



A lesson on social justice, what should be in it?

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Dr. Kwame Anthony Scott
Consultant | Djehuti Ma'athematics,
LTD

An approach to social justice

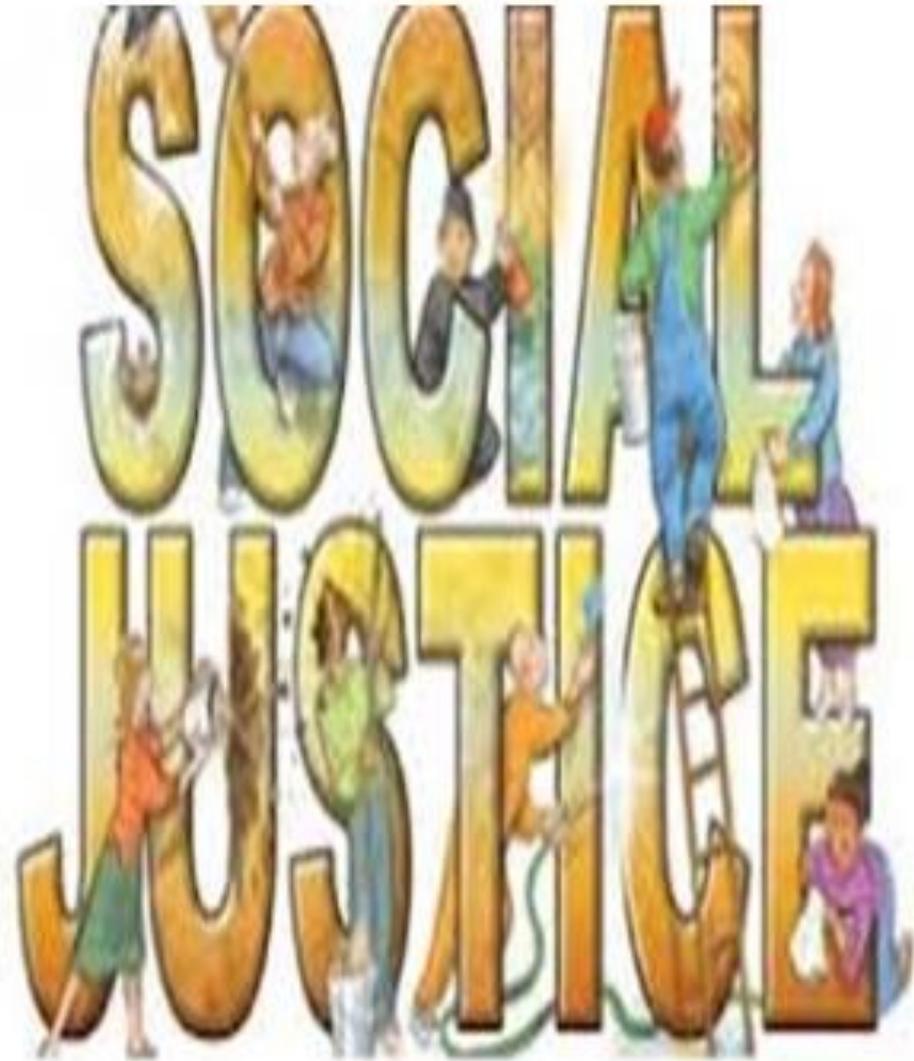
- ▶ What comes to mind when you see the phrase Social Justice?
- ▶ ***Especially with Black Lives Matter Protests Nation-wide***

Planning a lesson

. . . the teachers thoughts and actions are part of a deliberate attempt to promote the development of young African Americans—both in terms of the knowledge they acquire and the identities they assume.

This includes . . . the teachers' awareness of their own culturally mediated values and biases, as well as an understanding of how success and failure are rooted in larger societal and institutional structures.

Without this awareness, teachers may develop what they think is good instruction that creates opportunities for learning, when in fact they may be merely repackaging their own worldview and cultural values. **Peter Murrell-African Centered Pedagogy.**

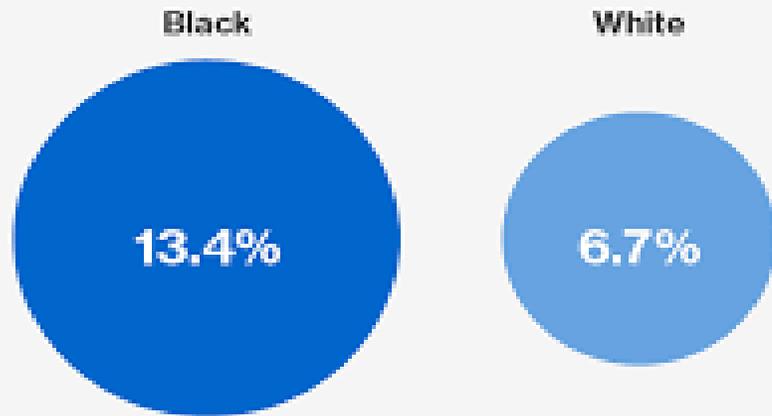


Systematic Inequality and Economic Opportunity

- ▶ The U.S. economy was built on the exploitation and occupational segregation of people of color. While many government policies and institutional practices helped create this system, the legacies of slavery, Jim Crow, and the New Deal—as well as the limited funding and scope of anti-discrimination agencies—are some of the biggest contributors to inequality in America.
- ▶ Together, these policy decisions concentrated workers of color in chronically undervalued occupations, institutionalized racial disparities in wages and benefits, and perpetuated employment discrimination. As a result, stark and persistent racial disparities exist in jobs, wages, benefits, and almost every other measure of economic well-being.
- ▶ By [Danyelle Solomon](#), [Connor Maxwell](#), and Abril Castro August 7, 2019, 7:00 am-(Center for American Progress)

