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**Elizabeth C Rogers\*** (brogers@piedmont.edu), Piedmont College, 165 Central Avenue, Demorest, GA 30535. *Challenging Eurocentric Mathematics History to Encourage Understanding of Cultural Diversity in Mathematics Classrooms.*

Our cultural history helps shape our identities and every student needs to see his/her culture presented in a positive manner. Due to the traditional Eurocentric approach to mathematics, many K-12 teachers have little knowledge of the contributions of diverse societies. Mathematics has lagged behind other disciplines in understanding and forming a multicultural basis of instruction. It is this author's contention that mathematics needs to go further than use of multi-ethnic names in textbooks. Change needs to come from mathematics teachers responding to their knowledge of the mathematical contributions of the societies represented in their classrooms. This presentation will discuss the use of research, writing projects and preparation of lesson plans based on non-eurocentric mathematics history topics in classes for middle grade and high school teachers.. Examples of papers and lesson plans will be available for participants to share. Anecdotal evidence for multiple teachers' experience with these lessons will be discussed. (Received September 23, 2009)