is enjoying the summer!  
01:27:33 Danielle Marchand: Hello from Nova Scotia Canada :)

01:27:34 Michael Chrzan: What up doe?! From Detroit, MI  
01:27:38 Judy Radigan: Hi from Maine!  
01:27:39 Carolina Obregon: Pasadena, CA  
01:27:44 Stacey Hatchett: Hi from Waukegan, IL (north suburb of Chicago)  
01:27:49 Dale Pasino: Hi from Worcester, MA!  
01:28:06 Corey Carrier: Hi from Los Angeles, CA!  
01:28:19 Cindy Bryant: Please change your chat setting to All panelists and attendees so everyone can see your posts. :-)  
01:28:21 Angela Beck: Hello from Glen Burnie, MD!  
01:28:23 Genesis Docena: Hello from Washington DC!  
01:28:25 Eduardo Enjambre: Hello from Upper Marlboro, Maryland.  
01:28:26 Denise Walston: hi Denise from Chesapeake VA  
01:28:36 Linda Koval: Hello from Bealeton, VA!  
01:28:41 Tracy Benjamin: Hello, from Phoenix Arizona  
01:28:43 Beth Alsberg: Hi from Oakland, CA!  
01:28:45 Kimberly Huggins: oops, thank you! hello from Memphis, TN!  
01:28:57 Sara VanDerWerf: Hello All - Sara VDW from Minneapolis!  
01:29:03 Alison Jo Frost: Hi all from Beckley WV  
01:29:06 Shelly Jones: Good evening from Connecticut!  
01:29:08 Rebecca Zlotnik: NJ here.  
01:29:08 Michelle Defilippis: Hello from Toronto, Ontario!  
01:29:13 Lisa Ashe: Lisa Ashe-North Carolina  
01:29:17 Ebony Baker: Hi from Chesterfield,VA  
01:29:18 Catherine Abbott: Hi from Cate in Maryland  
01:29:20 Jan Back: Hello, Jan Back from Hampton, Tennessee  
01:29:33 Alison Jo Frost: I love Vermont in the summer – I used to live there 25 years ago  
01:29:36 Catherine Abbott: YEAH Benjamin Banneker Association!  
01:29:38 Beth Kobett: Oh I love that!  
01:29:41 Shelly Jones: Hi Dr. Scott! Yay Benjamin Banneker Association!  
01:29:51 Daniel Irving: Hello from North Providence, RI!  
01:29:59 Macobia Harris: Hello from Desoto TX  
01:30:04 Rachel Oh: Hello from Los Angeles!  
01:30:06 Alison Jo Frost: Arrangements! Such a powerful concept  
01:30:06 Danielle Marchand: Oh no, my audio is horrible...  
01:30:07 Joy Kogut: Empowering students as change makers  
01:30:41 Sheila Bishop: Hello from Southern, NH  
01:30:49 Melissa Luzano: Understanding that math is not neutral and that teaching it as such is a disservice to all students  
01:30:59 Catherine Abbott: All our children can dream without society blocks based on race, gender, language, or socio-economic background.  
01:31:05 Mirasol Laberinto: Hi Mirasol Laberinto from Phoenix Arizona  
01:31:12 Ron Napper: Hello from Murfreesboro.  
01:31:28 Natasha Gambarov: Increasing awareness of the concepts of equity and inequity  
01:31:29 Nancy Davis: Kwame Anthony Scott  
01:31:46 Viragni Chand: Hi from California  
01:33:07 Catherine Abbott: My heart hurts when my African American students buy into the stereotypes shown in media.

01:34:04 Denise Huey: Well that's something to unpack. Why does it hurt your heart?

01:35:26 Cindy Bryant: Please change your chat setting to All panelists and attendees so everyone can see your posts. :-)

01:35:44 Michael Chrzan: Intentional policy efforts includes your classroom policies

01:35:47 Maria Woehl: Hi from San Diego, CA!

01:36:06 Jet Yeung: Hello Everyone--Jet from Henderson, Nevada

01:36:30 Cindy Bryant: Please change your chat setting to All panelists and attendees so everyone can see your posts. :-)

01:36:38 Lauren Davenport: Hello, Lauren from PA.

01:36:42 Judy Radigan: I love this picture!

01:36:52 Judy Radigan: Use the equity one.

01:36:56 Linda Russo: what so you mean math is not neutral?

01:37:00 Julia Messner: Hi, from Edmond, OK!

01:37:04 Macobia Harris: I've seen this picture in another recent training

01:37:04 Lauren Davenport: This is GREAT already. Excellent points!

01:37:06 Portia Felder: That image is eye-opening

01:37:19 Denise Walston: love the picture

01:37:21 Judy Radigan: I love taking the fence down.

01:37:26 Elaine Dupree: Yes I teach this to my students

01:37:42 Rebecca Zlotnik: Where can I read more about Pythagoras's African studies?

01:37:53 Ethan Weker: Not only that - the right triangle theorem named for Pythagorus was developed independently by just about every major culture/civilization!