Systematic Inequality and Economic Opportunity

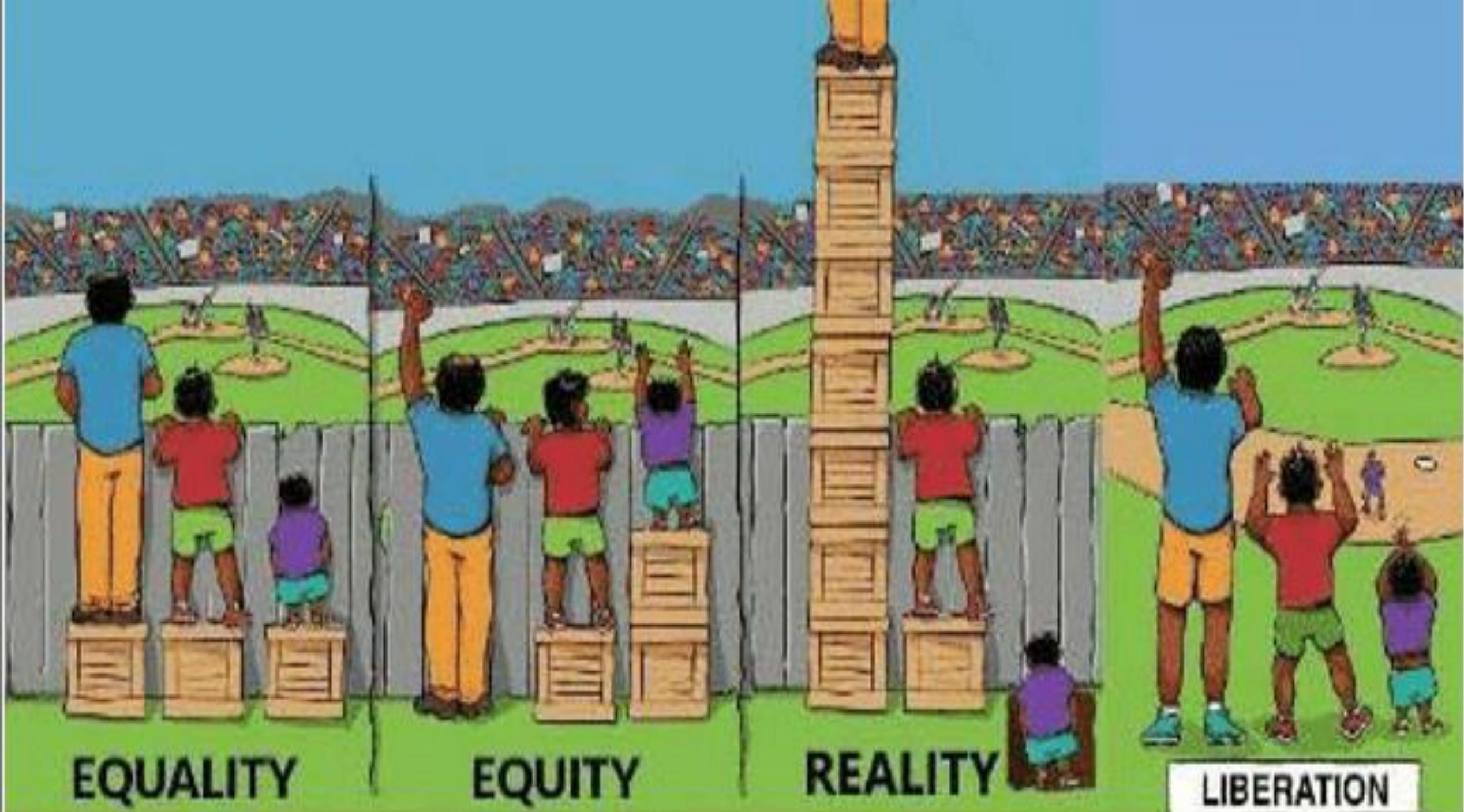
2013 unemployment rate by race
Seasonally adjusted



Source: Bureau of Labor Statistics



- ▶ This report examines how **government-sanctioned occupational segregation, exploitation, and neglect exacerbated racial inequality in the United States.**
- ▶ **Eliminating current disparities among Americans will require intentional public policy efforts to dismantle systematic inequality, combat discrimination in the workplace, and expand access to opportunity for all Americans.**



BBA's definition of Social Justice

- ▶ "People of African Ancestry have a unique history. For hundreds of years our beliefs were communal and our acts were corporate. "Our indigenous practices were distorted after centuries of slavery, Jim Crow segregation, racist terror, and institutional exclusion." (Woodson, 1933).
- ▶ Consequently, we need a process to identify, examine, diagnose, discuss, and determine solutions to those political, economic and social conditions that have an adverse effect on our lifestyles as a people. **We call the name of this process an" Approach to Social Justice"**.

