

# Teaching Math in the 1950s

- A logger sells a truckload of lumber for \$100. His cost of production is  $\frac{4}{5}$  of the price. What is his profit?

# Teaching Math in the 1960s

- A logger sells a truckload of lumber for \$100. His cost of production is  $\frac{4}{5}$  of the price, or \$80. What is his profit?

# Teaching Math in the 1970s

- A logger exchanges a set “L” of lumber for a set “M” of money. The cardinality of set “M” is 100. Each element is worth one dollar. Make 100 dots representing the elements of the set “M”. The set “C”, the cost of production contains 20 fewer points than set “M”. Represent the set “C” as a subset of set “M” and answer the following question: What is the cardinality of the set “P” of profits?

# Teaching Math in the 1980s

- A logger sells a truckload of lumber for \$100. His cost of production is \$80 and his profit is \$20. Your assignment: Underline the number 20.

# Teaching Math in the 1990s

- By cutting down beautiful trees an unenlightened logger makes \$20. What do you think of this way of making a living? Split up into breakout groups and role play how the forest birds and squirrels feel as the logger cuts down their homes. There are no wrong answers.

# Math Teaching in the 2000s

## Part I

- A logger sells a truckload of lumber for \$100. His cost of production is \$120. How does Arthur Andersen determine that his profit margin is \$60?

# Math Teaching in the 2000s

## Part II

- Goldman Sachs sells the forest as part of a complex set of derivatives despite the fact that they don't own it. You later pay the government the \$20 profit from the lumber as part of a bailout of Goldman Sachs