

Tapestry of Geometry Ideas Study Exercise

1. What three kinds of thinking/teaching/learning are involved in the "weaving" of the tapestry? (Column headings in the summary chart.)
2. Why is it worth a teacher's time to consider idea interconnectedness?
3. While the tapestry can be chunked into the three (or four) columns vertically, it can also be chunked into three rows or strands horizontally. What are these three categories?
4. Two of the twelve elements show some transition between the three horizontal strands. Tell what they are and why they show transition.
5. Reproduce the thinking that shows how the length of string establishes the surface area of a sphere.
6. Two side trips were needed to bring students up to speed on needed ideas or tools. One was a progression of regular polygons, beginning with an equilateral triangle and moving through regular quadrilateral, pentagon, hexagon, octagon, etc. What was that all about?
7. Another side trip introduced factoring, to help with the final analysis. How was this done?
8. As the regular polygon become more and more like a circle,
_____ becomes more and more like the _____ and
_____ becomes more and more like the _____
9. A omission from this version of this article: a three-dimensional analogy of the polygon becoming more and more like a circle. What could be done in three-dimensions to rectify this omission?
10. Do an idea (not word-for word) reproduction of the summary chart.

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