

## Visions Week 4: Mathematical Inquiry

November 16, 2021

### Video Transcript

Note: This transcript was automatically generated via Zoom, please reach out if you spot any errors.

1

00:19:16.860 --> 00:19:20.820

Brandie Waid: All right, Hello everyone how are we doing tonight.

2

00:19:24.690 --> 00:19:32.400

Brandie Waid: hey brandi doing well, thanks, how are you hey good thanks i'm doing alright as well, that my hot chocolate, so all as well.

3

00:19:35.370 --> 00:19:39.990

Brandie Waid: Right so trina you haven't been here before, so I want to do an introduction.

4

00:19:41.520 --> 00:19:44.460

Brandie Waid: So if we could all just say who we are.

5

00:19:45.840 --> 00:20:04.020

Brandie Waid: Our educational context and a show or movie or something that you watch recently that you found enjoyable so i'll go first i'm Randy.

6

00:20:05.490 --> 00:20:06.810

Brandie Waid: pronounce she her as.

7

00:20:08.610 --> 00:20:10.800

Brandie Waid: My educational context is he.

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00:20:12.000 --> 00:20:19.200

Brandie Waid: Is a map consultant or coach as well as the founder of radical pedagogy Institute for professional development organizational for teachers.

9

00:20:21.360 --> 00:20:29.640

Brandie Waid: And I recently finished watching the last season of pose which made me very sad that it was over, but also brought me a lot of Jill.

10

00:20:40.440 --> 00:20:41.940

Brandie Waid: dump it and whoever wants to go next.

11

00:20:44.640 --> 00:20:45.210

Dewey Gottlieb (he/his): hi everyone.

12

00:20:46.590 --> 00:20:50.460

Dewey Gottlieb (he/his): Do we got leap I trina is this thanks for joining us to see if.

13

00:20:51.990 --> 00:21:01.770

Dewey Gottlieb (he/his): We can avoid Department of Education and educational specialist currently i'm in the assessment sections like I am the state coordinator before this I was the.

14

00:21:02.940 --> 00:21:07.620

Dewey Gottlieb (he/his): State math specialist so I worked in the curriculum and instruction side for 10 years.

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00:21:08.760 --> 00:21:12.600

Dewey Gottlieb (he/his): I was a high school math teacher for about 14 years before that and.

16

00:21:14.820 --> 00:21:22.800

Dewey Gottlieb (he/his): Something I watched well, I mean well yeah last night I watched the we're here HBO show with.

17

00:21:25.020 --> 00:21:26.190

Dewey Gottlieb (he/his): drag queen chance and if.

18

00:21:27.570 --> 00:21:29.730

Dewey Gottlieb (he/his): you read that which I basically.

19

00:21:31.260 --> 00:21:37.080

Dewey Gottlieb (he/his): I don't I shouldn't be surprising was like how I some to some degree tear up.

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00:21:38.190 --> 00:21:39.810

Dewey Gottlieb (he/his): Every single episode.

21

00:21:41.220 --> 00:21:44.040

Dewey Gottlieb (he/his): But anyway, so that's what I watched last night actually was fun.

22

00:21:50.220 --> 00:22:01.230

Steph (She/her; treaty 6): Katerina i'm stephanie and stuff is fine, he or she her pronouns and ei K to 12 teacher and also a Grad student in Canada.

23

00:22:03.270 --> 00:22:17.460

Trena Wilkerson (she/her): Right excellent great to maybe everybody i'm trying wilkerson she her I am math professor at baylor university and i'm also President and cto and former High School math teacher taught.

24

00:22:18.480 --> 00:22:31.770

Trena Wilkerson (she/her): 18 years do we just a little bit longer than you and so and I can't even think imma watch mostly reruns because I don't have time to sit and watch watch a lot of TV, so you know.

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00:22:32.940 --> 00:22:41.610

Trena Wilkerson (she/her): Not too much, I did go see a movie not long ago, but now I can't even remember the name over so I don't know what that means it didn't make an impression or i'm just too tired to thing tonight so.

26

00:22:43.290 --> 00:22:46.080

Brandie Waid: What what's your favorite a rerun lot.

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00:22:46.770 --> 00:22:55.860

Trena Wilkerson (she/her): Oh, I like to watch all the ncaa is law and order and special victims unit and things like that, and so just watch a lot of those.

28

00:22:56.640 --> 00:22:59.580

Brandie Waid: Other procedurals that are like super cheerful and happy.

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00:23:00.810 --> 00:23:01.710

Trena Wilkerson (she/her): So I went now.

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00:23:02.610 --> 00:23:05.640

Brandie Waid: That all the procedures that are super cheerful and happy.

31

00:23:07.140 --> 00:23:08.130

Brandie Waid: they're all murder.

32

00:23:08.970 --> 00:23:15.720

Trena Wilkerson (she/her): yeah there yeah gotcha they're they're not they're not just sometimes I have to stop watching them because I get too many of them and I go okay i've had enough of this.

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00:23:16.080 --> 00:23:24.390

Trena Wilkerson (she/her): You know so but also like SCI fi that's my that's my distance away from reality that's what I really like as well, so.

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00:23:25.740 --> 00:23:36.600

Brandie Waid: Thank you, Nice well, thank you all for it i'm entertaining my silliness oh there we go okay JESSICA is joining us accidentally kicked her out.

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00:23:37.290 --> 00:23:38.130

Brandie Waid: He is late.

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00:23:39.120 --> 00:23:42.600

Brandie Waid: So I JESSICA, can you hear us.

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00:23:47.040 --> 00:23:47.520

Brandie Waid: Lady.

38

00:23:54.120 --> 00:23:54.690

Brandie Waid: hey.

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00:23:55.770 --> 00:24:04.170

Brandie Waid: So we were just introducing ourselves, we have a new attendee Dr wilkerson so you oh my gosh friend, just so good.

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00:24:06.090 --> 00:24:07.890

Brandie Waid: To see self and say.

41

00:24:09.180 --> 00:24:17.700

Brandie Waid: Educational context and we're also saying something that we had seen recently in TV movie whatever that we enjoy.

42

00:24:20.580 --> 00:24:21.270

Jessica Lee: Okay hi.

43

00:24:21.330 --> 00:24:23.610

Trena Wilkerson (she/her): And during the call me train i'm sorry JESSICA.

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00:24:23.670 --> 00:24:25.650

Trena Wilkerson (she/her): Your trainer she introduced me that way.

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00:24:25.650 --> 00:24:25.800

But.

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00:24:27.480 --> 00:24:29.340

Trena Wilkerson (she/her): i'm so glad to meet you too, so.

47

00:24:31.050 --> 00:24:37.650

Jessica Lee: hi i'm out in California near San Francisco just south of San Jose i'm in San Jose.

48

00:24:38.760 --> 00:24:47.340

Jessica Lee: I teach in a middle school classroom I teach eighth grade math this year it's grade level math but i've taught algebra and geometry previously.

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00:24:49.020 --> 00:24:56.670

Jessica Lee: sorry about my tech issues i'm using a district borrowed computer, and so the account looks suspicious I understand being removed and.

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00:24:57.330 --> 00:24:57.780

Brandie Waid: That caused.

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00:24:58.020 --> 00:24:58.770

Jessica Lee: a bigger problem.

52

00:25:01.950 --> 00:25:04.620

Jessica Lee: What am I watched recently I don't really watch TV.

53

00:25:06.360 --> 00:25:08.910

Jessica Lee: I read a read.

54

00:25:10.170 --> 00:25:11.250

Jessica Lee: yeah I do like to read.

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00:25:12.120 --> 00:25:12.570

Brandie Waid: I read a.

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00:25:13.080 --> 00:25:14.280

Jessica Lee: Book recently.

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00:25:19.500 --> 00:25:21.840

Jessica Lee: it's called from burning to blueprint.

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00:25:24.840 --> 00:25:25.260

Brandie Waid: he's.

59

00:25:26.730 --> 00:25:27.600

Jessica Lee: He wrote about.

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00:25:28.770 --> 00:25:30.180

Jessica Lee: Also at the Tulsa massacre.

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00:25:32.370 --> 00:25:36.630

Jessica Lee: his ideas about how rebuilding that kind of.

62

00:25:38.250 --> 00:25:46.470

Jessica Lee: Wealth would work in today's world as part of it is like mom and pop store like brick and mortar mom and pop shops don't.

63

00:25:47.430 --> 00:25:58.470

Jessica Lee: They don't have the same effect in a Community anymore, especially with technology, you can have global or whatever REACH and so it's not just like we need more mom and pop.

64

00:25:59.220 --> 00:26:11.010

Jessica Lee: Community businesses it's like how to build wealth in today's world, which is very different from when this when when Tulsa was when Greenland was burned down.

65

00:26:11.550 --> 00:26:15.240

Brandie Waid: Right very cool I just wrote it down so he got on my list.

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00:26:16.410 --> 00:26:16.680

Jessica Lee: isn't.

67

00:26:17.160 --> 00:26:19.410

Jessica Lee: it's not each letter reads and stuff i've read.

68

00:26:20.580 --> 00:26:23.370

Jessica Lee: I don't want to say light like it's light topic, but it's much easier to.

69

00:26:24.630 --> 00:26:29.520

Brandie Waid: yeah that's awesome Thank you cool well thanks for.

70

00:26:29.520 --> 00:26:31.260

Brandie Waid: Sharing and introducing.

71

00:26:31.830 --> 00:26:36.210

Brandie Waid: yourselves so just a reminder, and these are our Community norm.

72

00:26:37.740 --> 00:26:40.350

Brandie Waid: The ideas of the five tenets of a brave face.

73

00:26:40.410 --> 00:26:46.920

Brandie Waid: controversy with civility only intentions impact challenged by choice, respect and no attacks.

74

00:26:47.760 --> 00:26:59.460

Brandie Waid: And then the rest, I was what we said that would look like work collaboratively and provocative yet caring feel comfortable comfortably uncomfortable stingrays to ourselves and others.

75

00:27:00.330 --> 00:27:06.180

Brandie Waid: embrace cognitive dissonance Center COM and feeling and following the 42nd role, try to make space for new voices.

76

00:27:07.890 --> 00:27:11.430

Brandie Waid: If there are any of those that we feel like we need to revisit.

77

00:27:12.510 --> 00:27:20.670

Brandie Waid: Please let me know you can shoot me an email or right in the feedback form at the end, and then we can revisit or add whatever.

78

00:27:22.350 --> 00:27:27.900



Brandie Waid: Moving forward for our last two weeks after this bonkers.

79

00:27:29.130 --> 00:27:31.350

Brandie Waid: Just went by so fast so.

80

00:27:32.520 --> 00:27:32.910

Brandie Waid: All right.

81

00:27:34.020 --> 00:27:48.420

Brandie Waid: So one of the things that we were working on last week was looking at Dr yay and rubles questions that that they provided and the clearing orders.

82

00:27:49.500 --> 00:27:52.320

Brandie Waid: For mathematics about developing border consciousness.

83

00:27:54.030 --> 00:28:09.000

Brandie Waid: And those questions were what knowledge, aside from the mathematics and worldview is assumed by this word problem, whether it comes assumptions evaluate those problems and select your own experiences food experiences doesn't require or exclude.

84

00:28:10.470 --> 00:28:23.340

Brandie Waid: How can we clear it to reflect the wider number of windows and mirrors and what categories of resistance, might we face, so we started discussing some of this we looked at being engaged in work materials.

85

00:28:24.630 --> 00:28:33.540

Brandie Waid: But one of our homework assignments was to see if we encountered any pot word problems over the last two weeks to see.

86

00:28:35.970 --> 00:28:44.700

Brandie Waid: To discuss like how they might have benefited from Dr day and assessment of quitting borders so did anyone come across anything that they were like oh.

87

00:28:47.700 --> 00:28:48.750

Brandie Waid: They like share.

88

00:28:58.620 --> 00:29:01.200

Steph (She/her; treaty 6): I came across one where it was like.

89

00:29:04.170 --> 00:29:13.380

Steph (She/her; treaty 6): 12 students in the class our boys and there are 26 students in the class how many students are girls, and it was on.