01:38:05 KEISHA SMITH: I taught my students this for last 25+ years

01:38:06 Michael Chrzan: Another related photo, includes Justice: <https://i.redd.it/4v6005upnt051.jpg>

01:38:09 Genesis Docena: so many minority apprentices with lost credit due

01:38:10 Alison Jo Frost: I've been reading Western Mathematics: the secret weapon of cultural imperialism by alan bishop

01:38:21 Ethan Weker: Rebecca: Crest of the Peacock would be a great book to check out

01:38:27 Kevin Cormier: Crest of the Peacock is another good one I'm working through right now

01:38:30 dana dulzo: I've seen the image before without the last step of removing the fence, that is a huge step and an important one.

01:38:50 Rebecca Zlotnik: thank you

01:38:51 Shelly Jones: You can also read The Crest of the Peacock: Non-European Roots of Math

01:38:56 Jennifer Henderson: My favorite math class in my doctoral program with ethnographic math. So many rich stories I had never heard before.

01:39:15 Myra Absin: Good morning .

01:39:24 Catherine Abbott: Crest of the Peacock is a bit expensive

01:39:43 Cindy Bryant: Good Morning @Myra!

01:39:52 Shannen Bunoski: "discipline with dignity"

01:39:54 Nancy Nelson: Hello from Richmond, VA

01:39:58 Kevin Cormier: ^There are different editions of Crest.. I got one from Alibris for \$7

01:40:37 Melissa Luzano: so is bail  
01:40:38 Catherine Abbott: Wow! on Crest... I'll do a deeper search.  
01:41:05 Melissa Luzano: \*not \$7 lol I meant bail is expensive  
01:41:13 Myra Absin: Yes there should be integration of social justice to mathematics.  
01:41:46 Alison Jo Frost: Crest is available through my online library lending network for free. Check your state's online library offerings?  
01:41:49 Cindy Bryant: This is great Anthony!  
01:42:07 Ethan Weker: For expensive books - check your library, and also request from the library. I've had multiple books purchased by my library.  
01:42:13 Mohamed T: Hi everyone! Mohamed from CT.  
01:42:28 Catherine Abbott: Even better is to teach our students recognize and bring stories back to the Math classroom.  
01:42:51 Alison Jo Frost: I love the alternative points of view that I see in this series. I had NOT thought about this this way  
01:43:05 Myra Absin: Real world problems should be used .  
01:43:06 Linda Russo: I have been wanting to become better at the story-telling. Does anyone have a good reading or resource for this?  
01:44:10 Alison Jo Frost: @Linda, is this what you mean?  
[https://medium.com/@danny\\_forest/an-introverts-top-tips-on-how-to-be-a-great-storyteller-c6c85ee51364](https://medium.com/@danny_forest/an-introverts-top-tips-on-how-to-be-a-great-storyteller-c6c85ee51364)  
01:44:42 Catherine Abbott: Terry Jones show a great Egyptian story of dividing with fraction in the video "The Story of 1".  
01:44:42 Judith Montgomery: @Linda here are some good math fiction like <http://mbamp.ucsc.edu/signature-programs/professional-reading-groups/>  
01:44:48 Linda Russo: Thank you!  
01:44:58 Claudia O'Keefe: This would be a fun way to teach logarithms too  
01:45:03 Alison Jo Frost: I do storytelling every summer at camps which has a lot to do with cadence and structure. once you establish the structure, the story can take on a life of its own. But now I have to think about how it fits into a mathematics classroom  
01:46:07 Sandy Silverman: Love this! Reminds me of 6th grade ratio reasoning. Frustrating though, when parents and tutors get in there and want to teach the algorithms that undermine the number sense and reasoning involved.  
  
01:46:24 harry holloway: Hi from Va.  
01:46:51 Veronika O'Donnell: Hello from Chicago!  
01:47:14 Cindy Bryant: Please change your chat setting to All panelists and attendees so everyone can see your posts. :-)  
01:48:17 Tom Litwinowicz: hello from Ohio  
01:48:31 Catherine Abbott: Wow...I can see how someone would think vaccines would reduce the number people on Earth.  
01:48:35 Alma Miho: I like this chart  
01:48:50 Thomas Reuter: I am lost -what was the point of the Gates quote?  
01:49:18 Alison Sturrock: I'm lost too  
01:49:18 Alison Jo Frost: Correlated, not causal – there's a fascinating chart when you study Geography that shows population changes.  
01:49:35 Katrien Vance: Are there attempts to limit world population by focusing on particular populations

01:50:03 Thomas Reuter: ??? This sounds like a conspiracy theory on AA population staying level in the US???

01:50:44 Cindy Bryant: Please change your chat setting to All panelists and attendees so everyone can see your posts.

01:50:44 Thomas Reuter: What about the impact on US population from the increasing #s of Latinx countries?

01:50:59 Katrien Vance: I've done similar things with prices of food in the CW or population of immigrant groups – there is A LOT of math in history

01:51:10 Katrien Vance: CW = Civil War

01:51:26 Catherine Abbott: It would be interesting to see what the other races track between 1900 to 2030. Someone predicted by 22nd century we will be a population multiple minorities.

01:51:31 Alison Jo Frost: As a culture becomes more “sophisticated” the population growth slows. introducing farming creates a population bubble, but then it starts to shrink as culture matures. Interestingly, it is also reflective of artificial borders, such as China. China is interesting all on it's own because of the famine in the late 1940's and then the one-child policy.