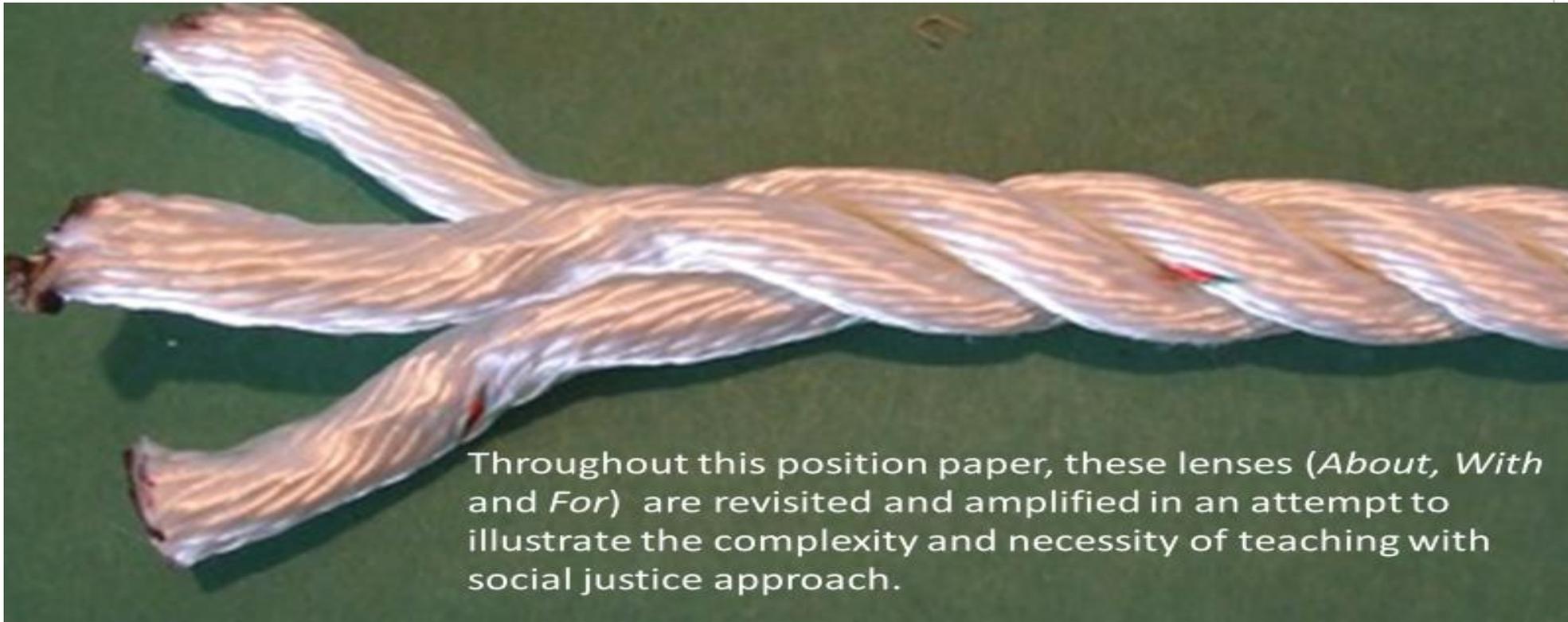


How does BBA define a Social Justice approach to a curriculum?

Elements of an Integration Approach

- ▶ Self-love and knowledge
- ▶ Respect
- ▶ Issues of social injustice
- ▶ Awareness raising and social action