90

00:29:14.190 --> 00:29:27.210

Steph (She/her; treaty 6): Some it was on coach which is like this online games like preset questions and afterwards I was like so totally besides the point but not really besides the point and I was like I have a problem with this question.

91

00:29:27.780 --> 00:29:35.430

Steph (She/her; treaty 6): And, like the kids already knew right they already know that there's something questionable about that sort of wording and as like you know.

92

00:29:36.930 --> 00:29:45.330

Steph (She/her; treaty 6): met like Mathematically speaking this question doesn't give you enough information so that's when I came across me.

93

00:29:47.730 --> 00:29:49.170

Brandie Waid: yeah, thank you for sharing.

94

00:29:50.010 --> 00:29:54.390

Brandie Waid: comes up so so often so glad you were able to play it out we'll talk about it with.

95

00:29:56.700 --> 00:29:57.240

Brandie Waid: anyone else.

96

00:30:03.270 --> 00:30:05.310

Trena Wilkerson (she/her): So this week.

97

00:30:07.500 --> 00:30:12.690

Trena Wilkerson (she/her): I often use the New York Times graphs what's what's it called.

98

00:30:13.830 --> 00:30:15.450

Trena Wilkerson (she/her): What about this graph or something, whatever that.

99

00:30:15.480 --> 00:30:16.740

Trena Wilkerson (she/her): I forgot the exact title.

100

00:30:18.180 --> 00:30:18.540

Trena Wilkerson (she/her): But.

101

00:30:19.320 --> 00:30:22.740

Trena Wilkerson (she/her): The one we were looking at was one that was.

102

00:30:23.850 --> 00:30:33.840

Trena Wilkerson (she/her): taken during the early part of the pen game during the pandemic, the major part of it, and it was like what jobs are most you know needed right now kind of thing.

103

00:30:33.990 --> 00:30:42.330

Trena Wilkerson (she/her): And it was it was a survey that was done, but what it made me think about is they delineated the findings.

104

00:30:43.860 --> 00:30:47.310

Trena Wilkerson (she/her): By male and female, and it made me think about you know.

105

00:30:48.510 --> 00:30:51.750

Trena Wilkerson (she/her): What about people who self identify a different way.

106

00:30:52.860 --> 00:31:02.430

Trena Wilkerson (she/her): And so I thought that was interesting so made me think about the broader scope of statistics and the kinds of questions that we ask, and you know, anyway, so it made me think about that.

107

00:31:04.140 --> 00:31:11.700

Brandie Waid: yeah, thank you for sharing this great example and thinking about like, how do we, how do we talk about.

108

00:31:12.210 --> 00:31:22.980

Brandie Waid: Like the students are going to still keep thing is problems obviously this is a New York Times, and this, you know, and these are graphs that could make this problem and sometimes you use.

109

00:31:24.780 --> 00:31:31.440

Brandie Waid: So, like, how do we talk about this with students, when it does come up.

110

00:31:34.110 --> 00:31:35.130

Brandie Waid: With a question for.

111

00:31:36.960 --> 00:31:38.460

Brandie Waid: me, I think you were gonna say first thing.

112

00:31:38.760 --> 00:31:41.160

Brandie Waid: You can either answer them or share your example or.

113

00:31:41.340 --> 00:31:42.270

Dewey Gottlieb (he/his): yeah I was just gonna.

114

00:31:42.690 --> 00:31:43.560

Brandie Waid: say anything at all.

115

00:31:45.900 --> 00:31:47.730

Dewey Gottlieb (he/his): yeah I was gonna share an example.

116

00:31:47.910 --> 00:31:49.950

Dewey Gottlieb (he/his): Do you mind if I just share my screen really quick.

117

00:31:51.270 --> 00:31:56.970

Dewey Gottlieb (he/his): So I can show it to you, so this is a sorry it'll make more sense if you see it so.

118

00:31:58.770 --> 00:32:05.670

Dewey Gottlieb (he/his): When I was in my previous mission statement specialist know we created these materials, when we were transitioning to know common core.

119

00:32:06.930 --> 00:32:09.030

Dewey Gottlieb (he/his): We made a decision as a state to not.

120

00:32:09.390 --> 00:32:14.700

Dewey Gottlieb (he/his): Ask schools to buy new textbooks until the good stuff came out we you know we didn't want to tell school spend.

121

00:32:14.790 --> 00:32:20.250

Dewey Gottlieb (he/his): 10s of thousands of dollars on you know old textbooks that were rebranded so.

122

00:32:20.580 --> 00:32:21.270

Dewey Gottlieb (he/his): I made the.

123

00:32:21.600 --> 00:32:25.530

Dewey Gottlieb (he/his): awful decision to say hey let's get a team of teachers together and write our own curriculum.

124

00:32:26.760 --> 00:32:33.390

Dewey Gottlieb (he/his): which was just a beast of a task over several years anyway so here's a task, this is, this is a task from.

125

00:32:33.720 --> 00:32:34.920

Dewey Gottlieb (he/his): An algebra one module.

126

00:32:35.280 --> 00:32:36.480

Dewey Gottlieb (he/his): On functions right.

127

00:32:37.800 --> 00:32:41.700

Dewey Gottlieb (he/his): So I was just you know, I was when that when you gave us this homework assignment.

128

00:32:41.700 --> 00:32:43.230

Dewey Gottlieb (he/his): I just kind of went through these things that.

129

00:32:43.530 --> 00:32:50.130

Dewey Gottlieb (he/his): We wrote a couple of years ago, and I was like I wonder if there's anything there I could have learned, you know learned and learned from.

130

00:32:50.610 --> 00:33:00.630

Dewey Gottlieb (he/his): What we discussed last week and applied to this and this one came up, and I mean I don't know nothing earth shattering but I did notice that there's clearly a binary approach you know binary thinking here.

131

00:33:01.710 --> 00:33:02.070

Dewey Gottlieb (he/his): and

132

00:33:03.720 --> 00:33:12.720

Dewey Gottlieb (he/his): Yes, i'm so I was going to share this is the example that I found out i'm wondering how could this change, you know use some of those ideas to apply to.

133

00:33:13.080 --> 00:33:13.830

Dewey Gottlieb (he/his): Making this.

134

00:33:15.990 --> 00:33:22.500

Dewey Gottlieb (he/his): more inclusive more representative of actual the makeup of people, but I mean it's definitely.

135

00:33:22.530 --> 00:33:29.670

Dewey Gottlieb (he/his): Even though I really like this, you know this, this idea of I got this little task here it's still.

136

00:33:31.140 --> 00:33:35.310

Dewey Gottlieb (he/his): That represents buying everything, so I kind of tried to be a little bit critical about this one.

137

00:33:35.340 --> 00:33:35.880

Dewey Gottlieb (he/his): So anyway.

138

00:33:37.140 --> 00:33:40.770

Dewey Gottlieb (he/his): I just want to share with you the picture because it'll make more sense it's hard to explain.

139

00:33:41.370 --> 00:33:43.560

Brandie Waid: yeah no that's really.

140

00:33:45.060 --> 00:33:47.340

Brandie Waid: helpful and then cool to look at.

141

00:33:48.390 --> 00:33:51.120

Brandie Waid: It also makes me think this is connecting to.

142

00:33:53.130 --> 00:34:00.300

Brandie Waid: The ranch reading that we were doing preparation of tonight, where they were talking about.

143

00:34:01.530 --> 00:34:03.360

Brandie Waid: Even what counts as a family.

144

00:34:04.440 --> 00:34:10.320

Brandie Waid: And, like the queer not as like whenever you say you know their family you actually just mean they're queer.

145

00:34:11.610 --> 00:34:15.450

Brandie Waid: or like we have this like running joke in our.

146

00:34:17.040 --> 00:34:19.230

Brandie Waid: My wife and I tend to women coming out group.

147

00:34:20.730 --> 00:34:25.140

Brandie Waid: In the area in New Jersey for tool but supposedly it's in the area.

148

00:34:26.490 --> 00:34:27.420

Brandie Waid: We never been there.

149

00:34:28.650 --> 00:34:29.070

Brandie Waid: So.

150

00:34:30.270 --> 00:34:41.820

Brandie Waid: One of the things that we often talk about is like you know the family discount which is like if you're like visibly clear and the other person knows that they might give you the family to out.

151

00:34:45.030 --> 00:34:45.390

Brandie Waid: yeah.

152

00:34:45.990 --> 00:34:46.980

Brandie Waid: So that.

153

00:34:47.190 --> 00:34:50.040

Brandie Waid: I can you know, even though this we referenced the article I mean.

154

00:34:50.430 --> 00:34:59.640

Dewey Gottlieb (he/his): I know i'm sure we'll talk about a little bit later, but even thinking of that So if I was a classroom teacher if I was part of the team that created all these resorts and writing this page.

155

00:34:59.910 --> 00:35:01.320

Dewey Gottlieb (he/his): I honestly don't know.

156



00:35:01.440 --> 00:35:02.400

Dewey Gottlieb (he/his): If I would have had.

157

00:35:03.510 --> 00:35:21.480

Dewey Gottlieb (he/his): The guts to make one of the couples gay and then you know even thinking about it i'm kind of like it's kind of like, why not, but then I think I would be i'd be a little I don't know if I would have the you know if i'd be brave enough to do that, even though I want to.

158

00:35:22.200 --> 00:35:27.570

Dewey Gottlieb (he/his): yeah yeah and it kind of relates to what the article was talking about, but i'll see.

159

00:35:28.710 --> 00:35:31.560

Brandie Waid: ya know, can you keep sharing your screen, because I.

160

00:35:31.560 --> 00:35:32.250

Brandie Waid: Think it's a good.

161

00:35:32.790 --> 00:35:47.070

Brandie Waid: exercise for us to think about so I dropped the slide in the chat and trina thanks for letting me know I didn't share it correctly, but it should be good now so if you want to go to fight for and look at the questions.

162

00:35:48.780 --> 00:36:03.720

Brandie Waid: So the kind of worldview that we're talking about which is question number one that this problem is assuming is the binary which do he says, and also this idea of what and who counts as a family also.

163

00:36:04.740 --> 00:36:09.690

Brandie Waid: So those are the kind of world views we see any other worldviews or assumptions that this might.

164

00:36:10.770 --> 00:36:11.940

Brandie Waid: be assuming.

165

00:36:13.290 --> 00:36:14.100

Brandie Waid: we're including.

166

00:36:37.560 --> 00:36:39.510

Brandie Waid: Sorry, what is being here i'm.

167

00:36:41.160 --> 00:36:41.880

So sorry.

168

00:36:43.410 --> 00:36:52.590

Jessica Lee: there's no there's no like single parents represented in I mean if you were to represent all families that you would have a really big diagram right.

169

00:36:53.400 --> 00:36:53.820

well.

170

00:36:56.070 --> 00:37:03.900

Brandie Waid: know and that's true, I mean, I know I have so many friends my age that are starting to freeze their eggs and decide like they want to be, single mothers.

171

00:37:05.310 --> 00:37:07.890

Brandie Waid: So that's a real a real thing that we're.

172

00:37:09.150 --> 00:37:12.510

Brandie Waid: Seeing we've seen before, and we're seeing now that's it's great.

173

00:37:14.610 --> 00:37:19.830

Jessica Lee: Every everyone is either a square or circle or rectangle I guess what.

174

00:37:22.290 --> 00:37:24.390

Brandie Waid: Does that mean yeah.

175

00:37:25.140 --> 00:37:28.920

Jessica Lee: The word all women are represented as ovals while men are rectangles.

176

00:37:32.970 --> 00:37:35.310

Jessica Lee: Not not to like blast tools into your assignment.

177

00:37:35.640 --> 00:37:37.650

Dewey Gottlieb (he/his): Please do I that's the reason why I shared it.

178

00:37:40.140 --> 00:37:41.100

Dewey Gottlieb (he/his): I truly welcome it.

179

00:37:41.160 --> 00:37:48.090

Dewey Gottlieb (he/his): really is, I will tell you a few years ago, I remember when we came up with this and we're like Oh, this is so, this is a clever way to talk about functions.

