I will join with diverse people to plan and carry out collective action against exclusion, prejudice and discrimination, and we will be thoughtful and creative in our actions in order to achieve our goals. (Action 20)

I respectfully express curiosity about the history and lived experiences of others and exchange ideas and beliefs in an open-minded way. (Diversity 8)

I relate to and build connections with other people by showing them empathy, respect and understanding, regardless of our similarities or differences. (Diversity 9)

Number—Quantitative reasoning includes, and mathematical modeling requires, attention to units of measurement. (N.2)

Reason abstractly and quantitatively. Construct viable arguments and critique the reasoning of others. (MP.3)
LESSON FACILITATION

This lesson is intended to support students in examining the ways in which they resist, not by discouraging resistance, but by understanding how resistance can be fueled by a motivation for social justice and by a critique of social oppression. It is also intended to show students how mathematics can map resistance—and, extending from that, be a useful tool for communicating concepts (or data) on important, real-world topics.

Opening Circle: Resistance (20 minutes)

• Seat students in groups of four, resembling a small circle to promote group collaboration.
• Assign roles to students in groups: equity manager (encourages group members to take space and make space, makes sure no one is left out), resource manager (gathers and organizes resources, including classroom materials), reader (reads the text, makes sure everyone understands what is asked of them), and facilitator (makes sure the group gets going and stays on track with time).
• Have students complete a quickwrite (7 minutes):
  - What is resistance and oppression mean to you?
  - Do you think resistance is good, bad, neither or both? Why?
  - Think of a time you resisted at school. Who or what did you resist? Why did you resist?
• Have students complete pair-and-share (5 minutes).
• Call on four pairs to share about what each person learned from the other in the pair (5 minutes).

Introduction to the Resistance Concept Map (20 minutes)

• Have students examine a “concept map” from an article about resistance written by Sobelzans and Delgado Bernal (2004).
• Pass out copies of the resistance concept map.
• Share the essential question for the lesson: How can mathematics inform our resistance?
• Explain each of the four types of resistance to students by drawing on definitions from the descriptions from Sobelzans and Delgado Bernal (2004), pp. 317–319, bit.ly/30jGWR8 (9 minutes):
  - Reactionary behavior
  - Self-defeating resistance
  - Confirmant resistance
  - Transformational resistance

Extensive facilitation notes help educators run through the lesson with their class in a thoughtful manner.

Each lesson has numerous online resources for students and teachers and are all available for educators to download on the companion website.

All worksheets and online resources provided in the Resources and Materials of each lesson are available for download or viewing on the companion website.