01:51:36 Alison Jo Frost: @Catherine, I agree

01:51:42 Katrien Vance: The census is a GREAT source of data

01:51:42 harry holloway: The gates quote seems contradictory and sent the wrong message.

01:51:53 Elaine Dupree: this is so rich!!!

01:51:58 Shannon Hammond: We could also encourage students to look into maternal and infant mortality comparing demographics.

01:52:07 Alison Jo Frost: Gates is probably an attention getter because he has been so controversial lately

01:52:40 Thomas Reuter: I think he is using numbers to drive some personal theories -these are NOT supported by sociology or current demographic models. I can do the same thing with Americans of German descent. Is there a government program to depress my German ancestors?

01:52:44 Catherine Abbott: U.S. Census Bureau has GREAT lesson plans for Math and Social Studies at their "Statistics in Schools"

01:53:03 Shannen Bunoski: "classrooms should be a place of hope" love that- so powerful

01:53:24 Julia Messner: Yes, we should be warm and inviting to share hope and joy with all of our students

01:53:25 Shannon Hammond: The most important thing we can teach our students is to come up with questions and help them use the tools to investigate

01:53:35 Shannon Hammond: Not just tell them

01:53:41 Jayson Sentinellar: good day from ph

01:53:50 Catherine Abbott: Another great source of ALL KINDS of statistics from the U.S. Census Bureau is the American Community Survey

01:54:02 Chonda Long: Hope all is well.

01:55:16 Daniel Faulkenberry: The NIH also has a variety of statistics and can link them to ethnic/racial/economic groups, which gets at the intersection of identity and health

01:55:21 Shannon Hammond: The latest Star Talk had on the editor of Skeptic Magazine- a really good listen to inform us teachers of how to help students interact with information of all kinds and build their critical thinking.

01:55:42 Catherine Abbott: Front Office of Sports Teams

01:55:59 Thomas Reuter: Teachers do not control the educational institutions.

01:56:16 Michael Chrzan: Not all but I'd argue our classrooms count Thomas.

01:56:23 Claudia O'Keefe: @Shannon - YES!

01:56:24 Katrien Vance: But we have conscious or unconscious biases

01:56:27 Catherine Abbott: Now for teachers.....do they reflect their local community.

01:56:33 Laura Willoughby: and I'm sure the admin level is even more white

01:56:38 Alison Jo Frost: Right, curriculum is a multi-million dollar business, not driven by teachers or students

01:56:58 Thomas Reuter: Yes, we do, but we are often constrained by the ACT tests, by the Boards of Education, etc.

01:56:59 Kristin Brown: Does tracking students into "accelerated math" perpetuate a racist system? (I mean advancing in elementary school, or even getting kids into Algebra in 8th grade) I've been trying to learn more about dismantling systems of oppression and wondered if this was something we need to think about?

01:57:15 Michael Chrzan: Definitely does currently.

01:57:17 Judy Radigan: Teachers do not always reflect their community. Communities change, sometimes drastically.

01:57:28 Amy Tucker: Kristin, Jo Boaler has been talking about that

01:57:29 Katrien Vance: Yes. Please stop pushing Algebra earlier and earlier.

01:57:43 Kelli Statham: Kristin, read Catalyzing Change from NCTM

01:57:45 Jamica Craig: tracking in math definitely perpetuates racism

01:57:47 Daniel Faulkenberry: Kristin, our school did a study and found that race was a substantial predictor in teacher recommendations for AP, even independent from grades, PSAT score

01:57:47 Mike Shaughnessy: Absolutely Tracking perpetuates racism!

01:58:02 Angela Beck: Our Algebra 1 curriculum has exponential functions in it.....

01:58:23 Andrew Lammers: @Kristin- a system that maintains inequity is racist (imo)

01:58:25 Jennifer Henderson: yess Kelli Statham!! Absolutely read Catalyzing Change!

01:58:26 Ethan Weker: Tracking definitely perpetuates racism - it's a completely racist system. (And many other -ists for that matter, but racism is the topic here).

01:58:37 Kristin Brown: thank you all!

01:58:52 TINA LATTIMER: Tracking into advance classes is tracking. Too often there is an absence of diversity in the advance classes.

01:58:53 Sandy Silverman: How does competency based learning align with dismantling the tracking system? Is cbl helpful or harmful to offer access to algebra?

01:59:11 Chonda Long: <https://www.nctm.org/change/>

01:59:23 L Pearson: Teachers can have a negative or a positive impact on their students' learning and in social justice.

01:59:29 Mike Shaughnessy: Tracking prevents all students from engaging in high level and challenging mathematics

01:59:48 Daniel Faulkenberry: Tracking and the notion of "meritocracy"

might be a good subject to discuss with students; thinking along the lines of <https://www.theatlantic.com/business/archive/2015/12/meritocracy/418074/>

02:00:03 Shannon Hammond: I teach in a non-tracked, diverse urban school. It was designed that way. Students decide whether or not to take APs and we say yes.

02:00:05 Jamica Craig: "improving Access to Mathematics: Diversity and Equity in the classroom" has some good information.

