USING HISTORY OF MATHS IN THE CLASSROOM

DURHAM 2010

- Knowing the history gives more opportunities to tell stories
- It involves people and so gives the subject a human face
- Learning the background helps pupils' understanding
- Dispels the notion that maths is "out there" and arrived fully formed

legends, anecdotes, about the math development

Napier – crow, religion, parents 16
Euler – 11 children, blindness
like art, music, eng lit, maths is built on its past – a development

- Makes pupils feel more comfortable knowing that some concepts have always been considered to be difficult, for example, negative numbers

squares equal to roots	$(ax^2 = bx)$
squares equal to numbers	$(ax^2 = c)$
roots equal to numbers	$(ax = c)$
squares and roots equal to numbers	$(ax^2 + bx = c)$
squares and numbers equal to roots	$(ax^2 + c = bx)$
roots and numbers equal to squares	$(bx + c = ax^2)$

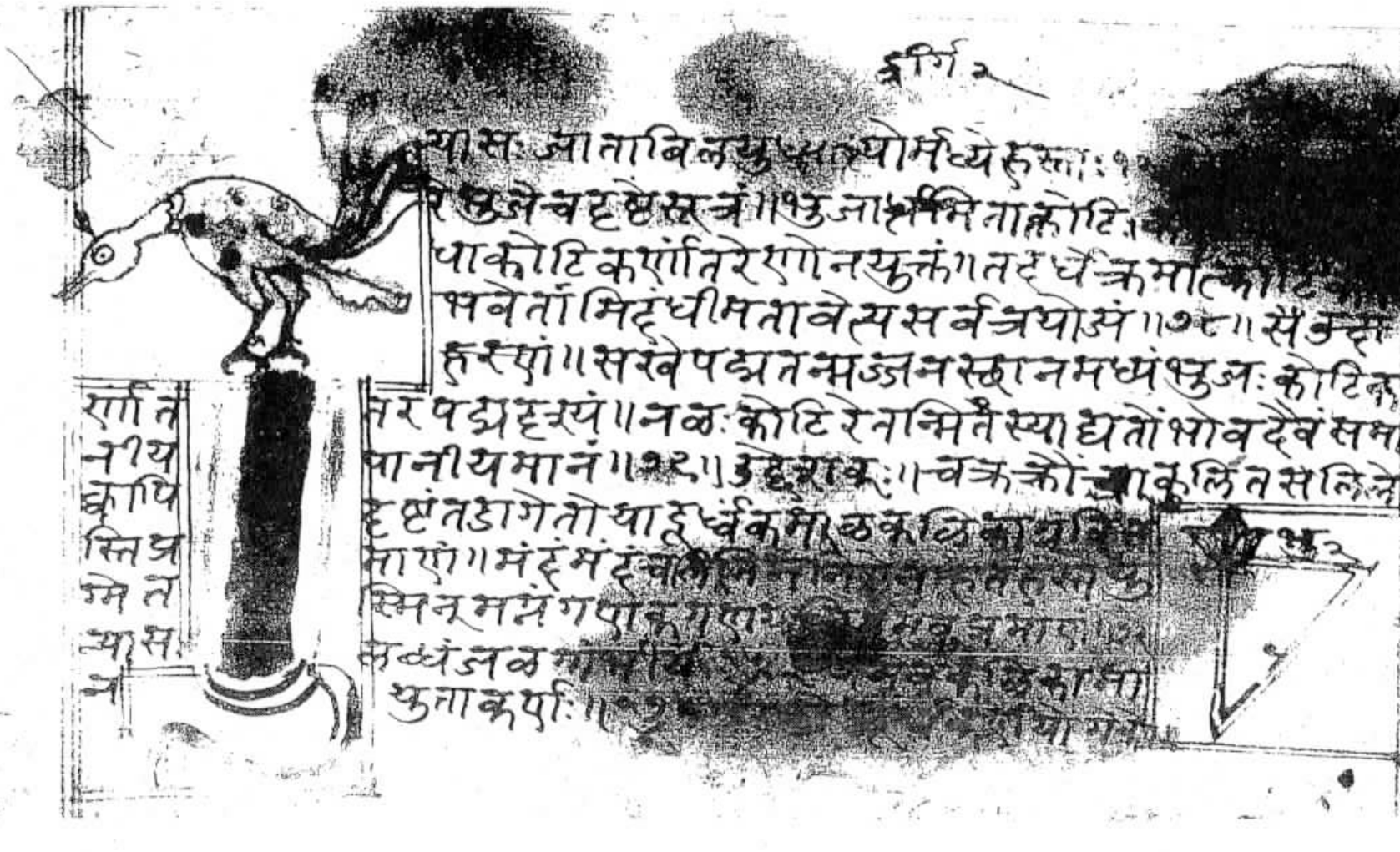
- Opportunities for investigations
- Provides subjects for fast learners to explore
- Keeps the teacher enthusiastic about maths since it is a source of new mathematical ideas, some of which can be understood

HOW ?

- Investigations with a historical theme
- Exercises where the examples are taken from a historical text
- Explain the historical background of a topic as part of the introduction
- Anecdotes about mathematicians of the past

not by teaching h of m

- Projects on local mathematicians of the past
- Poster displays



॥२३॥

In some lake with flocks of geese and crows, the top of a lotus bud is seen one half hand above the surface. Moving slowly, pushed by the wind, it is immersed at two hands away. 12th c, Lilavati (beautiful) of Bhaskara

Write the numbers that might once have existed in the missing part of the tablet.