Math in the News: Reporting and Critically Examining Economic Inequity

Disparity in Life Spans of the Rich and the Poor Is Growing
By SABRINA TAVERNING FEB. 12, 2015

The great divide between our beliefs, our ideals, and reality

Economic Inequality: It’s Far Worse Than You Think

Racial, Ethnic Wealth Gaps Have Grown Since Great Recession

US: Can money buy happiness?
Across Income Groups

Legend:

Not too happy

Very happy

The Increasingly Unequal States of America
Income Inequality by State, 1917 to 2012

By Eddie Sowerswhite and Mark Price | January 29, 2015

The Poorest Flint Children Have Been Hit Hardest By Lead Poisoning

KALMANOVITZ
SCHOOL OF
EDUCATION

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Building Community

Please share:
1) Your name (learn pronunciation) and pronouns
2) Where you are from or local to
3) A place of creation, work, or play you are a part of

Pair share:
If you can recall, share a time that you saw, reflected on, or were frustrated with something mathematical in the news or media
Framing Today’s Exploration on Reporting and Critically Examining Economic Inequity

In a study of about 400 secondary public math teachers from across the U.S., 60% reported addressing economic inequality with students.

18% said they do so in the core of a lesson, address the distribution of wealth or income, and look at or analyze data
How can news articles about inequity in society can be taught in the math classroom, and be part of decolonizing math education?
Math in the News Activity

• In 5 groups (of 8 people?), you will examine an article with a critical mathematics teacher lens.

What. What social/political topic is article is about? What quantitative/mathematical/statistical concepts come up within it?

How. How could this article be used as a text for mathematical learning in the classroom (including what grade/course, the kinds of questions that could be posed to students, and so on)?

Challenges. What challenges may arise in exploring this article? What kinds of framing coming into this exploration would be necessary? What content/pedagogical/sociopolitical preparation would teachers and students need?

Awareness and action. What kinds of awareness or actions could wrestling with the article support students to further develop? How can this text support quantitative civic literacy?

• Take notes on your sticky poster.
Closing Reflection

Please choose two of the below to share as we close out:
1) Takeaway from the workshop today
2) An appreciation for your fellow workshop participants
3) A lingering question
4) An action you plan to take