02:00:17 Kevin Cormier: Right, I think that if all students have access (not a set number in a high-tracked class) you can start to dismantle some of the racism. Some..

02:00:29 L Pearson: YES!!!

02:00:36 harry holloway: The single best way to improve racial diversity in honors and AP classes, is teachers of color in Honors and Ap classes. That is what the data says

02:00:52 Alison Jo Frost: Thanks Chonda

02:01:08 Ethan Weker: We have opt-in options for honors credit, and anyone who chooses it is able to take part (and given support as necessary to succeed). For math, only applies to Pre-Calc, and will apply to Stats next year. Same with other classes, though.

02:01:39 Ethan Weker: We haven't fixed inequity, mind you, but we are making steps where we can.

02:01:41 Julia Messner: Just an idea maybe for upper grades: Have students study mathematicians from various racial backgrounds.

02:01:42 Catherine Abbott: Have you seen the book, "Weapons of Math Destruction: How Big Data Increases Inequality and Threatens Democracy" by Cathy O'Neil. VERY SCARY BOOK.

02:02:16 Shannon Hammond: Try Factfulness for an antidote to scary...

02:02:17 Zane Ranney: @ Catherine: Highly recommend that book as a community read for math depts

02:02:17 Tony Brusate: The Bill Gates thing was a trigger for me and sent me down a rabbit hole. This is a worthwhile read if you want to deep delve into the stats with your students:

<https://www.snopes.com/fact-check/bill-gates-vaccinations-depopulation/>

02:02:19 Catherine Abbott: Who tracks the abortion statistics?

02:02:24 harry holloway: that is nyc, not true in other places

02:02:40 harry holloway: Oh, we have a real agenda here.

02:02:47 Tony Brusate: These stats are from 2011. Is that really the latest or r you cherry picking?

02:02:58 Corey Carrier: If you haven't read any of Danny Martin's work I highly recommend

02:03:02 Rebecca Zlotnik: Agree Harry

02:03:03 Corey Carrier: esp this

[https://www.researchgate.net/publication/331474139\\_Racism\\_Assessment\\_and\\_Instructional\\_Practices\\_Implications\\_for\\_Mathematics\\_Teachers\\_of\\_African\\_American\\_Students](https://www.researchgate.net/publication/331474139_Racism_Assessment_and_Instructional_Practices_Implications_for_Mathematics_Teachers_of_African_American_Students)

02:03:14 harry holloway: Yes, it is cherry picking,

02:03:29 Catherine Abbott: Is the abortion due to opportunity to have abortion or the lack of access to birth control?

02:03:36 Katrien Vance: Try to ignore the agenda and hear the ideas. The idea is a good one. ask kids to make a guess, then find the actual info. still worth it



02:03:40 L Pearson: Again, the speaker is basically trying to help us introduce different ways of including social justice in the math class.

02:03:59 Claudia O'Keefe: What do you mean by "address" the high rate of Blacks with the abortions?

02:04:51 Alison Jo Frost: I learned in another session (not NCTM) to take a moment to sit with your discomfort. He is saying uncomfortable things. In this instance it is sometimes hard to hear the message because, for instance, abortion is an uncomfortable topic.

02:05:00 harry holloway: Social Justice does not need to be slanted.

02:05:03 Michelle King: How do we make sure we that we are being sensitive in regards to Social Emotional Learners (abortion, for example, might be a sensitive topic for some students)?

02:05:23 Mike Shaughnessy: Thank you Alison—we need to do that.

02:05:37 Kristin Brown: @Alison Thank you.

02:05:40 Rebecca Zlotnik: I think Inductive and Deductive reasoning may lend toward discussions of social justice.

02:05:41 Alison Jo Frost: I would not be able to discuss abortion in Southern West Virginia with my students, even if they brought up the concept.

02:05:42 Christine Betley: Yes, thank you Alison

02:05:42 Katrien Vance: I can share with folks a powerpoint I made that is not cherry-picking that show real, current statistics about frisking, etc. It is very powerful for kids and backs up a lot of that is said here.

02:05:50 Catherine Abbott: It's that other place where the road was paved with good intentions.

02:05:55 harry holloway: stop and frisk was a better example than the Abortion one.

02:06:01 Ethan Weker: Police brutality is a topic I've covered the past couple of years in my Algebra class, but not sure it would be very responsible this year - could be traumatic with our current environment.

02:06:16 Mike Shaughnessy: Anytime any of us make any presentation—we select, so we all 'cherry pick.' Let it go people

02:06:17 Alison Jo Frost: @Ethan, I agree

02:06:23 Kelli Statham: If you want to "dip your toe" into social justice, you can look at health care access, achievement gap, food desserts and other issues that affect BIPOC

02:06:56 Daniel Faulkenberry: @Ethan, conversely, radio silence from us as educators can sometimes set the tone that we don't think it's worth talking about--highly contextual if it's appropriate, of course

02:06:59 Alison Jo Frost: Food desserts are huge here in Southern WV in the urban areas. I am in a small city and there is no fresh fruit for miles except in my yard – that I grow

02:07:05 Katrien Vance: Yes—it is not hard to find examples!