180

00:37:49.980 --> 00:37:56.610

Dewey Gottlieb (he/his): Five years later, five years later at this like yeah there's some there's some potential damage done here.

181

00:37:58.500 --> 00:38:00.510

Jessica Lee: I did last week okay so.

182

00:38:04.500 --> 00:38:06.750

Dewey Gottlieb (he/his): Last holes in it i'd be that helped me learn.

183

00:38:07.890 --> 00:38:08.160

Dewey Gottlieb (he/his): Really.

184

00:38:08.220 --> 00:38:09.330

Brandie Waid: It happens to all of us.

185

00:38:10.860 --> 00:38:14.280

Brandie Waid: So JESSICA, you pointed out some important thing.

186

00:38:15.630 --> 00:38:33.240

Brandie Waid: And I think some of this is coming from also kind of related question, two and three so about the problem doesn't reflect our own experiences and then whose experiences are reflected or not, so we don't have nine non binary people.

187

00:38:35.130 --> 00:38:49.950

Brandie Waid: We also like don't have to our knowledge, trans people, because we know that there are individuals that transition after being married or having children that's not reflected here.

188

00:38:51.360 --> 00:38:54.000

Brandie Waid: single parents, they fail.

189

00:39:19.050 --> 00:39:19.860

Trena Wilkerson (she/her): He said this.

190

00:39:21.510 --> 00:39:38.340

Trena Wilkerson (she/her): boat, what about you know when you it's not your mom or you know mom or dad or it's your aunt your uncle your you know grandparents, whatever it might be there's a lot of different structures for families that.

191

00:39:41.580 --> 00:39:42.810

Trena Wilkerson (she/her): In that way, as well.

192

00:39:43.980 --> 00:39:54.450

Brandie Waid: yeah so what we're asking for its biological family here, eventually, which is a good point three now and also like adopted family like what are what are they asking for.

193

00:39:55.980 --> 00:39:56.940

Brandie Waid: The way.

194

00:39:59.130 --> 00:40:02.220

Dewey Gottlieb (he/his): yeah and even now, even just thinking about there's a.

195

00:40:03.240 --> 00:40:16.680

Dewey Gottlieb (he/his): missed opportunity like let's say they james's James was a woman's James was a woman, for example, they're having that would be then, if you try to do the mother of Richard.

196

00:40:17.910 --> 00:40:19.320

Dewey Gottlieb (he/his): Now there's two outputs.

197

00:40:19.710 --> 00:40:32.370

Dewey Gottlieb (he/his): over which provides an opportunity to talk about this as a function of that you know go back to that whole idea so there's even a missed opportunity by not being inclusive of different types of married couples.

198

00:40:33.930 --> 00:40:34.290

Dewey Gottlieb (he/his): anyway.

199

00:40:34.860 --> 00:40:35.940

Dewey Gottlieb (he/his): That just kind of popped in my head.

200

00:40:36.750 --> 00:40:37.110

yeah.

201

00:40:38.370 --> 00:40:40.950

Brandie Waid: that's a great a great noticing.

202

00:40:43.260 --> 00:40:52.890

Steph (She/her; treaty 6): This may be like off topic or wrong i'm just looking at the names and noticing that most of the names are Anglo Saxon.

203

00:40:54.930 --> 00:40:55.590

Steph (She/her; treaty 6): i'm.

204

00:40:57.570 --> 00:41:01.200

Steph (She/her; treaty 6): Not to make assumptions about someone's ethnicity, based on the name but.

205

00:41:02.340 --> 00:41:03.480

Brandie Waid: yeah yeah.

206

00:41:05.610 --> 00:41:09.420

Brandie Waid: Very good, I mean very good observation.

207

00:41:09.840 --> 00:41:10.200

Dewey Gottlieb (he/his): Is.

208

00:41:10.860 --> 00:41:13.830

Jessica Lee: It would be interesting to see what step parents.

209

00:41:13.920 --> 00:41:16.650

Brandie Waid: or step family members, like yeah.

210

00:41:18.240 --> 00:41:19.020

Brandie Waid: and sensibly.

211

00:41:20.220 --> 00:41:20.940

Trena Wilkerson (she/her): and doing.

212

00:41:22.230 --> 00:41:32.640

Trena Wilkerson (she/her): you're in Hawaii right and it's supposed to Hawaii so How does that another thing is just reflecting the indigenous you know the indigenous population, you know.

213

00:41:34.080 --> 00:41:35.940

Trena Wilkerson (she/her): Another interesting part of it.

214

00:41:36.180 --> 00:41:40.230

Dewey Gottlieb (he/his): yeah yeah you're absolutely right now there's only one hawaiian name in there.

215

00:41:41.250 --> 00:41:41.730

Dewey Gottlieb (he/his): yeah.

216

00:41:42.330 --> 00:41:51.360

Brandie Waid: So that leads us to the next one, how do we create a problem to reflect the wider number of scenarios, so we can include more indigenous name it sounds like that might be.

217

00:41:53.910 --> 00:41:57.360

Brandie Waid: One suggestions and non Anglo.

218

00:41:59.100 --> 00:42:00.360

Brandie Waid: centric name.

219

00:42:02.190 --> 00:42:03.330

Brandie Waid: What else could we do.

220

00:42:13.590 --> 00:42:14.400

Brandie Waid: status, I said.

221

00:42:15.450 --> 00:42:15.870

Dewey Gottlieb (he/his): i'm sorry.

222

00:42:16.770 --> 00:42:18.090

Brandie Waid: Was this on a State assessment.

223

00:42:18.510 --> 00:42:19.650

Dewey Gottlieb (he/his): know this was the.

224

00:42:20.850 --> 00:42:21.270

Dewey Gottlieb (he/his): The.

225

00:42:22.620 --> 00:42:23.670

Dewey Gottlieb (he/his): algebra one curriculum.

226

00:42:24.990 --> 00:42:25.860

Brandie Waid: So this is something like.

227

00:42:26.100 --> 00:42:26.970

Dewey Gottlieb (he/his): This is like a textbook.

228

00:42:27.180 --> 00:42:30.270

Brandie Waid: Essential OK, so the teacher would get.

229

00:42:34.110 --> 00:42:34.410

Brandie Waid: To.

230

00:42:36.180 --> 00:42:36.540

Brandie Waid: talk.

231

00:42:37.200 --> 00:42:38.490

Brandie Waid: yeah yeah yeah.

232

00:42:38.550 --> 00:42:41.430

Dewey Gottlieb (he/his): This would be something that we're doing small groups type of thing.

233

00:42:41.760 --> 00:42:55.800

Brandie Waid: yeah so i'm wondering if maybe a way to clear it that can reflect you know, a whole broad range of families and life experiences, is to have didn't fill in their own country.

234

00:42:56.880 --> 00:42:57.840

Brandie Waid: whatever that means.

235

00:42:58.320 --> 00:43:02.610

Brandie Waid: Right, whoever they concern if they asked the biological is that.

236

00:43:03.900 --> 00:43:06.870

Brandie Waid: Whatever whoever you consider your family, you can put it your family tree.



237

00:43:09.300 --> 00:43:20.520

Brandie Waid: That might be interesting and then comparing the different family trees to see, then you could get that idea of like if we describe a function in this way in this function if we you know if we define it in this, why is it not.

238

00:43:22.620 --> 00:43:24.000

Brandie Waid: Well, what do y'all think about that.

239

00:43:27.900 --> 00:43:30.450

Dewey Gottlieb (he/his): I like that idea, and even then coming up with the.

240

00:43:31.500 --> 00:43:33.750

Dewey Gottlieb (he/his): function statements here.

241

00:43:34.800 --> 00:43:35.670

Dewey Gottlieb (he/his): Their family tree.

242

00:43:39.450 --> 00:43:40.170

Brandie Waid: When it opens up.

243

00:43:41.130 --> 00:43:41.670

A lot.

244

00:43:46.140 --> 00:43:48.630

Dewey Gottlieb (he/his): In a good way you know mathematically.

245

00:43:50.280 --> 00:43:51.450

Trena Wilkerson (she/her): more relevant to them.

246

00:43:51.540 --> 00:43:52.230

Yes.

247

00:43:56.070 --> 00:43:56.310

Okay.

248

00:43:57.330 --> 00:43:58.350

Brandie Waid: anyone else have any thoughts.

249

00:44:12.570 --> 00:44:13.950

Brandie Waid: Do you had mentioned that.

250

00:44:15.000 --> 00:44:23.880

Brandie Waid: Like you don't know that you would have the guts to change it to or whatever, however, you phrase it to change it to to.

251

00:44:25.200 --> 00:44:27.030

Brandie Waid: thing ginger engine or couple.

252

00:44:28.800 --> 00:44:36.030

Brandie Waid: So that is making me think of creative insubordination and this last question essentially that.

253

00:44:37.110 --> 00:44:42.600

Brandie Waid: gay and ruble included which were, what are the categories of resistance that we.

254

00:44:44.130 --> 00:44:50.190

Brandie Waid: might face for the new word problem and how we respond to or get support for those.

255

00:44:51.780 --> 00:44:58.140

Brandie Waid: So with this change if everyone's doing their own family tree.

256

00:44:59.940 --> 00:45:04.260

Brandie Waid: I feel like you would get lester's this like that would it wouldn't be a problem.

257

00:45:05.700 --> 00:45:07.170

Brandie Waid: To do anything.

258

00:45:09.150 --> 00:45:16.950

Brandie Waid: So that might be one workaround for that, but we also want to show students that we explicitly support.

259

00:45:17.550 --> 00:45:18.900

Brandie Waid: Just clear individuals.

260

00:45:19.170 --> 00:45:23.520

Brandie Waid: So what What could we do like what what.

261

00:45:25.080 --> 00:45:28.230

Brandie Waid: How do we respond if we do change the.

262

00:45:44.850 --> 00:45:46.980

Brandie Waid: Thought I saw you come off mute.

263

00:45:47.640 --> 00:45:51.420

Trena Wilkerson (she/her): Oh i'm just thinking, I was trying to figure out.

264

00:45:54.870 --> 00:46:01.290

Trena Wilkerson (she/her): A way to do it, because this is algebra one right doing yes it's number one, so that it.

265

00:46:03.270 --> 00:46:05.460

Trena Wilkerson (she/her): doesn't move away from.

266

00:46:06.600 --> 00:46:09.180

Trena Wilkerson (she/her): The mathematical goal okay.

267

00:46:10.950 --> 00:46:17.970

Trena Wilkerson (she/her): Because I think about the complexity of what this could be right and not that you want to avoid complexity, because you don't but if this is sort of an.

268

00:46:18.210 --> 00:46:24.990

Trena Wilkerson (she/her): introductory thing to functions, then you know, I was just trying to figure out I don't have a solution to it, I was just thinking about that.

269

00:46:32.070 --> 00:46:41.550

Brandie Waid: Well, and it could be even just like kind of getting to your point trina like if the idea here is to get an idea of a function.

270

00:46:42.720 --> 00:46:51.330

Brandie Waid: And like what can be a function consider a function and not maybe there's also presenting to families, one that is.

271

00:46:52.470 --> 00:46:54.990

Brandie Waid: hetero normative or normative and one that's not.

272

00:46:56.820 --> 00:46:58.890

Brandie Waid: And then, if there's some resistance.

273

00:47:00.810 --> 00:47:09.840

Brandie Waid: Effects of your mathematical goal, you can say literature about you know students seeing themselves within the task.

274

00:47:13.410 --> 00:47:15.900

Brandie Waid: those sorts of things like the idea of.

275

00:47:19.860 --> 00:47:28.860

Brandie Waid: Countering with evidence, a doctor, because he had his talks about that might be a good strategy in that case.

276

00:47:29.970 --> 00:47:33.720

Brandie Waid: Which is typically one that I like to use, but then also.

277

00:47:34.800 --> 00:47:42.660

Brandie Waid: The idea of turning irrational issue until on wall one I think that's also a really powerful tool because it's like if you can make the case.

278

00:47:43.740 --> 00:47:51.840

Brandie Waid: When you're talking to someone like what do we want to stand for, do we want our students to like see themselves do we want to represent all students.

279

00:47:53.220 --> 00:47:58.320

Brandie Waid: Are we only educating white students that are just gender and straight.