Three Lenses for Social Justice Approach

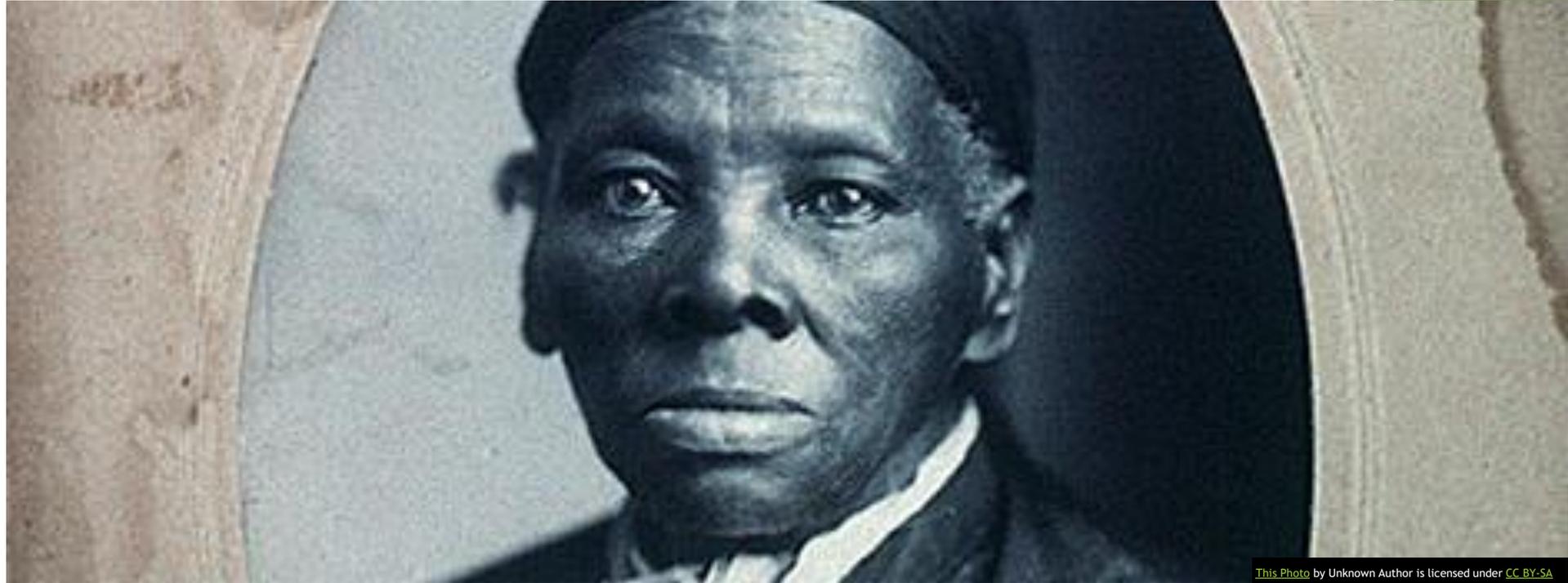


Throughout this position paper, these lenses (*About, With and For*) are revisited and amplified in an attempt to illustrate the complexity and necessity of teaching with social justice approach.

About Social Justice

About social justice is planning a lesson to look at serious issues or even provocative issues using mathematics.





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How do you connect a historical lesson to a social justice lesson in mathematics?

How can students become advocates in their own communities?

3 aspects of teaching

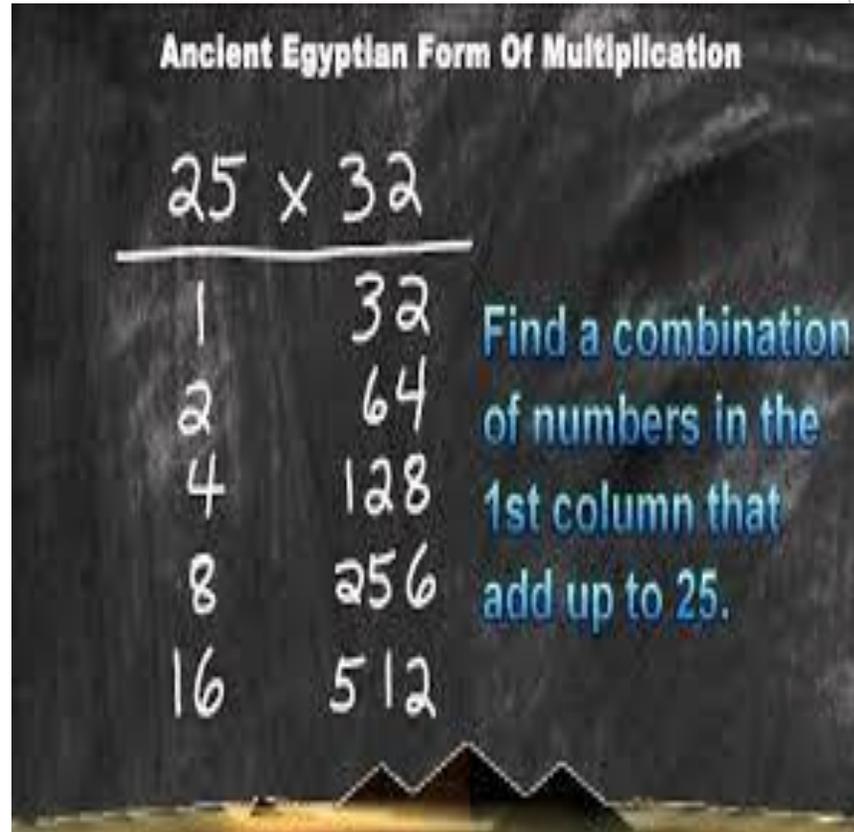
Gloria Ladson Billings

- ▶ Context—Does the math make sense? Do we give the math meaning?
- ▶ Math is not a-cultural—connect the math to the students lives
- ▶ Teacher competence---Know your math well enough to create a story to hold the students attention and embed the algebra into the story.