02:07:12 Catherine Abbott: Do people ever remember an interaction with police when they are treated respectfully?

02:07:14 Michelle King: Thanks @Kelli Statham

02:07:14 Christine Betley: @Kelli I had good success with using WiFi access during the school closure as a context

02:07:28 Kevin Cormier: I've been sketching out a 7th grade unit rate lesson with pay gaps in race and gender

02:07:39 Tony Brusate: I've worked with this as PBL where we asked students

to prove something is a problem and design a 5-minute presentation for the city council. Many of my African American students wanted to prove some of these issues. We pushed them to be exact, to dig deeper. And they did. I wish I could post some of their presentations here because some were spectacular—cross-referencing data, creating charts and graphs, adding maps. It's possible, but you need to not be afraid to push students to be all they can be.

02:07:40 Shannon Hammond: Social justice topics are uncomfortable. Any truly impactful problem that needs to be addressed will be uncomfortable. Our kids are uncomfortable, we are uncomfortable. But to help them become empowered community members, we have to model persistence through uncomfortable situations

02:07:45 Blake West: Another good data source is Richard Rothstein's latest book that looks at public policy in a variety of areas (including red-lining in access to federal housing loans) and impact on economic opportunity based on race.

02:07:45 Mike Shaughnessy: With you, Kiruba

02:08:31 Ethan Weker: @Daniel -that's true. Not advocating silence, but rethinking my regular 3 week project that could be triggering this year. Maybe worth reducing to a one day activity, allow students to opt for alternative assignment instead.

02:08:48 Kelli Statham: Teachers can poll students to see what social justice topics they WANT to learn about...

02:08:49 Daniel Faulkenberry: @Ethan, a strong agree on the student choice

02:08:53 Dr Deborah Smith: @Tony B--Your project sounds interesting.

02:09:05 Melissa Luzano: Maybe you can start with a trigger warning

02:09:11 harry holloway: NYC again?

02:09:25 Nancy Davis: @Kelli:, Yes!

02:09:41 Katrien Vance: You can definitely find the stats for your own area; I did it with my area.

02:09:50 Myra Absin: Connections to different aspects of life is needed to engage our students in math.

02:10:08 Shannon Hammond: Stop and frisk was a hallmark NY policy

02:10:13 Alison Jo Frost: @Catherine, yes. My mother (who I took care of) reputed me to Adult Protective Services because she hated my "rules." She eventually ran away. The officer investigating the case interviewed me at the police station on Valentines Day. He told me flat out that I should do what I can to get her out of my home because she was a nasty piece of work. he was very empathetic to my situation that could have gone quite badly – in eldercare, my mother had ALL the power.

02:10:41 harry holloway: How many would be banned by schools?

02:10:51 Michele Hall: Even the 0% here is important- is it 0%, or is the number so small that it isn't "counted"? What does that mean about that population in terms of how they are treated? How does that square up with MMIW (Missing and Murdered Indigenous Women)?

02:10:54 Catherine Bronikowski: Has anyone incorporated the book Evicted Poverty and Profit in the American City? Am thinking of doing a book read/project w/my PreCal students.

02:11:28 Alison Jo Frost: @Tony, well done!

02:11:31 Linda Russo: I am all in with how to use and gather data. How do I approach lesson planning in other areas such as geometry or trig?

02:11:39 Zorica Lloyd: It may also be interesting for students compare

their original beliefs with what stats show. And where they are different try to discuss what made them believe their initial idea or why they think the reality isn't as well known.

02:11:44 KEISHA SMITH: @Catherine...why the PreCal class?

02:11:44 Shannon Hammond: This table is incredible. Same # of seizures but different number of stops- percents!

02:12:04 Catherine Abbott: It looks like a higher percentage of drugs and weapons were seized from white stops.

02:12:13 Shannon Hammond: Yup!

02:12:30 Cynthia Chin: I will be using EVICTED in Financial Algebra. The ethnographic study was done in Milwaukee, which is very close to our city of Madison.

02:13:09 Ethan Weker: @Linda - if you can access it, Mathalicious has some great prompts for 3 Act Real World Situations, many involving social justice. Lots of launching points for bigger projects as well (minimum wage, excessive police force, access to cell towers, homelessness). Several are available that relate to geometry and some trig.

02:13:09 Alison Jo Frost: Geometry, can benefit from city planning and architecture and you can include redlining. For us, in our Geometry standards, we have probability which I use with Mocking Jay and the culling.

02:13:27 Kelli Statham: You might look at Gerrymandering with geometry

02:13:34 Daniel Faulkenberry: Along the lines of food deserts, you could look at the impact of dollar stores:

<https://cspinet.org/sites/default/files/attachment/Dollar%20Store%20Fact%20Sheet.pdf>

02:13:36 Katrien Vance: Mike S - you rock. "Stirred up" is awesome

02:13:38 Alison Jo Frost: @Kelli - good thought!

02:13:43 Tony Brusate: It would be interesting to have students calculate the % of stopped whites/blacks that are carrying guns or drugs from that last chart. More whites had drugs (by %) and may more had drugs.

02:13:50 Katrien Vance: Gerrymandering - yes!

02:13:52 harry holloway: Stop and Frisk is a great example. I have used this data before.