280

00:47:59.460 --> 00:48:08.100

Brandie Waid: No, so you know or or even families so that's another tactic that I think is probably.

281

00:48:09.540 --> 00:48:12.960

Brandie Waid: But this is making me think so thank you Julie, you can stop sharing.

282

00:48:14.520 --> 00:48:22.560

Brandie Waid: This is actually making me think of the example that I found and was going to share, which is.

283

00:48:25.830 --> 00:48:28.350

Brandie Waid: So i'm working with a.

284

00:48:29.730 --> 00:48:33.900

Brandie Waid: pixel company called agile mind I guess they're.

285

00:48:35.460 --> 00:48:38.760

Brandie Waid: Actually, the overarching company, but a crucial individual and.

286

00:48:40.050 --> 00:48:50.130

Brandie Waid: And they have hired me to look at specific units within their grade seven tests and to talk about.

287

00:48:52.140 --> 00:48:57.900

Brandie Waid: And just to like help them become more clear, inclusive and their texts which I think is like.

288

00:48:59.910 --> 00:49:03.450

Brandie Waid: phenomenal because we don't really see many textbook publishers doing that.

289

00:49:04.740 --> 00:49:12.840

Brandie Waid: So, but there was this question of like what do we do teachers their teachers major problem you know they might.

290

00:49:13.410 --> 00:49:26.010

Brandie Waid: have someone make fun of students that are clear if we are inclusive like what is, what is the protocol, you know surrounding this like, how do we actually do this in a meaningful way.

291

00:49:27.600 --> 00:49:40.230

Brandie Waid: So that is making me think of like something that I had talked about with them is that not only should we be including career problems but there needs to be something in that textbook maybe it's like.

292

00:49:42.480 --> 00:49:48.660

Brandie Waid: Not necessarily in the textbook but, like in the teachers edition that says like this is what the textbook has in it.

293

00:49:49.080 --> 00:50:05.400

Brandie Waid: And here's how to talk about it in an inclusive way and I think that's important for all like you know social justice issues and all identities, like we want to do a file so including that would be helpful, I think people.

294

00:50:06.870 --> 00:50:21.840

Brandie Waid: So that's what doing that that's making me think of because, like if we if teachers had something like that to move to I feel like that would be really powerful and make them feel safer to do that because they had like something to fall back on.

295

00:50:23.430 --> 00:50:25.410

Brandie Waid: But this is the example that I found.

296

00:50:26.640 --> 00:50:31.650

Brandie Waid: And I just wanted to see what y'all thought about it it's actually multiple.

297

00:50:32.880 --> 00:50:33.300

Brandie Waid: Things.

298

00:50:34.530 --> 00:50:41.340

Brandie Waid: But this scenario is for adding and subtracting integers and it follows his character.

299

00:50:42.510 --> 00:50:47.460

Brandie Waid: Archibald the amp who loves adventures and.

300

00:50:48.480 --> 00:51:00.690

Brandie Waid: He owns his what he's trying to earn \$200 to put in his next adventure I don't really know I hit done so it's the way oh he's saving feel certain money.

301

00:51:03.930 --> 00:51:08.610

Brandie Waid: Then from there, talks about how he owes his uncle Ramon.

302

00:51:09.810 --> 00:51:14.670

Brandie Waid: To money so as you think about it on the number line.

303

00:51:17.820 --> 00:51:23.790

Brandie Waid: know as you think about negative numbers, using the number line and so forth.

304

00:51:25.590 --> 00:51:29.070

Brandie Waid: Then it introduces his friends.

305

00:51:30.600 --> 00:51:31.560

Brandie Waid: Eventually.

306

00:51:33.270 --> 00:51:34.800

Brandie Waid: That might be a little boring.

307

00:51:42.930 --> 00:51:43.950

Brandie Waid: talks about how.

308

00:51:45.150 --> 00:51:49.890

Brandie Waid: Where our child wants to go, we might run into girlfriend if you go to Spain.

309

00:51:52.440 --> 00:51:53.190

Brandie Waid: With the one that.

310

00:51:54.480 --> 00:51:55.920

Brandie Waid: introduces his friends.

311

00:52:09.990 --> 00:52:12.600

Brandie Waid: Okay, then she introduces the print Annabel.

312

00:52:14.040 --> 00:52:17.610

Brandie Waid: Who has people are saved and a salary necklace.

313

00:52:19.140 --> 00:52:21.240

Brandie Waid: To model, some of the subtraction.

314

00:52:22.440 --> 00:52:23.850

Brandie Waid: That goes through so.

315

00:52:25.740 --> 00:52:25.830

I.

316

00:52:26.940 --> 00:52:37.500

Brandie Waid: chose to say limitation and so forth, then we joked to them wanting to take an adventure in a hot air balloon the one with the hat is our couple.



317

00:52:39.990 --> 00:52:40.950

Brandie Waid: Of shows them.

318

00:52:42.420 --> 00:52:45.480

Brandie Waid: Moving up and down and whatnot so.

319

00:52:48.630 --> 00:52:49.290

Brandie Waid: Now that was what.

320

00:52:50.400 --> 00:52:53.160

Brandie Waid: Are there any things that are coming to mind based on.

321

00:52:54.630 --> 00:52:59.670

Brandie Waid: What assumptions are being made was reflective not before.

322

00:53:21.600 --> 00:53:27.150

Trena Wilkerson (she/her): So brandi are you are you asking about like the pink and blue assumptions and.

323

00:53:28.200 --> 00:53:28.470

Brandie Waid: that's.

324

00:53:28.680 --> 00:53:29.820

Trena Wilkerson (she/her): Another and.

325

00:53:31.320 --> 00:53:35.070

Trena Wilkerson (she/her): And the ex ex girlfriend and.

326

00:53:36.240 --> 00:53:37.860

Trena Wilkerson (she/her): Things like that's a couple of things.

327

00:53:38.190 --> 00:53:45.420

Brandie Waid: yeah Those are three then popped out yeah exactly anything else POPs out put up three all.

328

00:53:46.320 --> 00:53:48.510

Steph (She/her; treaty 6): eyes were different to.

329

00:53:49.110 --> 00:53:49.650

Oh.

330

00:53:51.030 --> 00:53:51.360

Trena Wilkerson (she/her): Oh.

331

00:53:51.420 --> 00:53:53.910

Trena Wilkerson (she/her): Why didn't notice yeah.

332

00:53:54.570 --> 00:53:54.840

Trena Wilkerson (she/her): Let me.

333

00:53:56.580 --> 00:54:08.040

Steph (She/her; treaty 6): yeah I only noticed, because it looks like I think i'm pretty sure the eyes were different have like mascara or something going on, oh no no i'm wrong sorry.

334

00:54:08.190 --> 00:54:09.030

Brandie Waid: I think about it.

335

00:54:09.390 --> 00:54:11.760

Trena Wilkerson (she/her): that's, the main thing is right that's all it is.

336

00:54:12.090 --> 00:54:15.780

Brandie Waid: Yes, hello, and then Archibald if we go back to our trouble.

337

00:54:17.040 --> 00:54:18.210

Brandie Waid: yeah The other thing but.

338

00:54:18.750 --> 00:54:26.580

Trena Wilkerson (she/her): He did well hi antennas though we're fluffier did you notice that not I don't know if that matters and good did you do, did you notice that.

339

00:54:27.690 --> 00:54:29.370

Steph (She/her; treaty 6): Beauty farms for female and.

340

00:54:29.370 --> 00:54:29.880

Trena Wilkerson (she/her): There you go.

341

00:54:32.880 --> 00:54:33.660

Brandie Waid: yeah.

342

00:54:34.680 --> 00:54:38.250

Trena Wilkerson (she/her): I sort of like fluffy I don't know your eyes are better than mine stuff so.

343

00:54:39.300 --> 00:54:47.400

Trena Wilkerson (she/her): I didn't even notice that that's, but that is also it's a but I mean their ads it's not a person so.

344

00:54:48.780 --> 00:54:54.690

Brandie Waid: But still, you know, reinforcing somebody in order that we have.

345

00:54:54.750 --> 00:54:56.850

Trena Wilkerson (she/her): And people have different kinds of Oz and stuff so.

346

00:54:58.470 --> 00:55:01.800

Brandie Waid: And also like unnecessarily so.

347

00:55:03.030 --> 00:55:03.180

Brandie Waid: there.

348

00:55:11.580 --> 00:55:15.600

Steph (She/her; treaty 6): Were the balloon one when they're getting on to the balloon.

349

00:55:17.760 --> 00:55:23.220

Steph (She/her; treaty 6): Is it, so we might clear this by having.

350

00:55:25.080 --> 00:55:28.890

Steph (She/her; treaty 6): Annabel push the balloon off of the cliff.

351

00:55:29.430 --> 00:55:30.000

yeah.

352

00:55:32.520 --> 00:55:35.910

Brandie Waid: Good noticing I didn't even notice that he was wanna push it.

353

00:55:38.430 --> 00:55:40.080

Brandie Waid: sensibly querying some general.

354

00:55:44.430 --> 00:55:45.600

Brandie Waid: What about.

355

00:55:47.880 --> 00:55:48.570

Brandie Waid: Anything else.

356

00:55:52.080 --> 00:55:53.880

Brandie Waid: pulling this up just killing.

357

00:55:55.800 --> 00:56:01.290

Brandie Waid: weekly income position function project, where they look for their own position.

358

00:56:02.640 --> 00:56:03.480

Brandie Waid: Oh cool.

359

00:56:14.370 --> 00:56:14.850

Brandie Waid: That.

360

00:56:16.620 --> 00:56:17.310

Brandie Waid: that's great.

361

00:56:20.700 --> 00:56:24.000

Jessica Lee: there's a whole thread I think if you go down there's other versions of.

362

00:56:25.440 --> 00:56:26.130

Brandie Waid: Oh, my goodness.

363

00:56:29.430 --> 00:56:44.820

Dewey Gottlieb (he/his): Oh there's a teacher she presented last year snow in nc nc TIM did the 100 days professional learning after Chicago was cancelled was that last year or two years ago, I was two years anyway, I don't know where we are, but.

364

00:56:44.850 --> 00:56:53.190

Dewey Gottlieb (he/his): We are supposed to be in Chicago that got cancelled Evan so nct amp did the 100 days and there was a teacher, I don't remember where she's from but I.

365

00:56:53.790 --> 00:57:10.890

Dewey Gottlieb (he/his): participate in her session, and she did it, that was a huge part of her presentation, with all these different ways to do compositions that use real scenarios and you know images to see what would it look like, if you can post things in different ways, so that's I love that.

366

00:57:11.400 --> 00:57:13.230

Dewey Gottlieb (he/his): yeah bread one it's awesome.

367

00:57:13.740 --> 00:57:23.400

Brandie Waid: yeah, and this is like I mean this is, I have to do with career identity, but it definitely has to do with clear like you know clear ideas.

368

00:57:24.690 --> 00:57:27.150

Brandie Waid: So I love this.

369

00:57:28.410 --> 00:57:29.160

Brandie Waid: example this.

370

00:57:33.870 --> 00:57:49.530

Brandie Waid: Is awesome The other thing I noticed and on this problem I don't know if anyone else, like I also looked at way more units than this one so something that stood out to me, which I haven't decided yet if i'm.

371

00:57:50.970 --> 00:57:52.860

Brandie Waid: How I feel about it but.

372

00:57:54.030 --> 00:57:58.380

Brandie Waid: So we have Archibald the ants and then he.

373

00:57:59.550 --> 00:58:13.740

Brandie Waid: owes his uncle Ramon money and it just made me think because the module before that, like follows a specific scenario was actually based on a.

374

00:58:16.740 --> 00:58:22.410

Brandie Waid: girl that plays basketball I spoke to this place basketball and her name was haley and she's like oh.

375

00:58:23.460 --> 00:58:27.540

Brandie Waid: But then we have this you know my female name who's an answer.

376

00:58:28.830 --> 00:58:44.940

Brandie Waid: I don't know it just felt like that's where our is our diversity comes in, is an eight um So what are your thoughts I have no idea if, like i'm just looking at specific unit, but for Elsa.