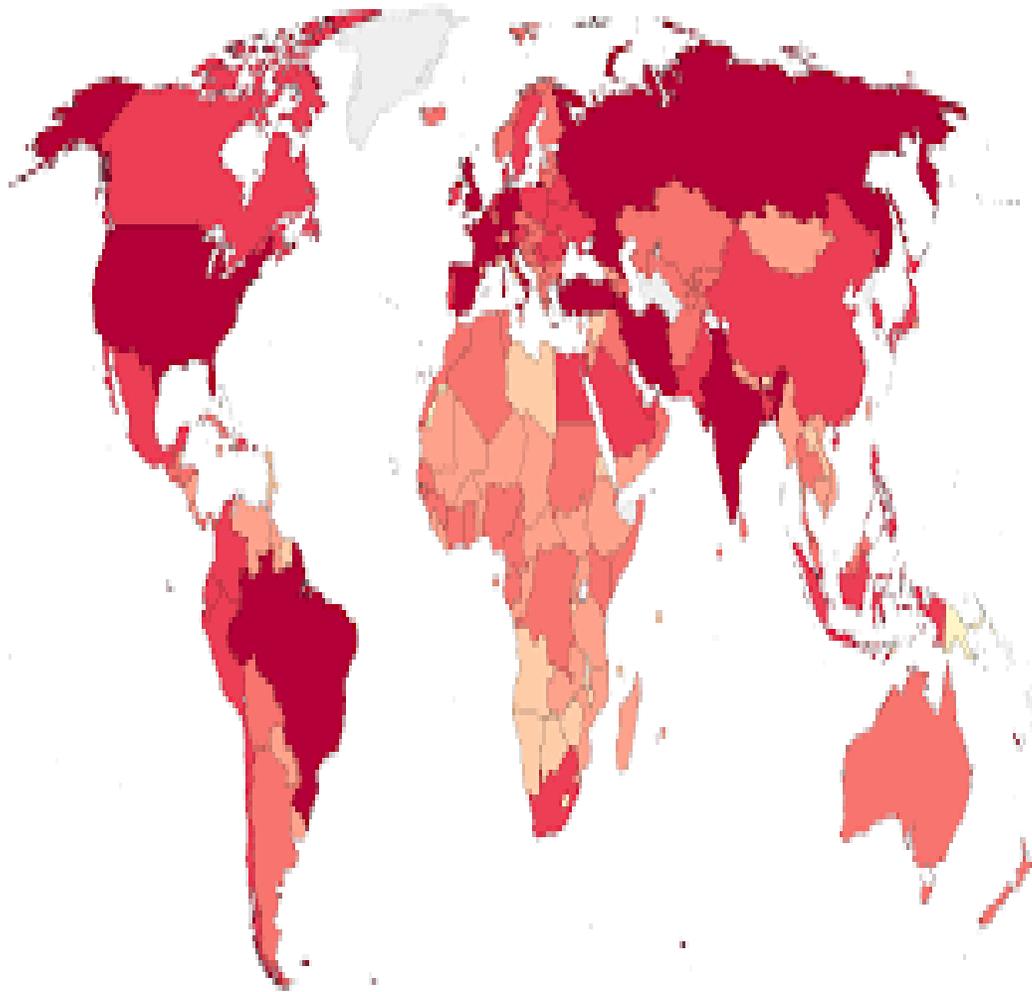
Egyptian(KMT) Mathematics Mystery of Using 2

- ▶ Have your students to compare and contrast the base numbers 2 and 3 to see which would be more convenient in generating the numbers from 1 to 20 using the powers of 2 and 3.
- ▶ $2^0 = 1$ $3^0 = 1$
- ▶ $2^1 = 2$ $3^0 + 3^0 = 2$
- ▶ $2^0 + 2^1 = 3$ $3^1 = 3$
- ▶ Continue to reach 20



What was so powerful about 2 in doubling to multiply two factors?

Social Issues of Injustice



Read from Thomas Reuters Foundation News.



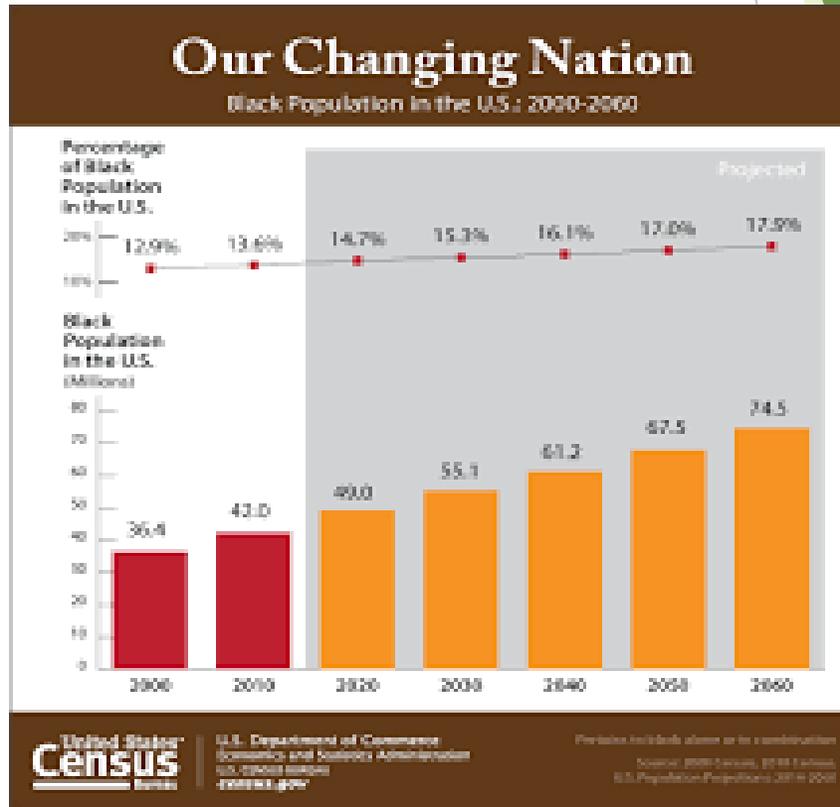
African Americans in the United States[79]