02:14:05 Alison Jo Frost: Dollar Stores and Starbucks incorporate Geographic Information Systems and spatial referencing - good call!

02:14:27 Daniel Faulkenberry: @Kelli--I may be missing the obvious, but what geometry in particular are you thinking of with gerrymandering?

02:14:30 Kelli Statham: A good topic this year could also be the CENSUS

02:14:32 Catherine Abbott: Search Results

Search Results

Web results

The Crest of the Peacock: Non-European Roots of Mathematics Paperback from Amazon between \$24 and \$35.

02:14:51 Kelli Statham: Area and probability

02:14:52 Alison Jo Frost: Free on Hoopla, an online library network

02:14:59 Zane Ranney: @Daniel, Professor Moon Duchin does great work with exploring gerrymandering through the lens of geometry

02:15:02 Lorie Huff: Great information

02:15:14 Daniel Faulkenberry: On the Census, we have a tendency to pretend that the data is objective. But there are real decisions about what questions are

asked--what racial categories do we use, and who decides that.

02:15:18 Daniel Faulkenberry: @Zane Thanks!@

02:15:19 Corey Carrier: @Daniel or checks cashed locations

02:15:25 Michele Hall: Districts can be judged against a "Compactness" standard using some simple formulas. The new Social Justice in Mathematics Lessons from NCTM has a set of lessons about it.

02:15:37 Michele Hall: For gerrymandering\*

02:15:43 Beth Kobett: Agreed @MikeS rocks!

02:15:44 Alison Jo Frost: @Daniel, at the moment, only 4% of West Virginians have responded to the census. It is not representative for us.

02:16:22 harry holloway: Gerrymandering connects to geometric probability. I have also used it looking at area vs population, and how the geometric rearrangement change results.

02:16:49 Daniel Faulkenberry: @Alison: it's a great context for "nonresponse bias"

02:16:56 Carmela Minckler: I recently read "A Few Drops of Red" by Claire Hart-field about the 1919 Chicago race riots...originate by whites, more blacks killed and wounded, but more blacks were arrested...

02:16:57 Catherine Bronikowski: @Kiesha - my thought is that w/PreCal I have more opportunity to change up the curriculum. However, with all the great suggestions, no reason I cannot use in my Geometry classes as well.

02:16:58 Myra Absin: Excellent presentation. Thank you.

02:17:41 Catherine Bronikowski: @Cynthia - I live in Milwaukee and work in the inner city - evicted is about my city

02:17:42 India Puch: that's right!!!!

02:17:54 Karoulin Aljoris: correct

02:17:57 Daniel Faulkenberry: I really like thinking about mathematical language as code switching!

02:18:19 harry holloway: I do not really understand code switching.....

02:18:33 Daniel Faulkenberry: @Harry: the idea is that you speak differently in different contexts

02:18:45 Linda Russo: yes

02:18:53 Katrien Vance: @harry - your students do it every day: They speak differently to each other than to their grandparents, for example

02:18:58 Daniel Faulkenberry: Like, you'd talk differently at a faculty meeting than you would with your kids, and differently yet from talking to your friends at the bar

02:19:21 Enslin Levasseur: Thank you this was great! a lot of food for thought! Excited to delve more into some of this!

02:19:38 Veronika O'Donnell: Thank you!

02:19:40 Alison Jo Frost: @Daniel, before we end. I worked with a program in WV where students from a community gathered data about a community. It was completely different than CDC and NIH data because people from WV, and they may not be alone, do NOT respond similarly to out of area data collectors.

02:19:49 Brian Lawler: \*\*\*\*\*many many thanks

02:19:52 harry holloway: yes, but since I am on the autism spectrum it is often hard me to see it and understand it.

02:19:54 Maria Woehl: You've given us much to think about, Thank you!

02:19:58 Beth Kobett: Beautiful question and response!

02:20:05 Katrien Vance: Oh, harry, I understand your comment now.

