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intend to teach high school mathematics and they tend to find the approach refreshing when they compare it to their high school experience.

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*Geometry: A Guided Inquiry*

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Allowing students to discover Euclidean geometry through guided inquiry allows for more ownership of the material. The course is geared at students who



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intend to teach high school mathematics and they tend to find the approach refreshing when they compare it to their high school experience. I highly recommend the book.

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The result is a development of the standard content of Euclidean geometry with the mathematical precision of Hilbert's foundations of geometry. In particular, the

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book covers all the topics listed in the Common Core State Standards for high school synthetic geometry. The presentation uses a guided inquiry, active learning pedagogy.

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*Euclidean Geometry: A Guided  
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Full Title: Euclidean

Geometry: A Guided Inquiry

Approach; Edition: 1st

edition; ISBN-13:

978-0821889855; Format:

Paperback/softback;

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Publisher: American  
Mathematical Society  
(6/26/2012) Copyright: 2012;  
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Today, you will certainly  
require this Euclidean  
Geometry: A Guided Inquiry  
Approach (MSRI Mathematical  
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Textbook: Euclidean  
Geometry: A Guided Inquiry  
Approach, David M. Clark,  
MSRI/AMS 2012, ISBN

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references: (BLL) A Problem  
Solving Approach to  
Mathematics for Elementary  
School Teachers , 11th ed.,  
Billstein, Libeskind, and  
Lott, Pearson Education,  
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*Department of Mathematics,  
Texas A&M University*

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Clark, co-published by the  
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*Inquiry Based Learning*

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Geometry: A Guided Inquiry  
Approach you will read about  
a troublesome mathematical  
and pedagogical dilemma that  
developed around the  
teaching of Euclidean

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Approach during the  
twentieth century. Without a  
resolution to this dilemma  
the axiomatic development of  
the subject was virtually  
abandoned in our national

*INSTRUCTOR SUPPLEMENT*

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Euclidean Geometry A Guided  
Inquiry Approach David M.  
Clark SUNY Distinguished  
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Advancement Foundation 2008,  
2011 Kennesaw Mountain  
Undergraduate Mathematics  
Conference, Nov. 11, 2011  
2/14/2012 2

*Euclidean Geometry*

*Page 35/106*

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*Rediscovered*

I thought about this example as I read the book under review, which applies guided inquiry to basic Euclidean geometry. I have seen other geometry books over the years that use this method;

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two good ones are

Experiencing Geometry:

Euclidean and non-Euclidean

with History by Henderson

and Taimina, and David Gay's

Geometry by Discovery.

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*Inquiry Approach ...*

Euclidean Geometry: A Guided  
Inquiry Approach Volume 9 of  
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library: Author: David M.  
Clark: Publisher: Curriculum  
Branch, Education Department  
of Western Australia,

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52. No. 52 (Oct. 2020) No  
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Geometry has been an

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essential element in the study of mathematics since antiquity. Traditionally, we have also learned formal reasoning by studying Euclidean geometry. In this book, David Clark develops a modern axiomatic approach to

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this ancient subject, both in content and presentation. Mathematically, Clark has chosen a new set of axioms that draw on a modern understanding of set theory and logic, the real number continuum and measure

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theory, none of which were available in Euclid's time. The result is a development of the standard content of Euclidean geometry with the mathematical precision of Hilbert's foundations of geometry. In particular, the

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book covers all the topics listed in the Common Core State Standards for high school synthetic geometry. The presentation uses a guided inquiry, active learning pedagogy. Students benefit from the axiomatic

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development because they themselves solve the problems and prove the theorems with the instructor serving as a guide and mentor. Students are thereby empowered with the knowledge that they can solve problems

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on their own without reference to authority. This book, written for an undergraduate axiomatic geometry course, is particularly well suited for future secondary school teachers. In the interest of

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fostering a greater awareness and appreciation of mathematics and its connections to other disciplines and everyday life, MSRI and the AMS are publishing books in the Mathematical Circles Library

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series as a service to young people, their parents and teachers, and the mathematics profession.