Year	Number	% of total population	% Change (10 yr.)		
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- | | | | | | | | | |
|--------|--------------|---------------|-------|---|--------------|-------|-----|---|
| ▶ 1900 | 8,833,994 | 11.6% | 18.0% | ▶ 1960 | 18.9 million | 10.5% | 26% | - |
| - | - | | | - | | | | |
| ▶ 1910 | 9,827,763 | 10.7% | 11.2% | ▶ 1970 | 22.6 million | 11.1% | 20% | - |
| - | - | | | - | | | | |
| ▶ 1920 | 10.5 million | 9.9% | | ▶ 1980 | 26.5 million | 11.7% | 17% | - |
| 6.8% | - | | | - | | | | |
| ▶ 1930 | 11.9 million | 9.7% (lowest) | 13% | ▶ 1990 | 30.0 million | 12.1% | 13% | - |
| - | - | | | - | | | | |
| ▶ 1940 | 12.9 million | 9.8% | | ▶ 2000 | 34.6 million | 12.3% | 15% | - |
| 8.4% | - | | | - | | | | |
| ▶ 1950 | 15.0 million | 10.0% | 16% | ▶ 2010 | 38.9 million | 12.6% | 12% | |
| | | | | ▶ 12.7% of the total U.S. population (2018) | | | | |

Population decrease of African Americans

- ▶ Using the data for African American population from 1900 to 2030, Create a line graph(Bar Graph, Histogram) with X-axis as the Census years and the percentage of the total population as the Y-axis.
- ▶ Project what you think would be the decreased percentage of the African American population if Bill Gates goals of decreasing population comes true.
- ▶ Do some research and determine the population of African Americans for 2020 and 2030



With social justice, the focus is the demeanor of classroom interactions. The teacher uses various practices within the classroom relationships that encourages equal participation and status.



Demeanor in the Classroom

Brazilian educator Paulo Freire writes that teachers should attempt to live part of their dreams within their educational space.

Classrooms can be places of hope, where students and teachers gain glimpses of the kind of society we could live in and where students learn the academic and critical skills needed to make it a reality.

The Huffington Post

Promoting Respect for Cultural Diversity in the Classroom

Racism and white supremacy

- ▶ **Whites control all major institutions** of society and set the policies and practices that others must live by. Although rare individual people of color may be inside the circles of power--Colin Powell, Clarence Thomas, Marco Rubio, Barack Obama-- they support the status quo and do not challenge racism in any significant enough to be threatening.
- ▶ Their positions of power do not mean these public figures don't experience racism (Obama endured insults and resistance previously unheard-of), but the status quo remains intact.

Who Controls our Institutions

White Fragility by Robin Diangelo pg. 31

- ▶ Ten richest Americans: 100 % white
- ▶ US Congress: 90% white
- ▶ US governors: 96% white
- ▶ Top military advisers: 100% white
- ▶ President and vice president: 100% white
- ▶ US House Freedom Caucus: 99% white
- ▶ Current US president cabinet: 99% white
- ▶ Full time college professors: 84% white
- ▶ People who decide which TV shows we see: 93% white
- ▶ People who decide which books we read: 90% white
- ▶ People who decide which news is covered: 85% white
- ▶ People who decide which music is produced: 95% white
- ▶ Teachers: 82% white

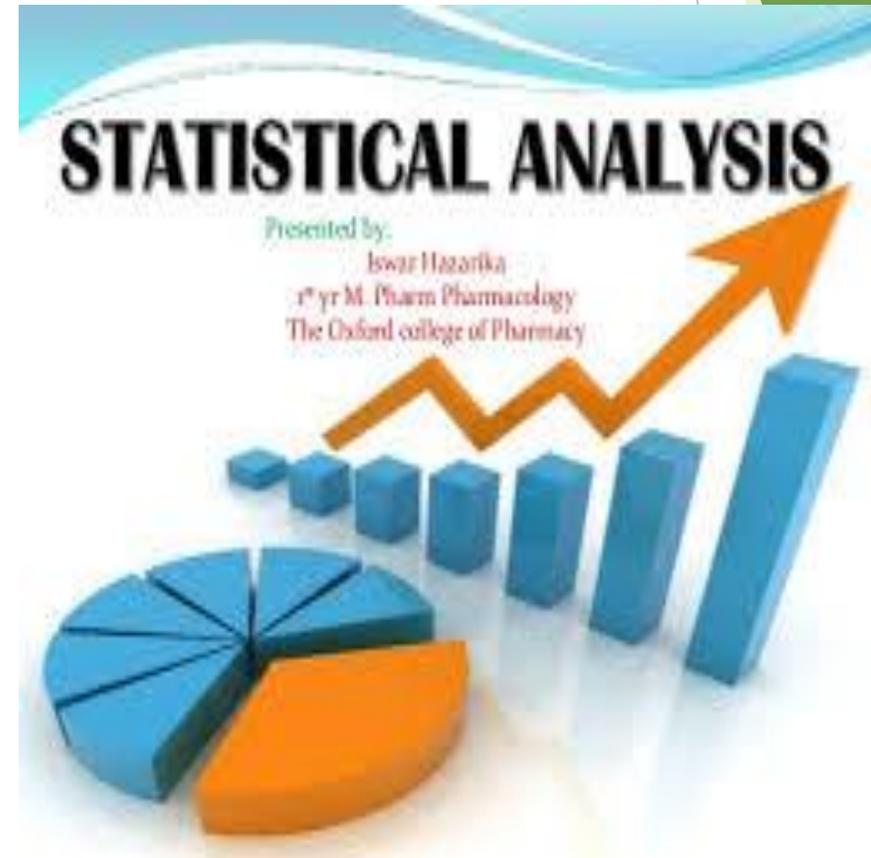
For Social Justice

The result will be students and communities who possess the mathematical skills and tools necessary to engage as citizens and who have positive self- and community-esteem, mentoring relationships, and a historical and contemporary understanding of the heritage and legacy of people of African descent.



