A long-standing tradition in our Fundamentals of Geometry course has been to assign students to read Flatland and write a story that takes place in that universe. But at a minority-serving institute with a large number of non-traditional and first-in-family college students, we have noticed that students tend to interpret the (now almost impenetrable) satire of Edwin A. Abbott’s classic romance literally – and they question the social hierarchies represented in the book through the lens of their own experiences. This presentation will discuss some of the clever ways our students have used geometric concepts to create “revolutions” in Flatland and some of our thoughts on how to use this eminently mathematical book to encourage students to reflect on social justice concepts. (Received September 14, 2016)