377

00:58:46.650 --> 00:58:51.150

Trena Wilkerson (she/her): Does made me think about though the collective the full the full thing.

378

00:58:52.380 --> 00:58:55.080

Trena Wilkerson (she/her): ya know and just just a wondering.

379

00:58:58.830 --> 00:59:00.750

Trena Wilkerson (she/her): How how many different.

380

00:59:00.930 --> 00:59:11.970

Trena Wilkerson (she/her): types of situations there are so like that's that's The other thing that's sort of I think challenging about something like this, when you're looking at a full curriculum like this.

381

00:59:12.090 --> 00:59:14.100

Trena Wilkerson (she/her): yeah is you know.

382

00:59:15.870 --> 00:59:24.180

Trena Wilkerson (she/her): I don't know if anybody has time to go through every single one of them, but then, but you know you know I mean it's like what's the collective like so maybe this is the only time.

383

00:59:25.110 --> 00:59:36.390

Trena Wilkerson (she/her): The situation occurs I don't know so I was just just a wondering is like, how do you I guess when you're like even evaluating a textbook like doing what you were you know you were thinking about that and for you're looking at curriculum.

384

00:59:37.470 --> 00:59:46.800

Trena Wilkerson (she/her): What are all the different kinds of things you should take into consideration when you're looking at it as a whole, of all the different things in it so.

385

00:59:51.450 --> 00:59:51.990

Brandie Waid: agreed.

386

00:59:53.670 --> 00:59:56.940

Brandie Waid: And it's hard it's hard to do that for sure.

387

00:59:59.700 --> 01:00:03.330

Brandie Waid: Try to hire people to do it get that on test.

388

01:00:06.300 --> 01:00:10.950

Brandie Waid: I will be done an example I just thought it would be interesting.

389

01:00:10.980 --> 01:00:11.760

Dewey Gottlieb (he/his): To consider.

390

01:00:12.720 --> 01:00:15.120

Brandie Waid: As we look through.

391

01:00:15.510 --> 01:00:21.150

Brandie Waid: That won't go ahead and move on thank all the sharing of the problems that you notice.

392

01:00:22.440 --> 01:00:28.590

Brandie Waid: I think those were excellent examples of how these questions might come into.

393

01:00:29.160 --> 01:00:41.130

Brandie Waid: play and then how it can talk about them with students, whether it be through changing the problem so it's more you know focus on them or explicitly pointing out like I see something that's problematic here let's talk about it.

394

01:00:42.960 --> 01:00:46.260

Brandie Waid: So, and we already talked about some of these in the context of.

395

01:00:47.370 --> 01:01:04.110

Brandie Waid: The problem that do we share and thank you for sharing that um but are there any of these as you were reading duffers with yet his strategies that you had a question about or that really resonated with you or.

396

01:01:06.960 --> 01:01:11.190

Brandie Waid: That you thought about when you were reading the second those the rams reading for this week.



397

01:01:16.350 --> 01:01:17.250

Brandie Waid: We can come up.

398

01:01:27.960 --> 01:01:32.910

Trena Wilkerson (she/her): i'm wondering if y'all could talk a little bit more, I thought, maybe I might have other examples, so.

399

01:01:34.260 --> 01:01:36.990

Trena Wilkerson (she/her): To help me to unpack the use the masters.

400

01:01:36.990 --> 01:01:37.620

tools.

401

01:01:39.390 --> 01:01:39.810

Brandie Waid: yeah.

402

01:01:40.740 --> 01:01:41.790

Brandie Waid: there's only one happening.

403

01:01:42.240 --> 01:01:45.450

Trena Wilkerson (she/her): Just other examples, if any of you have other example so.

404

01:01:46.560 --> 01:01:46.890

Brandie Waid: yeah.

405

01:01:49.980 --> 01:01:53.280

Brandie Waid: Anyone have anything they want to talk about in relation to that.

406

01:01:54.930 --> 01:01:57.150

Brandie Waid: What it looks like to use the Masters tools.

407

01:02:12.600 --> 01:02:13.800

Trena Wilkerson (she/her): too hard to think tonight.

408

01:02:15.810 --> 01:02:16.500

Brandie Waid: so late.

409

01:02:17.040 --> 01:02:18.090

Trena Wilkerson (she/her): I know I know.

410

01:02:18.990 --> 01:02:19.260

Dewey Gottlieb (he/his): I have.

411

01:02:20.310 --> 01:02:21.870

Dewey Gottlieb (he/his): had to go back to review the article so.

412

01:02:25.500 --> 01:02:27.750

Dewey Gottlieb (he/his): yeah the Masters tools.

413

01:02:28.350 --> 01:02:30.210

Brandie Waid: From a little bit of a refresher.

414

01:02:30.690 --> 01:02:33.390

Brandie Waid: Using a master tools that actually comes from.

415

01:02:34.650 --> 01:02:35.550

Brandie Waid: French reward.

416

01:02:36.870 --> 01:02:44.130

Brandie Waid: poem that talks about using the Masters tools and essentially says, you will never the Court lessons, you will never.

417

01:02:46.140 --> 01:02:49.530

Brandie Waid: You can we can ever dismantled masters house with the master school.

418

01:02:51.030 --> 01:03:01.890

Brandie Waid: So we need to use other means, but in the article doctor who theaters is saying yes that's true, it will, it will not lead to a complete dismantling of the system.

419

01:03:02.190 --> 01:03:20.220

Brandie Waid: But in the short term, we can use the Masters tools, the things that the you know the school that the system requires of us to justify what we're doing so, whether that be, I think one of the samples that Dr Gutierrez gives his is.

420

01:03:21.330 --> 01:03:33.510

Brandie Waid: Like finding relevant common core standards in relation to what you're doing because that's a way to use the master source to say I am teaching when i'm supposed to be teaching be.

421

01:03:34.860 --> 01:03:37.320

Brandie Waid: That sort of thing that anyone else have any other.

422

01:03:38.460 --> 01:03:40.050

Brandie Waid: than any other thoughts come to mind.

423

01:03:41.460 --> 01:03:42.990

Brandie Waid: Either when you were reading or whatever I just.

424

01:03:44.220 --> 01:03:45.000

Brandie Waid: Read kept it.

425

01:04:03.120 --> 01:04:08.760

Trena Wilkerson (she/her): Thank you, that that's helpful it's kind of what I that's what I was thinking you know it's sort of like using.

426

01:04:10.470 --> 01:04:12.960

Trena Wilkerson (she/her): In a sense, you're also using things that that.

427

01:04:14.520 --> 01:04:17.010

Trena Wilkerson (she/her): Language or terms or whether they're familiar with.

428

01:04:18.720 --> 01:04:19.260

Brandie Waid: That.

429

01:04:19.560 --> 01:04:26.040

Trena Wilkerson (she/her): showing a kind of a different perspective, but using using that so that they can connect to it and so.

430

01:04:26.550 --> 01:04:30.600

Brandie Waid: yeah and honestly, be this is actually making me think of.

431

01:04:31.800 --> 01:04:43.230

Brandie Waid: Two things the other thing that I like to you, whenever i'm engaging the strategy strategy of using the Masters tool is especially when you're working with a school like it will have a mission.

432

01:04:44.280 --> 01:04:50.130

Brandie Waid: exciting things in the mission to justify what you're doing in the classroom is very helpful.

433

01:04:51.750 --> 01:04:57.720

Brandie Waid: To get you know i'm just doing what you told me to do, or what you say, we stand for.

434

01:04:59.100 --> 01:05:06.480

Brandie Waid: So that's a really cool way to use the master schools for creative insubordination but also it's making me think of.

435

01:05:07.590 --> 01:05:13.860

Brandie Waid: My business partner, Dr Leah Cohen, who is also a New Jersey, they feature.

436

01:05:15.150 --> 01:05:20.910

Brandie Waid: We started radical pedagogy and fused together and we've been doing a series of professional development, with.

437

01:05:22.200 --> 01:05:24.630

Brandie Waid: Several cohorts that Rutgers house out here.

438

01:05:25.980 --> 01:05:28.050

Brandie Waid: And it's been on.

439

01:05:29.100 --> 01:05:37.350

Brandie Waid: What is critical race theory, what is the pushback of critical issue a look like what can we do you know, like a three part series on that.

440

01:05:38.610 --> 01:05:42.570

Brandie Waid: So one of the things that we have been designing our.

441

01:05:43.320 --> 01:05:52.080

Brandie Waid: TVs around is looking at New Jersey legislation and New Jersey legislation, we have the Amazon Act, which was passed 20 years ago which says that.

442

01:05:52.440 --> 01:06:03.720

Brandie Waid: you're required to teach black history and teach it in a way that doesn't isn't just limited to slavery in depth view so that's one of them, then we have.

443

01:06:05.340 --> 01:06:29.550

Brandie Waid: I think three years ago, Governor mercy signing legislation that said that you have to teach LGBT Q plus and disability history talk about the positive contributions of individuals in those groups, and then a third piece of legislation would find in March 2021 I believe.

444

01:06:30.660 --> 01:06:31.560

Brandie Waid: That was.

445

01:06:32.670 --> 01:06:34.020

Brandie Waid: Stating that.

446

01:06:35.160 --> 01:06:40.830

Brandie Waid: You have to like teachers need to teach about and reflect apartments unconscious bias.

447

01:06:41.460 --> 01:06:47.250

Brandie Waid: So we have a lot of times being like, how do we first of all, we need to know what the laws are.

448

01:06:47.610 --> 01:07:02.040

Brandie Waid: A second, how do we use the walls to our advantage and, in essence, using the Masters talker say wait wait i'm just doing what I was told to do, because this is, you know what the law says i'm not might be another example.

449

01:07:08.370 --> 01:07:10.710

Brandie Waid: All right, we'll go ahead and move on.

450

01:07:11.760 --> 01:07:13.260

Brandie Waid: So that was a great.

451

01:07:14.970 --> 01:07:18.570

Brandie Waid: Discussion okay so that's all for last week.

452

01:07:20.040 --> 01:07:22.050

Brandie Waid: Last week, again, but this week's reading we read.

453

01:07:23.100 --> 01:07:23.940

Brandie Waid: Iran.

454

01:07:25.080 --> 01:07:30.210

Brandie Waid: Who i'd leave identifies as a non binary scholar uses bacon pronouns.

455

01:07:31.560 --> 01:07:45.840

Brandie Waid: wrote about methodical in query kind of coined this term, which was infusing queer theory in to the teaching in this case, they were talking about the teaching of elementary mathematics.

456

01:07:46.980 --> 01:07:49.140

Brandie Waid: So when they're describing this article in query.

457

01:07:51.360 --> 01:08:05.880

Brandie Waid: They talk about questioning the tab that it is questioning the task the strategies, the very ways of thinking and doing mathematics, as well as the way society is used to interpret and act in the world, so.

458

01:08:07.080 --> 01:08:11.850

Brandie Waid: And and, at the beginning of the article kind of really good job of talking about like.

459

01:08:12.900 --> 01:08:23.940

Brandie Waid: queer does it just mean queer people, particularly in the sense of queer theory it's because queer as an identity is kind of defined against.

460

01:08:24.900 --> 01:08:38.610

Brandie Waid: header row nor are heterosexual people or this gender people it's like defining yourself as a person outside of that norm that society, you know, a Pole.

461

01:08:39.240 --> 01:08:52.620

Brandie Waid: But queer as a theory and as kind of a verb is the resistance to the Norman so anything or it's not necessarily identity it's not necessarily you know.

462

01:08:53.580 --> 01:09:09.780

Brandie Waid: sexuality, gender, if anything, normative so thinking about the way that we discipline students, if we go against the norm, they were implemented we're sort of just instead of you know, the tension.

463

01:09:10.620 --> 01:09:18.570

Brandie Waid: That might be considered, something that is queer career practice because it's against the norm.

464

01:09:20.430 --> 01:09:22.770

Brandie Waid: Hopefully, one day, that will be the case, but currently.

465

01:09:24.360 --> 01:09:35.010

Brandie Waid: So that's this idea of this second rotation that I pulled which was mathematical inquiry goes beyond your inclusion of queer identities, families and issues into expanse.

