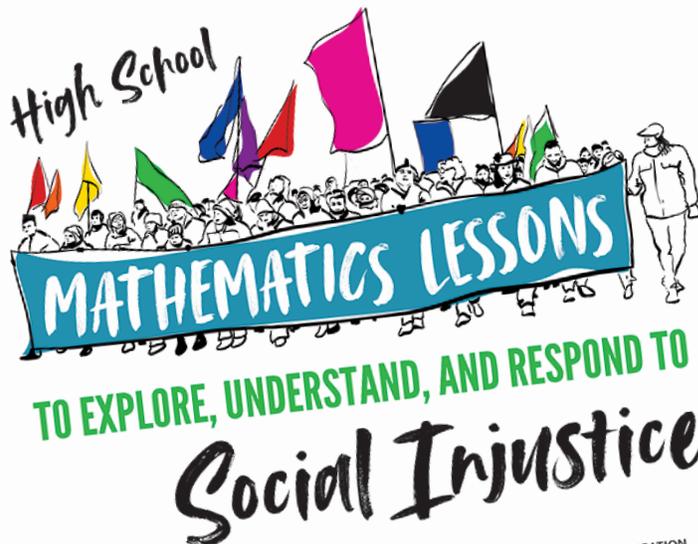


ROBERT Q. BERRY III • BASIL M. CONWAY IV  
BRIAN R. LAWLER • JOHN W. STALEY  
AND COLLEAGUES

WITH  
CONTRIBUTIONS  
FROM OVER 30  
EDUCATORS



A JOINT PUBLICATION  
CORWIN Mathematics  
NCTM NATIONAL COUNCIL OF  
TEACHERS OF MATHEMATICS

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CORWIN

Please enjoy this complimentary excerpt from *High School Mathematics Lessons to Explore, Understand, and Respond to Social Injustice*. This excerpt gives teachers a chart of instructional strategies for teaching mathematics for social justice.

**LEARN MORE** about this title, including Features, Table of Contents, and Reviews.

As you begin to implement the lessons in your own classroom, let the following chart of instructional strategies for teaching mathematics for social justice (Figure 4.3) guide your preparation and implementation of the SJMLs in this book.

Figure 4.3. Social justice teaching strategies.

<b>Teaching Mathematics for Social Justice—Instructional Strategies</b>		
<b>Preconditions for Teaching for Social Justice</b>	<b>Characteristics of Teachers Who Teach for Social Justice</b>	<b>Social Justice Teaching Strategies</b>
Recognize and validate students' perspectives.	Incorporate student mathematical strengths and varied perspectives.	Engage students in the varied perspectives of other students.
Appreciate varied perspectives in school.	Demonstrate high expectations of each and every student.	Engage students in actionable social change efforts.
Value teacher–student relationships.	Facilitate discussion between students that ensures opinions are valued.	Legitimize students' real-life experience.
Value the stories and lived experiences of others.	Form emotional affiliation with each and every student.	Provide storytelling of others to shape and describe varying perspectives.
Provide space for authentic student voice.	Exhibit a genuine caring attitude toward each and every student.	Use investigative learning processes.
Ensure security for marginalized youth.	Engage with the community.	Provide real and meaningful opportunities to engage with data and contextual situations.
	Listen actively and synthesize student voice.	Include content relative to students' lives—social and cultural experiences.

This chart can also be used to reflect on and self-assess aspects of your instruction and relationship with students.

- Which of these strategies do you think will come most easily for you?
- Which strategy do you need to learn more about?
- How might you build on your existing strengths as a mathematics teacher concerned with social injustices to take on more of these strategies?
- Which of these are you going to keep an eye out for as you look through the SJMLs in this book?

We hope that in looking at this table more than one time, you will also add instructional strategies and teaching qualities in each of the categories. At this stage in our careers, we do not think we have learned all there is to know about teaching mathematics well. Each of these instructional strategies or qualities provides a focus area where each of us as teachers can make a commitment to learning that becomes a career-long aim.