This volume is a case study of education reform and innovation using technology



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that examines the issue from a wide variety of perspectives. It brings together the views and experiences of software designers, curriculum writers, teachers and students, researchers and

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administrators. Thus, it stands in contrast to other analyses of innovation that tend to look through the particular prisms of research, classroom practice, or software design. The Geometric

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Supposer encourages a belief in a better tomorrow for schools. On its surface, the Geometric Supposer provides the means for radically altering the way in which geometry is taught and the quality of learning that can

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Approach. At a deeper level, however, it suggests a powerful metaphor for improving education that can be played out in many different instructional contexts.

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This book is a self-  
Library contained introduction to  
the fundamental and  
interesting topics of  
geometry. The topics covered  
include the definitions and

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properties of 2D and 3D shapes, the basic concepts and formulas of perimeter, area and volume, the Pick's formula, the Cavalieri's principles, the basic geometric transformations, the concepts of

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tessellations, the Euler's polyhedral formula, and the methods of construction of regular polygons and regular polyhedra. Complemented by diagrams, pictures, examples and exercises, the materials covered are suitable for an

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introductory course on  
geometry and will appeal to  
school students, teachers,  
junior undergraduate  
students, mathematics  
instructors or lecturers  
alike.



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This book on two-dimensional geometry uses a problem-solving approach to actively engage students in the learning process. The aim is to guide readers through the story of the subject, while giving them room to discover

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and partially construct the story themselves. The book bridges the study of plane geometry and the study of curves and surfaces of non-constant curvature in three-dimensional Euclidean space. One useful feature is that

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the book can be adapted to suit different audiences. The first half of the text covers plane geometry without and with Euclid's Fifth Postulate, followed by a brief synthetic treatment of spherical geometry

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through the excess angle formula. This part only requires a background in high school geometry and basic trigonometry and is suitable for a quarter course for future high school geometry teachers. A

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brief foray into the second half could complete a semester course. The second half of the text gives a uniform treatment of all the complete, simply connected, two-dimensional geometries of constant curvature, one

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Approach for each real  
number (its curvature),  
including their groups of  
isometries, geodesics,  
measures of lengths and  
areas, as well as formulas  
for areas of regions bounded  
by polygons in terms of the

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curvature of the geometry and the sum of the interior angles of the polygon. A basic knowledge of real linear algebra and calculus of several (real) variables is useful background for this portion of the text.

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The main part of this book describes the first semester of the existence of a successful and now highly popular program for



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elementary school students  
at the Berkeley Math Circle.  
The topics discussed in the  
book introduce the  
participants to the basics  
of many important areas of  
modern mathematics,  
including logic, symmetry,

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probability theory, knot theory, cryptography, fractals, and number theory. Each chapter in the first part of this book consists of two parts. It starts with generously illustrated sets of problems and hands-on

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activities. This part is addressed to young readers who can try to solve problems on their own or to discuss them with adults. The second part of each chapter is addressed to teachers and parents. It

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includes comments on the topics of the lesson, relates those topics to discussions in other chapters, and describes the actual reaction of math circle participants to the proposed activities. The

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supplementary problems that were discussed at workshops of Math Circle at Kansas State University are given in the second part of the book. The book is richly illustrated, which makes it attractive to its young

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and Projective introduces  
readers to a valuable  
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to understanding both spatial  
relationships and logical

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reasoning. Focusing on the development of geometric intuition while avoiding the axiomatic method, a problem solving approach is encouraged throughout. The book is strategically divided into three sections:

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Part One focuses on Euclidean geometry, which provides the foundation for the rest of the material covered throughout; Part Two discusses Euclidean transformations of the plane, as well as groups and

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their use in studying transformations; and Part Three covers inversive and projective geometry as natural extensions of Euclidean geometry. In addition to featuring real-world applications

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well as for engineering and  
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