02:20:07 India Puch: exactly!!  
02:20:20 Alison Jo Frost: @Harry, my autistic son has learned this. He is in coaching for social understanding.  
02:20:23 Blake West: Might want to watch the youtube movie "Hairlove"  
02:20:26 Mirasol Laberinto: Big thanks for this awesome presentation  
02:20:32 Alison Jo Frost: Ohhh, Hairlove is awesome!  
02:20:34 Daniel Faulkenberry: @Alison, excellent point--there's a good experiment in there about having students ask their friends statistical questions versus strangers and see if it biases results  
02:20:43 Abigail Santiago: Awesome, thank you!!  
02:20:44 Nell Thurlow: Thank you for the excellent presentation! I hope that we have more opportunities to learn from Prof. Scott.  
02:20:44 Stacey Hatchett: Check out We Are Teachers. They have 21 videos to reference about teaching this in early grades.  
02:20:52 Sandy Silverman: Excellent presentation. Thank you!  
02:20:55 Pamela Liegl: Thanks again for a great presentation. I remember standing room only in Peoria, IL last fall.  
02:21:09 Marquis Boddie: Thank you from Florida  
02:21:11 harry holloway: It helps we a lot when I work with a lot of sped kids, a) I am a success b) I understand the world they see a little.  
02:21:11 dana dulzo: thank you for your presentation, a lot to think about as I prepare for next year.  
02:21:21 Julia Messner: Thank you!  
02:21:33 Dr Deborah Smith: Thank you for a great presentation!  
02:21:38 Glenna Blessing: Thank you from Maryland!  
02:21:38 Trena Wilkerson: What a great session! Such thoughtful dialogue between participants, too. Thanks for sharing additional resources, experiences, and insights.  
02:21:40 Alison Jo Frost: He uses a lot of context that not everyone can grasp right away. It will be helpful to strengthen his presentation if he speaks briefly about the context of much of his data.  
02:21:42 Ethan Weker: Thank you, Dr. Scott! Great data set examples and ideas in here!  
02:21:57 TINA LATTIMER: Thank you for so many things to consider. Context matters!  
02:21:57 Aparna Nisankararao: Thank you! Great presentation!  
02:21:59 Patricia Trafton: Outstanding presentation!! So much to think about and do!! Thanks so much!!  
02:22:04 Q C: excellent presentation  
02:22:08 Christine Betley: Excellent session, thank you!  
02:22:12 Tom Litwinowicz: thank you!  
02:22:13 W Tad Johnston: Interesting, check out Wikipedia post on Crest of the Peacock  
02:22:16 Sheila Kirton-Robbins: Thank you.  
02:22:16 Carmelita Nalzarro: Awesome presentation. Thank you very much Mr. Kwame Anthony and Ms. Chonda. God Bless  
02:22:28 Tracy Benjamin: Thank you so much!!  
02:22:28 Stacey Hatchett: Impactful & Informative. Thank you Dr. Scott!  
02:22:29 Lauren Davenport: Excellent!!! Thank you.

02:22:29 KEISHA SMITH: THOUGHT PROVOKING for sure! Thanks for ideas for ALL OF OUR CHILDREN.

02:22:31 Christina Tully: Thanks for sharing!!

02:22:31 Alison Jo Frost: Screen shot this folks!

02:22:33 Shannon Hammond: Thank you!

02:22:33 Michelle Little: Awesome PD. I loved it.

02:22:35 Chonda Long: [www.nctm.org/100](http://www.nctm.org/100) the link to the presentation will be available

02:22:36 L Pearson: Outstanding presentation and dialogue!!

02:22:39 Danielle Marchand: Thank you so much!

02:22:39 India Puch: Great presentation!!!!

02:22:40 Danielle Bentley: Dr. Scott, thank you for your time and your information!

02:22:40 Daniel Irving: Thank you for this incredible presentation!

02:22:41 Natasha Gambarov: Thank you for this essential and informative presentation :)

02:22:45 Monique Greene: thank you

02:22:49 Shirley Frye: Anthony, you make us proud of your examples that focus on making classrooms rooms of hope!

02:22:54 Kelli Statham: Thank you for pushing us!

02:22:55 Jet Yeung: Thank you for all your information. This is a lot to think about.

02:22:56 Viragni Chand: Thank you for the great presentation and the great ideas for stats.

02:23:00 Taryn Brown: Thank you SO much for a GREAT presentation.

02:23:05 Myra Absin: Awesome presentation. Thanks.

02:23:16 Teresa Bulanda: One of the best presentations ! Thank you!

02:23:23 Beth Nalker: Thank you so much for sharing your insight, guidance, and ideas!

02:23:31 Sharon Black: Thank you so much for sharing your wonderful ideas!

02:23:48 Catherine Abbott: Please double check numbers used in STATS. Know the sources.

02:23:50 Shelly Jones: Thank you Dr. Scott! Always an adventure and new learning.

02:23:55 Faith Peddie:  
<https://www.edutopia.org/blog/creating-classrooms-for-social-justice-tabitha-dellang-elo>

02:23:57 Nancy Davis: Thank you! Much work to be done!

02:23:59 W Tad Johnston: census data is good but need to search

02:24:12 Faith Peddie:  
<https://www.cultofpedagogy.com/social-justice-resources/>

02:24:20 Felicia Phillips: The author of BlackStats, Monique Morris, also wrote the amazing book Pushout: The Criminalization of Black Girls in Schools. A great read....

02:24:32 Melanie Carter: How do you get a copy of the powerpoint?

02:24:40 Lorie Huff: Thank you for this great presentation.

02:24:48 Walter Shaner: Thank you very much!

02:24:48 Chonda Long: A PDF of the Power Point will be available with the recording at [www.nctm.org/100](http://www.nctm.org/100)

02:24:51 Samantha Kabe: Thank-you!

