Abstract

Ethnomathematics is an avenue for teachers to relate mathematical knowledge with their students. By utilizing aspects of culture a teacher can help students make connections between mathematics and the world around them. Integrating different cultures, ancient, popular, and the students', provides the teacher with a base to construct and facilitate engaging mathematics lessons.

The lessons that resulted from this research are intended for current and prospective educators and aligned with intermediate and middle school mathematics standards. By providing educators with a few ideas of how to incorporate various cultures into mathematics education, teachers will in turn be encouraged to engage students in meaningful and culturally relevant mathematical instruction.

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