State Standards of Common Core Mathematics

- ▶ Reason quantitatively and use units to solve problems.
- ▶ Use units as a way to understand problems and to guide the solution of multi-step problems;
- ▶ choose and interpret units consistently in formulas;
- ▶ choose and interpret the scale and the origin in graphs and
- ▶ data displays.



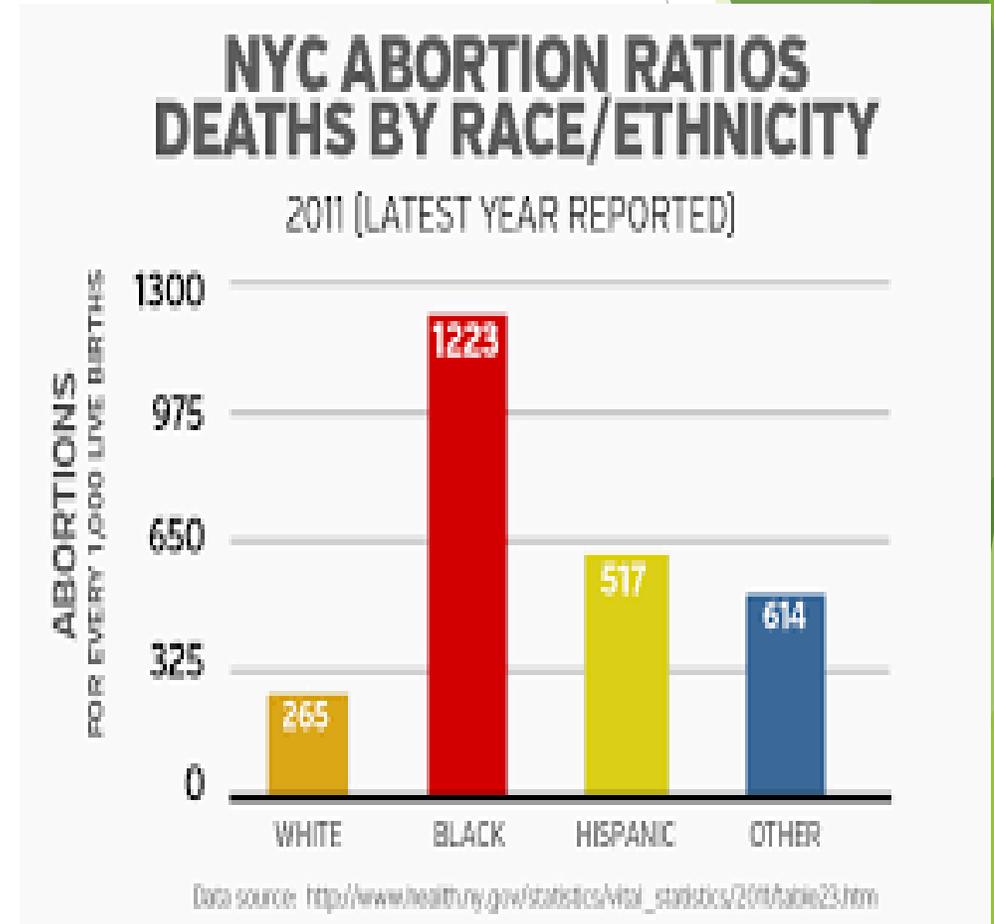
Guess What?

- ▶ Have your students to write down what they think is the greatest killer of Black people. Add to that guess why they selected that answer.
- ▶ Collect the data and place the amounts on the board.
- ▶ Each student has to develop a display of the data;



Rates of Abortions—social justice or not

- ▶ Ask them: what do they think about their answers compared to the actual answer?
- ▶ Ask them: why they think that Black women have so many more abortions than any other race?
- ▶ Where do they suppose is the locations of many Planned Parenthood centers in cities?
- ▶ What can be done to address the high rate of Blacks with the abortions?



Where is the social justice in Stop and Search (Frisk)?

- ▶ The police have the power to stop and search you if an officer has reasonable grounds to believe that you have been involved in a crime, or think that you are in possession of a prohibited item. ... The main legislation that covers police use of stop and search is the Police and Criminal Evidence Act 1984.
- ▶ The purpose of the **Police and Criminal Evidence Act 1984** was to unify **police** powers under one code of practice and to balance carefully the rights of the individual against the powers of the **police**.



impartial and just treatment or behavior
without favoritism or discrimination

Where is the social justice?



- ▶ **Stop and Frisk**—Racism or not; can it deter the frequent shooting in New York?
- ▶ In June 2018, Brian Johnson was holding a conversation while sitting on a bench with a cousin and a friend on Broadway in New York.
- ▶ Suddenly, he was surrounded by NYPD squad cars. In moments, Brian found himself on the ground with a gun pointed at him. It was his 18th birthday.