02:24:52 Francis Kisner: Thank you, Dr. Scott.  
02:24:53 Suhana Kadoura: thank you for sharing so much of yourself with us!  
02:24:54 Linda Koval: Thank you so much!  
02:24:59 Maria Padiernos: Thank you from Detroit, Michigan!  
02:25:01 Jennifer Heldenbrand: Dr. Scott, thank you for challenging us.  
02:25:02 Patricia Daugherty: thank you.  
02:25:09 Keisha Davis: Thanks  
02:25:14 Marilu Deal: Thank you.  
02:25:17 Lauren Bursh: This was so good. Many people need to listen to  
this.  
02:25:18 Patti Gawronski: Thank you so much!  
02:25:19 Julian Laferrera: Thank you for sharing your knowledge!  
02:25:20 Stacey Hatchett: Our district (Waukegan, IL) did a screening  
of the movie PUSHOUT! great information.  
02:25:21 Rachell Scott: Thank you!!  
02:25:23 Valerie Vanderport: Thank you Dr Scott!  
02:25:24 Nell Thurlow: Thank you Dr. Scott  
02:25:33 Dave Hankin: Thank you again from Globe, Arizona!  
02:25:37 W Tad Johnston: Mike,, glad to have you on - nice job  
02:25:39 Tanya Landry: Thank you!  
02:25:40 harry holloway: the slides will be up tomarrwo won't they?  
02:25:46 Portia Felder: Thank you Dr. Scott  
02:25:50 Catherine Abbott: The CHAT is one of the most valuable  
resources in these NCTM100 Days Webinars.  
02:25:50 Carmelita Nalzaro: Thanks. Goodnight everyone.  
02:25:54 Linda Russo: Thank you, Linda  
02:25:56 Shashidhar Belbase: Thank you so much for such a nice discussion  
and talk !  
02:25:56 Angela Beck: Thank you!  
02:25:57 Faith Peddie:  
<http://thelearningexchange.ca/wp-content/uploads/2011/11/TeachingMathematicsGuide.pdf>  
f  
02:25:57 Tessa Burchardt: Thank you!  
02:26:02 Catherine Abbott: Thank you for a great webinar.  
02:26:17 Faith Peddie: <http://radicalmath.org/main.php?id=SocialJusticeMath>  
02:26:22 Blake West: We did Pushout for Aspiring Educators with the  
book's author as a guest. NEA ZOOM session.  
02:26:27 Kenneth Mullins: Well done Mr. Scott, I really appreciate  
your lesson. Social justice does need to be addressed in class these. Espessially  
during these times.  
02:26:39 Michele Hall: Thank you, Dr. Scott!  
02:26:48 Faith Peddie: The certificate will be emailed tomorrow!  
02:26:49 JoAnn Hiatt: Fantastic information on how to bring social justice  
into the classroom using mathematics!  
02:26:49 Olga Kosheleva: Thank you!  
02:26:50 Cindy Bryant: THANK YOU Anthony, great presentation!!!  
02:26:55 Lisa Owens: Thank you Mr. Scott for your knowledge!  
02:26:57 Ron Napper: Thank you.  
02:27:14 Taryn Brown: Dr. Scott, I know some folks in DC who could use  
this webinar!!

02:27:28 Melonie Smith: Excellent Presentation!  
02:27:30 Angelita Beltran: Thank you  
02:27:33 Shannen Bunoski: Thank you Mr. Scott for your knowledge!

02:27:38 Alison Jo Frost: Thank you!  
02:27:39 Lisa Owens: Oops, sorry, thank you Dr. Scott  
02:27:41 Karoulin Aljoris: thank you  
02:27:44 Mohamed T: Thanks .  
02:27:45 Justin Klinger: Thank you. It was very informative.  
02:27:47 harry holloway: slides up tomarrow?  
02:27:51 Eduardo Enjambre: Thank you so much.  
02:27:52 Rebecca Zlotnik: Thank you!  
02:27:54 Dale Pasino: Thanks!  
02:27:54 Michelle Little: Thank you Dr. Scott.  
02:27:57 Judy Radigan: The you!  
02:27:57 Penina kamina: Thank you. Excellent  
02:28:00 Alison Jo Frost: @Harry, on its way in your email  
02:28:01 Elaine Dupree: this was so awesome  
02:28:03 Macobia Harris: Thank You!!  
02:28:05 Abigail Santiago: Thank you!!  
02:28:07 Michelle Hall: Thank You  
02:28:10 rhonda jeffrey: THANK YOU VERY MUCH!!!  
02:28:10 Delphine Stallworth: Thank you Great Job I learned a lot Tonight  
02:28:11 Carmelita Nalzaro: Excellent presentation. Thanks also for the  
copy. Bye. God Bless you all. Stay safe

02:28:12 Jennifer Collier: Excellent! Thank you!!  
02:28:27 Marie Saint Hilaire: Thank you!!  
02:28:30 Marquis Boddie: what college do you teach at?  
02:28:34 Michelle King: Thank you!  
02:28:41 Emerlina Binuya: Thank you so much! amazing presentation  
02:28:50 Catherine Bronikowski: Thank You!  
02:29:15 Elaine Dupree: oh i cant wait to implement these topics and share  
with co teachers

02:30:26 Rosalyn Bantay: Thank you..  
02:30:34 Marquis Boddie: Thanks  
02:30:38 Alison Jo Frost: Enjoy your chat and visit folks!  
02:30:57 Susan Nordyke: Thank you, excellent presentation.  
02:30:59 Brian Lawler: ha!  
02:31:06 Cindy Bryant: Thank you Alison.  
02:31:12 harry holloway: thank you! interesting stuff.  
02:31:59 harry holloway: Yeah, I had the same exoerince teaching methods  
02:32:01 Linda Russo: We love it!