

## What Your Colleagues Are Saying . . .

“This is a timely and necessary book. From gerrymandering to food deserts to incarceration rates, this book makes a wide variety of social issues accessible to educators by helping them to see the math inside the issues.”

–**Matthew Oldridge**

Teacher  
Peel District School Board  
ON, Canada

“This book takes the ‘buzz word’ of equity and puts it under a microscope, allowing the reader to learn tangible ways to help students understand and develop their beliefs and mathematical identities.”

–**Christine Koerner**

Director of Secondary Mathematics  
Oklahoma State Department of Education, OK

“The authors have put together an accessible resource that offers content and pedagogical support to actualize TMSJ. This is so needed at the high school level. I appreciate that the authors have considered the realities of schooling and how teachers can overcome challenges to provide students with rich, mathematical experiences that also work toward the dismantling oppression.”

–**Toya Jones Frank**

Assistant Professor, Secondary Mathematics Education  
George Mason University, MD

“Given the current political and educational context, this book is a timely and critical resource for the teaching and learning of high school mathematics. The book represents a beautiful tapestry of diverse persons with the shared vision of empowering learners to use mathematics as a tool for social change.”

–**Crystal Morton**

Associate Professor, Mathematics Education Coordinator,  
Urban Education Studies Ph.D. Program  
Indiana University School of Education, Indianapolis, IN

“Berry, Conway, Lawler, and Staley detail exactly how to teach high school mathematics for social justice with thought, care, and love, based on over 30-years of scholarship. From the carefully curated lessons, to the planning guides, to the structured step-by-step directions that start with building a critical community, this book is everything I wish I had when I started teaching.”

–**Theodore Chao**

Assistant Professor, Mathematics Education  
Teaching and Learning’s STEM Program  
The Ohio State University, OH

“The authors have created a resource that will guide both teachers and teacher educators in tackling the fundamental construct of teaching mathematics for social justice. The comprehensive theoretical framework developed in the book is buttressed by an inspiring collection of lesson plans contributed by experienced teachers of mathematics for social justice. The praxis-orientation of the book encourages us all to think of concrete ways we can support our students as they read and write the world with mathematics.”

–Gizem Karaali

Professor of Mathematics  
Department of Mathematics  
Pomona College, CA

“*High School Mathematics Lessons to Explore, Understand, and Respond to Social Injustice* provides teachers and leaders resources to build true context for essential concepts in high school mathematics. The teacher-written tasks are outstanding; the practices recommended by research are easy to understand and both provide real context to the mathematics while highlighting awareness and actions that give students and teachers opportunities to carefully examine the world around them.

By connecting students and teachers with cultural and community histories, current realities, and real problems to be solved using mathematics as a lens and, social justice a means to action and understanding, the world can only become a better place. This is a must read for every mathematics professional and anyone who wants to know why mathematics understanding is important to our society.”

–Jennifer L. Curtis

President, Emerald Education, Durham, NC  
Former State Director of K-12 Mathematics, Section Chief,  
NC Department of Public Instruction, Raleigh, NC

“Berry, Conway, Lawler, and Staley are to be commended for editing such a powerful and courageous book. While the idea of teaching mathematics for social justice may offend some, it is a necessary step to take in order to make rigorous mathematics accessible to a wider number of students who have been traditionally unsuccessful. This book will be a valuable resource for classroom teachers, coaches and other support providers, mathematics specialists, administrators, and other equity minded individuals who have an impact on the education of children.”

–Kyndall Brown

Executive Director  
California Mathematics Project  
University of California, Los Angeles

“This essential text invites educators to explore the why, the what, and the how of high school mathematics education can empower students to solve the real-world challenges they face. TMSJ is more than a rich collection of classroom-tested activities curated to address critical secondary mathematics content in an engaging and rigorous manner. It is a comprehensive, relevant, and practical framework for enacting a vision of mathematics teaching that produces powerful, vibrant, and relevant learning for all.”

–Luis Lima

Former Executive Director  
Maryland Council of Teachers of Mathematics

“We are in the process of creating lessons connecting math to cultural relevance as a district. This is a great resource to generate ideas and gain traction to create meaningful/engaging mathematical lessons. It helps answer the question we often hear in classrooms, ‘When will I ever use this math in life?’”

–Ishmael Robinson

K–12 Math Supervisor, Office of Teaching and Learning  
Saint Paul Public Schools  
Woodbury, MN

“This book is a much needed resource for mathematics teaching and learning in our high schools today. The authors provide a strong context for what it means to teach mathematics for social justice in a way that both mathematics ideas and social justice themes are prominent. This is clearly visible in the impressive collection of lessons provided. The diverse array of social justice and mathematical topics in the lessons are a clear strength of this book as there is something for every teacher, no matter their context or level of experience with bringing social justice topics into the mathematics classroom.”

–Marta Civil

Professor of Mathematics Education and Roy F. Graesser Endowed Chair  
Department of Mathematics, The University of Arizona  
Tucson, AZ

“The mathematics education field needs more resources like *High School Mathematics Lessons to Explore, Understand, and Respond to Social Injustices* because the work of teaching mathematics for social justice continues to be an elusive idea. This book is unique in that it brings a high school context and speaks to multiple audiences including mathematics teachers, mathematics coaches, and administrators. I am excited that our mathematics educators will have opportunities to participate in building an informed society that helps high school students connect mathematics to their cultural and community histories, empower them to confront and solve real-world problems, and learn to use mathematics as a tool for social change.”

–Nicole M. Joseph

Assistant Professor of Mathematics Education  
Vanderbilt University, Peabody College of Education and Human Development  
Nashville, TN

“Teaching High School Mathematics for Social Justice is a timely resource. This book provides readers with ready to implement lessons that will immediately encapsulate students in a meaningful mathematics experience. This is a must have resource for secondary teachers.”

–Kristopher J. Childs

Senior Associate of Mathematics  
K Childs Solutions