SOCIAL JUSTICE

- ▶ Prompt:
- ▶ Students write about a time when they or someone they knew, had an interaction with police.
- ▶ This activity sets the stage for seeing our mathematical research as intimately connected to students' lives, while also providing a valuable source of qualitative data for use in later activities.
- ▶ What happened?
- ▶ How did you (and /or the other person feel about it?)
- ▶ What would you do about it?



Background Data for Murder and Non-negligent Manslaughter (about)

- ▶ Murder and Non-Negligent Manslaughter
- ▶ Victim, Suspect, Arrestee Race/Ethnicity
- ▶ Victim Suspect Arrestee
- ▶ AMER IND 0.0% 0.0% 0.0%
- ▶ ASIAN/PAC.ISL 3.3% 3.5% 3.0%
- ▶ BLACK 67.0% 60.9% 54.5%
- ▶ WHITE 5.0% 4.9% 8.5%
- ▶ HISPANIC 24.7% 30.7% 33.7%

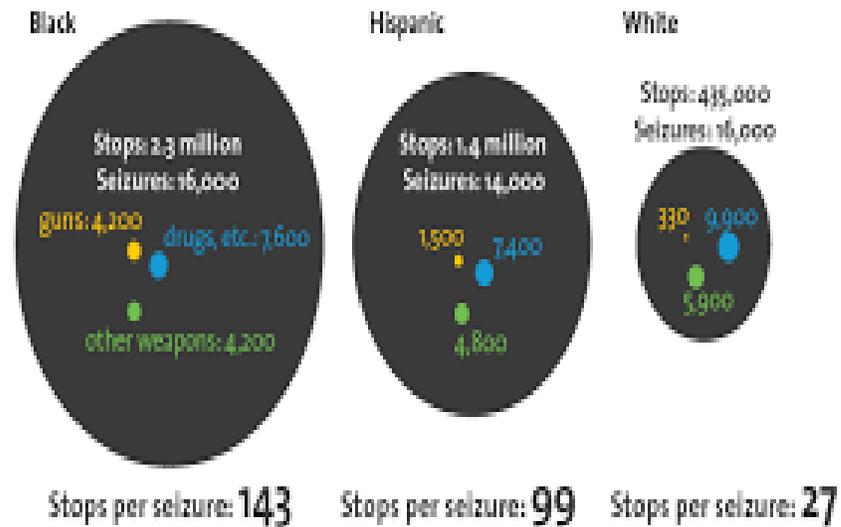


Where is the social justice in Stop and Frisk

- ▶ How would you have your students to translate these statistics to another form of display to tell the story of if there is social justice or not.

The NYPD's Low Yield

Police stops vs. seizures of illicit goods, 2004-12



Source: Center for Constitutional Rights

Mother Jones

Nypd—POLICE STOPS vs. SEIZURES OF ILLICIT GOODS 2004-2012

	BLACKS	HISPANIC	WHITES
STOPS	2.3 MILLIONS	1.4 MILLIONS	435,000
SEIZURES	16,000	14,000	16,000
GUNS	4,200	1,500	330
DRUGS, ETC	1600	7,400	9,900
OTHER WEAPONS	4,200	4,000	5,900

Stop , Questions, and Frisk in New York Neighborhoods—(The New York Times, July 10, 2010)

By Race

STOPS:

- ▶ White-10% Blacks-55%
- ▶ Hispanics-32% Others-3%
- ▶ CRIME SUSPECTS:
- ▶ White-16% Blacks-51%
- ▶ Hispanics-29% Others-4%
- ▶ CITY POPULATIONS:
- ▶ White-35% Blacks-23%
- ▶ Hispanics-28% Others-14%
- ▶ Use and place all of the data in visual representation to help answer the questions below.

- ▶ How can you determine if Stop and Search displays Social Justice or not?
- ▶ Why did you chose that visual?
- ▶ How does the evidence support your conclusion?



Social Justice

Using Visual Representation

- ▶ Use your visual representation to describe how this interaction with the NYPD displays racial social justice or not.
- ▶ Explain why this visual representation was selected?
- ▶ How would you want to address this situation to make a difference?

Making your voice heard



Resources

& *links*

<https://www.edutopia.org/blog/creating-classrooms-for-social-justice-tabitha-dellangelo>

<https://www.cultofpedagogy.com/social-justice-resources/>

<http://thelearningexchange.ca/wp-content/uploads/2011/11/TeachingMathematicsGuide.pdf>

<http://radicalmath.org/main.php?id=SocialJusticeMath>

[Picower, B. \(2012\) Using their words: Six elements of social justice curriculum design for the elementary classroom. *International Journal of Multicultural Education*. Vol. 14 \(1\).](#)

<http://ed618.pbworks.com/f/From%20Achievement%20Gap%20to%20Education%20Debt.pdf>

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- ▶ Monique W. Morris. *BlackStats* 2014. The New Press, New York, London.
- ▶ Richard Rothstein. *The Color of Law* 2017. Liveright Publishing Corporation. A Division of W.W. Norton & Company. Independent Publishers since 1923. New York, London.
- ▶ George G.M. James. *Stolen Legacy* 1992. African World Press, Inc.

“when is equality not fair?”

