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**Thomas E. Gilsdorf\*** ([thomas\\_gilsdorf@und.nodak.edu](mailto:thomas_gilsdorf@und.nodak.edu)), Department of Mathematics, 101 Cornell Street, Mail Stop 8376, Witmer Hall 313, Grand Forks, ND 58202-8376. *The Ethnomathematics of Weaving.*

Weaving and related activities involve concepts of symmetry and require keeping track of large amounts of numerical information. I will talk about how observations of traditional weavers allow us to conclude that they understand these concepts, even though they would not express them in familiar terms. I will use examples from the Mazahua, Otomi and Inca cultures. I will also comment on some classroom activities that involve mathematical aspects of weaving, as well as how weaving and related tasks can be viewed within a problem solving context. (Received August 16, 2007)