466

01:09:35.580 --> 01:09:45.570

Brandie Waid: frameworks and allows elementary teachers and students to deconstruct and disrupt educational norm, as well as to imagine new possibilities in mathematics and in the world.

467

01:09:46.110 --> 01:10:02.820

Brandie Waid: And there was even an example where I talked about like we could clear time and think about like different ways to measure things to measure time as your object measure throughout history, there have been different ways, there are different columns is different with those are.

468

01:10:04.470 --> 01:10:07.980

Brandie Waid: Thinking about things in that way, I also talks about like.

469

01:10:09.150 --> 01:10:21.660

Brandie Waid: There were different shapes that were talked about on in the piece, and it says like if we asked you to click what other shapes that aren't names could there be like could we create shapes that doesn't have any.

470

01:10:22.200 --> 01:10:37.290

Brandie Waid: That sort of thing of like creation and so Those are all things that are kind of at the core of mathematical any query for Chi so i'll pause here.

471

01:10:38.700 --> 01:10:49.440

Brandie Waid: If you're able to read our core, even if you weren't i'm based from what I just said, are there any questions that you have some of the pond while you are reading.

472

01:10:50.790 --> 01:10:51.750

Brandie Waid: For the found.

473



01:10:52.950 --> 01:10:54.900

Brandie Waid: This product for you or thoughts.

474

01:11:20.940 --> 01:11:21.690

Brandie Waid: So Lisa.

475

01:11:39.210 --> 01:11:39.600

Brandie Waid: Okay.

476

01:11:40.680 --> 01:11:44.400

Brandie Waid: If we don't have any questions at this moment that's fine we'll go into.

477

01:11:45.720 --> 01:11:49.260

Brandie Waid: A possible example and then we'll see if that brings up anything.

478

01:11:50.820 --> 01:11:56.130

Brandie Waid: So this next slide which is like seven.

479

01:11:57.300 --> 01:12:00.030

Brandie Waid: So if you have it open on your screen.

480

01:12:01.200 --> 01:12:04.080

Brandie Waid: If you'll notice all of your names here.

481

01:12:05.370 --> 01:12:12.750

Brandie Waid: So what we're gonna do is we're going to look at an example, this I think i've mentioned this before, but over the summer I did a.

482

01:12:14.370 --> 01:12:23.940

Brandie Waid: Summer enrichment program for your class students entering grades nine through 12 and we spent a lot of time looking at.

483

01:12:24.690 --> 01:12:33.690

Brandie Waid: Different than elements of queer culture correct identity, you know anything that they were interested we played minecraft like we did all sorts of things.

484

01:12:34.170 --> 01:12:45.300

Brandie Waid: Just they enjoyed and we're in a career space together and trying to relate and to mathematics in as authentic and meaningful ways is because.

485

01:12:46.860 --> 01:13:02.370

Brandie Waid: So some of the beginning, in particular, of that camp was or enrichment, or whatever your cause was having them practice posing that medical question because I wanted them to like see mathematics in the world.

486

01:13:03.810 --> 01:13:19.200

Brandie Waid: So we did some noticing and wondering questions with several different things you saw one in the blog post that I wrote about the Babylon revoir, which was that clear image, so we posed questions about that.

487

01:13:20.370 --> 01:13:29.760

Brandie Waid: But we also looked at various graph and different representation, we listened to a podcast and post questions they found the podcast about queer money shares.

488

01:13:31.650 --> 01:13:48.600

Brandie Waid: So those were various things that we did throughout, so what i'm going to get you to do is look at one of the images that we looked at, which is this image of the percent of US adults that identifies LGBT Q or LGBT.

489

01:13:49.980 --> 01:13:53.940

Brandie Waid: of Americans and then the.

490

01:13:55.080 --> 01:13:58.080

Brandie Waid: Questions you're going to just see what do you notice what you wonder.

491

01:13:59.880 --> 01:14:13.050

Brandie Waid: And we're going to take i'm going to play a song and let you think about what questions and what notice things you're, seeing as you look through this image and then we'll come back together and share out but.

492

01:14:14.400 --> 01:14:19.650

Brandie Waid: To show you what these things are, if you click on your name, this is actually a Google Johnny.

493

01:14:21.120 --> 01:14:34.170

Brandie Waid: So this is just like your scratch paper, essentially, if you want to type the questions off the side, if you want to you know draw pictures on it, I will john you put your stuff but you know you can circle thing with the various shapes.

494

01:14:35.430 --> 01:14:38.310

Brandie Waid: To call out to text boxes highlight things.

495

01:14:39.750 --> 01:14:43.380

Brandie Waid: Whatever floats your boat, or you cannot use it at all and just look at it.

496

01:14:44.490 --> 01:14:45.120

Brandie Waid: So.

497

01:14:46.230 --> 01:14:51.600

Brandie Waid: Are there any questions about what we're going to do, while we play this song.

498

01:14:53.040 --> 01:14:54.480

Brandie Waid: We are such papers.

499

01:15:07.680 --> 01:15:17.010

Brandie Waid: i'm not gonna put on the keys and Ruth playlist will listen to one song wow come up with that one.

500

01:20:32.070 --> 01:20:32.850

Brandie Waid: Oh right.

501

01:20:34.230 --> 01:20:40.770

Brandie Waid: Leave it to firefighter choose the one time it's like seven minutes long when I measure timing song.

502

01:20:42.780 --> 01:20:43.350

Brandie Waid: So.

503

01:20:45.060 --> 01:20:49.380

Brandie Waid: Why are we thinking and he noticing and wondering oh I.

504

01:20:51.390 --> 01:20:53.160

Brandie Waid: have some in the dust now already.

505

01:20:54.900 --> 01:20:58.410

Brandie Waid: So gen Z is only listed up to 2002.

506

01:20:59.550 --> 01:21:03.750

Brandie Waid: mm hmm not they're not considered adult yet yeah that makes sense.

507

01:21:05.010 --> 01:21:12.000

Brandie Waid: 2017 the oldest and gen Z we're not yet adult that maybe that's why the red bar only issue that's the one.

508

01:21:13.560 --> 01:21:15.180

Brandie Waid: lineal seems to be increasing.

509

01:21:17.040 --> 01:21:23.640

Brandie Waid: The wonder where 5.6 is coming from, I couldn't figure out where how they were being added up to me.

510

01:21:26.100 --> 01:21:27.180

Brandie Waid: This question was that.

511

01:21:30.690 --> 01:21:32.190

Jessica Lee: Mine justice.

512

01:21:36.090 --> 01:21:40.500

Jessica Lee: I couldn't get a 5.6 and it nowhere 5.6 is coming from.

513

01:21:43.620 --> 01:21:44.670

Brandie Waid: And if you don't know that.

514

01:21:45.750 --> 01:21:49.740

Brandie Waid: that's a good question probably well um.

515

01:21:52.380 --> 01:21:56.850

Brandie Waid: Any any wondering where any comments on where that number might be coming from.

516

01:22:13.830 --> 01:22:15.510

Brandie Waid: no idea where 5.6 filter.

517

01:22:19.110 --> 01:22:27.210

Jessica Lee: it's funny because it's such a prominent number in that graph and you can add up any combo of those colors and get 5.6.

518

01:22:28.500 --> 01:22:33.780

Brandie Waid: Well that's a good, I mean this also is a good exercise and, like reading the paragraph is saying.

519

01:22:35.040 --> 01:22:37.050

Brandie Waid: So these colors themselves.

520

01:22:38.910 --> 01:22:46.080

Brandie Waid: Representing each generation, so this is saying of gen Z.

521

01:22:47.100 --> 01:22:50.070

Brandie Waid: 15.9% identifying.

522

01:22:51.300 --> 01:22:54.180

Brandie Waid: As LGBT Q of.

523

01:22:56.940 --> 01:23:07.050

Brandie Waid: millennials 9.1 identifying as LGBT to have generation X we've got 2020 and.

524

01:23:08.520 --> 01:23:15.540

Brandie Waid: we've got 3.8 they lose, we have to and then traditionally we have 1.3.

525

01:23:18.900 --> 01:23:21.450

Brandie Waid: So this is talking about to go ahead, you.

526

01:23:22.380 --> 01:23:24.930

Dewey Gottlieb (he/his): know I just what I notice here is.

527

01:23:26.580 --> 01:23:29.940

Dewey Gottlieb (he/his): The average of those five groups comes out to be six something.

528

01:23:31.080 --> 01:23:42.750

Dewey Gottlieb (he/his): So the sample was skewed outcasts a skewed there were more people in the traditionalist and baby boomers and gen X who participated in this poll probably.

529

01:23:44.190 --> 01:23:54.480

Brandie Waid: that's an excellent observation yeah so um you and I spend on that, like white, you can tell that from looking at from finding the.

530

01:23:55.530 --> 01:23:57.210

Brandie Waid: Average of those numbers.

531

01:24:00.780 --> 01:24:01.290

Dewey Gottlieb (he/his): yeah because.

532

01:24:02.490 --> 01:24:04.860

Dewey Gottlieb (he/his): From gen X baby boomers and traditionalist.

533

01:24:06.570 --> 01:24:14.190

Dewey Gottlieb (he/his): Because they are, they would be less than the if he just took the mean of those five data points.

534

01:24:17.280 --> 01:24:19.290

Dewey Gottlieb (he/his): That would have to have represented a larger.

535

01:24:20.880 --> 01:24:22.920

Dewey Gottlieb (he/his): Part of proportion of the sample.

536

01:24:24.030 --> 01:24:24.930

Dewey Gottlieb (he/his): In order for that.

537

01:24:25.980 --> 01:24:31.830

Dewey Gottlieb (he/his): That be to be less than or in order for that this this conclusion, a 5.6%.

538

01:24:33.090 --> 01:24:35.760

Dewey Gottlieb (he/his): To be less than that, then the mean of those groups so let's go.

539

01:24:38.190 --> 01:24:41.250

Dewey Gottlieb (he/his): The sample did not have equal size groups for each of these.

540

01:24:42.540 --> 01:24:43.710

Dewey Gottlieb (he/his): Generations, if you would.

541

01:24:47.010 --> 01:24:52.290

Brandie Waid: Do that there's a question what the sample representative yeah.

542

01:24:54.690 --> 01:25:01.080

Dewey Gottlieb (he/his): And that was one of the questions I wrote on my little scratch pad it's just what was the sample and even how how the data was collected.

543

01:25:02.970 --> 01:25:04.080

Dewey Gottlieb (he/his): i'm assuming it was.

544

01:25:05.280 --> 01:25:08.820

Dewey Gottlieb (he/his): Some online type of response, but you know that or no.

545

01:25:10.560 --> 01:25:10.890

yeah.

546

01:25:13.170 --> 01:25:13.800

Dewey Gottlieb (he/his): Exactly yeah.

547

01:25:17.760 --> 01:25:17.910

i'm.

548

01:25:19.230 --> 01:25:22.050

Dewey Gottlieb (he/his): pretty sure gen Z wasn't mailing in a card to.

549

01:25:23.520 --> 01:25:25.200

Dewey Gottlieb (he/his): indicate a response.

550

01:25:26.040 --> 01:25:26.730

Probably.

551

01:25:30.150 --> 01:25:36.900

Brandie Waid: Well, and it also like I mean, these are all different things that we can we can look into if we're really curious about this.

552

01:25:39.180 --> 01:25:44.280

Brandie Waid: When we're talking about this idea of representative sample also thinking about like.

553

01:25:45.810 --> 01:25:48.840



Brandie Waid: Which generation currently has the most adults in it.

554

01:25:50.910 --> 01:26:01.620

Brandie Waid: In the United States, so like is represented, and when we think of representatives that way in terms of adults, or are we wanting it to be, you know this idea of.

555

01:26:02.880 --> 01:26:11.550

Brandie Waid: an equal number of groups street what does that truly means So those are really interesting mathematical questions to kind of consider with students as well.

556

01:26:13.080 --> 01:26:24.330

Brandie Waid: Do you want to hop back to just the question with a 5.6 so each of these just good does that make sense, what Ray was saying about the.

557

01:26:25.380 --> 01:26:28.770

Brandie Waid: Individual percentages and the average or the mean.

558

01:26:30.120 --> 01:26:33.270

Brandie Waid: compound with higher than this 5.6.

559

01:26:36.540 --> 01:26:37.800

Jessica Lee: I mean it's.

560

01:26:39.240 --> 01:26:43.620

Jessica Lee: kind of I thought about it and, like jen's ease, not one fifth of the population right.

561

01:26:43.800 --> 01:26:45.960

Jessica Lee: millennial population.

562

01:26:46.500 --> 01:26:46.950

Right.

563

01:26:48.030 --> 01:26:54.090

Jessica Lee: So I mean it just it's a fancy number but it's kind of misleading in some ways, like.

564

01:26:56.250 --> 01:27:00.750

Jessica Lee: People who are looking at the graph thoroughly or or whatever won't.

565

01:27:01.770 --> 01:27:03.120

Jessica Lee: think twice about the number.

566

01:27:04.080 --> 01:27:05.250

Brandie Waid: Now I agree.

567

01:27:08.040 --> 01:27:12.990

Brandie Waid: And I think that's a really good exploration as well with students like what does it mean.

568

01:27:14.280 --> 01:27:26.160

Brandie Waid: Like what is this 5.6 million in relation to these other these other colors and other you know elements of the buyback that was going on, so those are excellent question.

569

01:27:27.090 --> 01:27:34.650

Jessica Lee: Like opens up a whole conversation about which generation is in command right now right because nationalists are probably.

570

01:27:35.460 --> 01:27:43.140

Jessica Lee: retiring and gen Z is an older they're barely old enough to like have any buying power in society right now.

571

01:27:43.590 --> 01:27:46.920

Brandie Waid: we're talking about millennials don't have any buying power, either we don't have any money.

572

01:27:54.390 --> 01:27:55.200

Jessica Lee: that's tough.

573

01:27:57.480 --> 01:27:57.930

Brandie Waid: yeah.

574

01:27:59.370 --> 01:28:00.990

Brandie Waid: that's a good point, though, so so.

575

01:28:02.490 --> 01:28:03.570

Brandie Waid: So.

576

01:28:05.310 --> 01:28:14.520

Brandie Waid: Other wondering, we had, I wonder, or worry about the ways in which this graph may be used to make an accurate assumptions about different population, which was that.

577

01:28:17.160 --> 01:28:29.040

Steph (She/her; treaty 6): That was me, I guess, I was scanning like I scanned over the graph pretty quick and I mean this builds a little bit on what JESSICA was saying, but.

578

01:28:29.880 --> 01:28:43.890

Steph (She/her; treaty 6): Like I feel like this graph could very easily be used to push particular political agendas be like look only 5.6% of the population are LGBT Q plus.

579

01:28:44.940 --> 01:28:48.120

Steph (She/her; treaty 6): But, almost all of them are in this generation.

580

01:28:48.120 --> 01:28:49.980

Steph (She/her; treaty 6): So we don't really care right like or.

581

01:28:50.580 --> 01:28:52.410

Steph (She/her; treaty 6): You know I don't know it just.

582

01:28:54.270 --> 01:28:55.530

Steph (She/her; treaty 6): And also i'm just thinking.

583

01:28:55.530 --> 01:28:56.730

Steph (She/her; treaty 6): About sort of.

584

01:28:57.210 --> 01:29:03.300

Steph (She/her; treaty 6): How millennials like what millennials experienced as far as like critiquing went by other.

585

01:29:05.310 --> 01:29:15.180

Steph (She/her; treaty 6): generations and i'm looking at this and i'm like could this graph be used by sort of the older generations to critique gen Z.

586

01:29:15.720 --> 01:29:18.300

Steph (She/her; treaty 6): Ladies like particular Do you know what I mean like.

587

01:29:19.470 --> 01:29:25.350

Steph (She/her; treaty 6): It shouldn't be used that way, but I worried that it might be just because it's so misleading.

588

01:29:26.040 --> 01:29:30.390

Brandie Waid: yeah well, that your comments, making me think of them.

589

01:29:32.460 --> 01:29:38.580

Brandie Waid: I can't remember the name of the book because it's terrible anyway, and I shouldn't it shouldn't exist but.

590

01:29:39.780 --> 01:29:55.230

Brandie Waid: The one that abigail schreier wrote recently that was like you know the transgender craze that you know taken over our girls, or whatever our children, so it makes me.

591

01:29:56.160 --> 01:30:09.840

Brandie Waid: Your comment is making me think like abigail trying to show this and be like see we've got more of our children being like swayed into this quote unquote view of the world.

592

01:30:11.340 --> 01:30:11.880

Steph (She/her; treaty 6): yeah.

593

01:30:11.970 --> 01:30:13.350  
Brandie Waid: very good point.

594  
01:30:14.490 --> 01:30:14.820  
Brandie Waid: yeah.

595  
01:30:17.250 --> 01:30:27.420  
Jessica Lee: I mean you could make this a branching off point for like the yellow and red bars are really when the information age kind of hit.

596  
01:30:27.930 --> 01:30:28.470  
Jessica Lee: So, like.

597  
01:30:28.710 --> 01:30:33.480  
Jessica Lee: access and understanding to being LGBT Q.

598  
01:30:34.710 --> 01:30:42.390  
Jessica Lee: was more accessible so that's why the bars are so different like I like it could be a whole discussion on.

599  
01:30:43.920 --> 01:30:46.500  
Jessica Lee: Like yeah generational differences.

600  
01:30:47.850 --> 01:30:53.700  
Dewey Gottlieb (he/his): yeah I was thinking kind of similarly you adjust them with respect to you if you.

601  
01:30:54.960 --> 01:30:58.560  
Dewey Gottlieb (he/his): Will for this particular Defense But then when.

602  
01:30:59.970 --> 01:31:01.770  
Dewey Gottlieb (he/his): The marriage became legal United States.

603  
01:31:02.610 --> 01:31:02.820

You know.

604

01:31:04.170 --> 01:31:10.140

Dewey Gottlieb (he/his): They don't what what is the cases that have for people of different ages being.

605

01:31:12.030 --> 01:31:14.910

Dewey Gottlieb (he/his): feeling more free to identify themselves.

606

01:31:16.560 --> 01:31:20.490

Dewey Gottlieb (he/his): Because when you think about like i'm generation X so, and you know.

607

01:31:21.630 --> 01:31:31.710

Dewey Gottlieb (he/his): The elders above older than me, you know, going back to the comment that I said earlier about them that's talking about my problem that could clear.

608

01:31:32.820 --> 01:31:44.490

Dewey Gottlieb (he/his): And I would I at that time, I would have been very even five years ago, I still would have been very uncomfortable you want to take it a lot of courage for me to make one of those one or more of those.

609

01:31:45.870 --> 01:31:47.400

Dewey Gottlieb (he/his): married couples same gender.

610

01:31:48.810 --> 01:31:52.350

Dewey Gottlieb (he/his): And that kind of you know I just kind of thinking, but generationally.

611

01:31:53.370 --> 01:31:59.130

Dewey Gottlieb (he/his): You know that the experiences that fear that we had about coming out many of us.

612

01:32:00.300 --> 01:32:01.710

Dewey Gottlieb (he/his): It was it was different.

613

01:32:02.910 --> 01:32:10.350

Dewey Gottlieb (he/his): And when I follow people on instagram these young queer teachers who are just doing these things that i'm like so amazed by.

614

01:32:11.430 --> 01:32:11.670

Dewey Gottlieb (he/his): got.

615

01:32:11.910 --> 01:32:14.430

Dewey Gottlieb (he/his): back of my head, I think I would never have the guts to do that.

616

01:32:14.700 --> 01:32:18.240

Dewey Gottlieb (he/his): And that's part of because of the experience, not making an excuse for it that's.

617

01:32:18.480 --> 01:32:31.290

Dewey Gottlieb (he/his): Clearly internalized internalized homophobia, as part of that I get that but still it's just that the generation come from that that's a sudden, I think this graph kind of kind of building on what JESSICA said there's another.

618

01:32:32.700 --> 01:32:35.490

Dewey Gottlieb (he/his): That that's just another thing that prompted my thinking.

619

01:32:36.390 --> 01:32:45.990

Brandie Waid: yeah and I know kind of relates to what that's the thing about except with a free thing i'm adding increase over the years, I put a line there because that's when.

620

01:32:48.210 --> 01:32:50.490

Brandie Waid: The gay marriage was legalized.

621

01:32:51.840 --> 01:32:57.210

Brandie Waid: or recognized in the United States, so we do start seeing a shift after this.

622

01:32:59.610 --> 01:33:06.570

Brandie Waid: yeah I think those are all and I, and it also brings to mind theory that like.

623

01:33:08.310 --> 01:33:15.000

Brandie Waid: It brings to mind actually a blog post that the non binary color shane Martin.

624

01:33:16.050 --> 01:33:17.340

Brandie Waid: wrote a little while ago.

625

01:33:18.690 --> 01:33:28.710

Brandie Waid: But they were talking about how they were essentially saying straight teachers, the teachers do not rely on your LGBT Q plus.

626

01:33:29.790 --> 01:33:37.080

Brandie Waid: Co workers to do this work, because in some cases it's more dangerous and many cases it's more dangerous for us.

627

01:33:38.520 --> 01:33:52.890

Brandie Waid: So, including ourselves and in these problems can be much more dangerous than a straight person or this person someone who's not part of the Community, including those representations.

628

01:33:54.360 --> 01:33:58.110

Brandie Waid: In the classroom and there's much less at stake essentially.

629

01:33:59.190 --> 01:34:12.420

Brandie Waid: And I have conversations about times, particularly with straight white men who were like you know i'm doing this in my costume because no one's going to say anything to me and like that's great but also that's terrible.

630

01:34:14.970 --> 01:34:20.910

Brandie Waid: grapes are doing it, and we need more people to do it, but also it kind of sucks but that's the reality.

631

01:34:23.370 --> 01:34:23.790

Brandie Waid: yeah.

632



01:34:26.610 --> 01:34:30.630

Brandie Waid: Any other noticing or wondering, do you wanna pass out there.

633

01:34:31.980 --> 01:34:40.380

Brandie Waid: or any thoughts about how this could invoke or does invoke the attendance of mathematical inquiry and that ran subscribe.

634

01:34:56.460 --> 01:35:01.140

Jessica Lee: If you are able to source that shane Martin article i'd like to see it.

635

01:35:02.520 --> 01:35:04.050

Brandie Waid: yeah i'll find it and.

636

01:35:05.220 --> 01:35:07.380

Brandie Waid: put it on the website and email it as well.

637

01:35:11.190 --> 01:35:14.730

Jessica Lee: emails are super helpful, I never remember the password I set up to my website.

638

01:35:15.030 --> 01:35:15.360

Jessica Lee: I have to.

639

01:35:15.660 --> 01:35:17.040

Brandie Waid: Everyone that's.

640

01:35:17.730 --> 01:35:19.620

Brandie Waid: that's Dr inside include the email as well.

641

01:35:24.960 --> 01:35:25.920

Brandie Waid: anyone else have any thoughts.

642

01:35:31.830 --> 01:35:41.820

Dewey Gottlieb (he/his): And I think just including that even similarly to how you pose the question to us and we, I mean there's there's a lot of mathematics discuss with that to uncover and.

643

01:35:42.540 --> 01:35:51.720

Dewey Gottlieb (he/his): You know, in an unconventional way because the context is anyway, you know it's just there's so many questions you can ask.

644

01:35:52.890 --> 01:35:54.090

Dewey Gottlieb (he/his): And the kids explore.

645

01:35:55.620 --> 01:35:56.070

yeah.

646

01:35:57.720 --> 01:36:05.670

Dewey Gottlieb (he/his): We don't look for opportunities to to investigate or talk about mathematics in career context is.

647

01:36:07.530 --> 01:36:09.240

Dewey Gottlieb (he/his): a missed opportunity, really.

648

01:36:11.610 --> 01:36:11.970

Good.

649

01:36:13.260 --> 01:36:18.120

Trena Wilkerson (she/her): So, and also do with you saying that it makes makes me wonder i'm.

650

01:36:19.410 --> 01:36:20.970

Trena Wilkerson (she/her): Out of people's biases.

651

01:36:22.770 --> 01:36:31.050

Trena Wilkerson (she/her): How not people's how to our biases and how they might influence the mathematics that we might ask about.

652

01:36:32.490 --> 01:36:32.850

Brandie Waid: yeah.

653

01:36:34.740 --> 01:36:35.160

Trena Wilkerson (she/her): You know.

654

01:36:36.840 --> 01:36:39.240

Trena Wilkerson (she/her): The questions that we would or would not pose.

655

01:36:41.730 --> 01:36:58.500

Brandie Waid: Exactly and and this group was like this group of kids over the summer, they were incredible and there was one particular so I just love that girl, she would often she actually lived in Germany.

656

01:36:59.850 --> 01:37:14.490

Brandie Waid: I have no idea how she figured like found out about am but she did she joined to join us every every week, and she has such a rich like socio political context.

657

01:37:15.300 --> 01:37:27.690

Brandie Waid: For both Germany and the United States, so every time we would look at an image like this, or you know talk about various things she would say you know well.

658

01:37:28.800 --> 01:37:47.760

Brandie Waid: You know this is a really interesting representation, but I wonder like what does it look like for like black and indigenous people like what would what it looks like what it, you know and then she say Okay, I wonder how this like relates to.

659

01:37:49.860 --> 01:38:04.830

Brandie Waid: It except like what you were saying stuff like so so we like found graph but compared this to accept them and, like what are the data points within the years it's only 2014 2017 and 2020 so can we find other years.

660

01:38:06.540 --> 01:38:09.450

Brandie Waid: And they asked phenomenal questions in relation.

661

01:38:10.590 --> 01:38:17.070

Brandie Waid: To the to the things they also made kind of terrible but funny statements like they were noticing that.

662

01:38:19.530 --> 01:38:20.250

Brandie Waid: we've got.

663

01:38:21.420 --> 01:38:28.140

Brandie Waid: millennial it looks like they're increasing and identification over time, which they also wondered like, why is it.

664

01:38:28.950 --> 01:38:45.480

Brandie Waid: That more millennials over time are identifying as LGBT Q plus so we talked about you know coming out later in life, we talked about like in 2014 you know, maybe we looked at the numbers are all of them adults, at that point, like what what is it we're looking at.

665

01:38:47.430 --> 01:38:55.170

Brandie Waid: And then, they also notice that, for the baby boomers and the traditionalist that the numbers were decreasing.

666

01:38:56.190 --> 01:39:02.430

Brandie Waid: Someone posts, a question like, why are they eat what it looks like there's decrease and then scholars like wolves are dying.

667

01:39:03.810 --> 01:39:05.370

Brandie Waid: I was like okay.

668

01:39:07.410 --> 01:39:12.900

Brandie Waid: We had a very relevant you know perspective to bring in.

669

01:39:14.400 --> 01:39:25.350

Brandie Waid: And yes, it was quite morbid but also It shows that she in the other members of the cohort were really engaging with mathematics and thinking about like why what it presents in that way.

670

01:39:26.820 --> 01:39:27.690

Brandie Waid: which I thought was.

671

01:39:28.200 --> 01:39:28.920

Brandie Waid: was really nice.

672

01:39:29.430 --> 01:39:32.340

Brandie Waid: So um any other thoughts are coming up for people.

673

01:39:39.720 --> 01:39:58.710

Steph (She/her; treaty 6): It kind of makes me think of this book, I read years ago called weaponized lies, and it was this author had gone through and pulled out different graphics from news news stations and stuff and talked about how we can sort of tell ya weaponized lies yeah.

674

01:40:00.090 --> 01:40:04.410

Steph (She/her; treaty 6): um I can email the the link to the book.

675

01:40:04.770 --> 01:40:07.050

Steph (She/her; treaty 6): But yeah and I just.

676

01:40:07.110 --> 01:40:26.250

Steph (She/her; treaty 6): I found it interesting a lot of what the author was talking about was like when you disclose all these sort of social contextual pieces and just present this graphic or the mathematics um you know you're essentially like using mathematics to weaponize information.

677

01:40:28.950 --> 01:40:31.230

Steph (She/her; treaty 6): So that's that's all I was thinking about.

678

01:40:33.330 --> 01:40:36.570

Brandie Waid: yeah it's true, and it may cost to make me think about.

679

01:40:38.070 --> 01:40:42.390

Brandie Waid: Something we did we actually had kind, who is.

680

01:40:42.570 --> 01:40:59.340

Brandie Waid: A who was on candidates drag race, I can have no idea is diary time stop by and talk to the kids and kind actually if you don't follow kind on social media and she goes by the handle online time.

681

01:41:00.720 --> 01:41:01.290

Brandie Waid: Which i'll type.

682

01:41:03.360 --> 01:41:03.720

Brandie Waid: In.

683

01:41:05.190 --> 01:41:12.840

Brandie Waid: And I believe trends on Twitter but mostly is on instagram and take stock and make.

684

01:41:15.360 --> 01:41:17.430

Brandie Waid: videos about mathematics and drag.

685

01:41:18.480 --> 01:41:29.670

Brandie Waid: So one of the videos that we showed was about Kobe numbers and looking at the graph and that this is the idea of weaponized life.

686

01:41:30.030 --> 01:41:50.010

Brandie Waid: The way that the grass was presented it looked like the closing numbers are going down, but if it was actually for Georgia Georgia state like Department of Health released this picture the fast, and it was going down, but if you look at the axes, like the most well out of order.

687

01:41:51.420 --> 01:41:51.930

Brandie Waid: Like.

688

01:41:53.160 --> 01:42:00.120

Brandie Waid: presented this notion that commentators were actually going down, but that was not reality at all.

689

01:42:01.260 --> 01:42:04.350

Brandie Waid: So that's what that made me to go to church.

690

01:42:05.970 --> 01:42:07.260

Brandie Waid: I don't know how that happened.

691

01:42:09.060 --> 01:42:09.660

Brandie Waid: There you go.

692

01:42:12.060 --> 01:42:27.210

Brandie Waid: Alright, so we're heading up on the end of our time here, so I do want to close this out, but there are a couple of things so next time for next time there's an article that I wrote with a colleague, which is going to get into some of the idea of.

693

01:42:28.500 --> 01:42:29.130

Brandie Waid: kind of what.

694

01:42:31.140 --> 01:42:37.980

Brandie Waid: You were mentioning with the cahoots problem and also what we were talking about in relation to the.

695

01:42:40.170 --> 01:42:41.700

Brandie Waid: The problem that do we shared.

696

01:42:43.110 --> 01:42:44.250

Brandie Waid: Where.

697

01:42:45.750 --> 01:42:56.310

Brandie Waid: We have very end and Jessica shared where we have very binary assumptions and like we're presented with information and how to talk about those things with students.

698

01:42:56.760 --> 01:43:04.050

Brandie Waid: So this article, in particular, whereas kasserine yay and lori ruble talk about you know.

699

01:43:04.950 --> 01:43:19.980

Brandie Waid: A set of questions that teachers can use to look at their curriculum to see how to clear it or you know broaden you know the the borders and boundaries that we put in the contact dish article that I wrote with a colleague.

700

01:43:21.330 --> 01:43:36.630

Brandie Waid: In a set of questions that we can do this with today, so if we have a contact that is restrictive, how do we use the questions that were students, so that they can start thinking about the world a little bit more critically.

701

01:43:37.770 --> 01:43:47.520

Brandie Waid: when they engage with these graphs are with you know, whatever it is that they're engaging with in in the text and that's that's another thing here in this.

702

01:43:48.510 --> 01:43:59.130

Brandie Waid: The word Texas used a lot, and that is very broadly in a mathematical sense that would be like the graph they see or a mean can be a text or you know.

703

01:44:00.900 --> 01:44:05.850

Brandie Waid: Whatever whatever it is you're using and mathematics as that quote unquote can be a text.

704

01:44:07.290 --> 01:44:08.790

Brandie Waid: So that.

705

01:44:09.900 --> 01:44:14.010

Brandie Waid: We can bring that in preparation of next week and then here.

706

01:44:15.150 --> 01:44:23.070

Brandie Waid: These are just some of the wondering like we talked about them, but if you want to career some of the wondering, that the kids came up during the camp there in this.

707

01:44:24.300 --> 01:44:33.600

Brandie Waid: slide show and then also some of the next week i'll share some of the activities that I designed around their questions, because the first half of the camp was like.



708

01:44:33.960 --> 01:44:40.890

Brandie Waid: let's pose all the question let's practice posing questions and then the second half of the camp like okay let's go explore them.

709

01:44:42.060 --> 01:44:45.150

Brandie Waid: So that was kind of the idea for that.

710

01:44:46.440 --> 01:44:48.300

Brandie Waid: So if you want to look through those.

711

01:44:49.920 --> 01:45:02.460

Brandie Waid: And as you do, that think about like what mathematical activities because we designed to explore the wondering, while sticking to the tenants of methodical inquiry and then there's to keep that core So if you.

712

01:45:04.320 --> 01:45:06.780

Brandie Waid: want to share some feedback and say.

713

01:45:07.830 --> 01:45:14.700

Brandie Waid: The granddaddy of doing this annoying thing that you keep doing or keep doing this thing that helps me.

714

01:45:15.930 --> 01:45:25.800

Brandie Waid: Go for it tell me more and like to talk about xyz I just let me know um any questions before we head out Thank you.

715

01:45:31.050 --> 01:45:35.280

Brandie Waid: For any last thoughts or comments we want to share.

716

01:45:49.950 --> 01:45:50.310

Trena Wilkerson (she/her): Thank you.

717

01:45:51.690 --> 01:46:01.680

Trena Wilkerson (she/her): Thank you all for allowing me to come in, after so many weeks of not being able to be here, but I appreciate so much you've been so welcoming.

718

01:46:03.000 --> 01:46:03.720

Brandie Waid: To joining.

719

01:46:07.470 --> 01:46:11.430

Brandie Waid: Also, there are there's just made me think about.

720

01:46:12.600 --> 01:46:17.310

Brandie Waid: So often, these pictures that I found this five they're just things that like I want on your radar.

721

01:46:18.330 --> 01:46:20.640

Brandie Waid: This is a book if you're interested.

722

01:46:21.660 --> 01:46:26.040

Brandie Waid: You know, and you want to read about career history history, and I think for young people.

723

01:46:27.510 --> 01:46:33.630

Brandie Waid: was really helpful in my own learning career history of simple that I didn't know.

724

01:46:35.190 --> 01:46:42.450

Brandie Waid: There are a number of you know pictures here of Queens that clear authors are clear artists made.

725

01:46:45.210 --> 01:46:49.020

Brandie Waid: This is not an artist, but beats a Butler does a lot of quote work.

726

01:46:50.160 --> 01:46:57.390

Brandie Waid: that's really beautiful, and this is a piece that was created for LGBT Q plus history month so i'm.

727

01:46:58.470 --> 01:47:00.300

Brandie Waid: Just putting those things out there.

728

01:47:01.740 --> 01:47:03.660

Brandie Waid: But the images aren't where they came from.

729

01:47:08.340 --> 01:47:08.730

Brandie Waid: alright.

730

01:47:09.900 --> 01:47:16.680

Brandie Waid: Well y'all have a good night, if you want to come on next Thursday well or not Thursday Tuesday.

731

01:47:17.880 --> 01:47:28.260

Brandie Waid: I have my office hour, if you want to stop by and talk about a little stuff or just you know hang out eat dinner with me feel free to um it's not obviously.

732

01:47:33.090 --> 01:47:35.910

Dewey Gottlieb (he/his): Thanks brandon thanks everyone that was great chatting today.

733

01:47:36.780 --> 01:47:37.380

Brandie Waid: Have a good one.

734

01:47:38.010 --> 01:47:38.370

Trena Wilkerson (she/her): And I.

735

01:47:39.090 --> 01:47:40.020

Brandie Waid: You know my all.

736

01:47:40.560 --> 01:47:41.190

Dewey Gottlieb (he/his): Take care everyone.